

Campus Climate Assessment Report School of Education Summary Report

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

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**UNIVERSITY OF
SAN FRANCISCO**

Center for Institutional
Planning and Effectiveness

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Executive Summary

BACKGROUND

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

PURPOSE OF REPORT

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

METHODOLOGY

R&A provided us with an Excel spreadsheet of the raw data, along with the data dictionary. That data was then brought into Tableau, analyzed, and used to create the charts and visualizations of the basic descriptive statistics in this report. Because of the small population sizes, the potential lack of significant meaning, and the input from the lead R&A analyst, it was decided that more extensive analysis of the individual departments/colleges would not be done at this time. Throughout the report, the data is shown by the School of Education respondent population versus the rest of the USF respondent population. Data was masked as well as possible for privacy purposes. Decisions were made on a table-by-table basis as to how the data would be displayed, but any total that was less than five, was changed to “<5” to mask the actual number. Due to privacy concerns, the demographics section of the report was treated the most sensitively. However, the remainder of the report left room for more transparency, and therefore totals and percentages were included more frequently. All of the School of Education 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, 434 members of the School of Education completed the survey. 33 (8%) were Undergraduate Students, 325 (75%) were Graduate Students, 19 (4%) were tenured or tenure-track faculty, 36 (8%) were adjunct or term faculty, and 21 (5%) were staff.

	Sample Total	Population Total	Response Rate
<i>Undergraduate Students</i>	33	34	97%
<i>Graduate Students</i>	325	1043	31%
<i>Tenured/Tenure-Track Faculty</i>	19	35	54%
<i>Adjunct/Term Faculty</i>	36	83	43%
<i>Staff</i>	21	28	75%
Total	434	1223	36%

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

HIGHLIGHTS

Demographics:

- 83% of respondents were students
- 71% of respondents were women
- 37% of respondents were white
- 75% of respondents were heterosexual
- 81% of respondents were U.S. citizens
- 83% of respondents had no disability
- 41% of respondents had no religious/spiritual affiliation
- 41% of respondents had a Christian affiliation
- 95% of respondents never served in the military

Employees Only:

- 52% of respondents had worked at USF for less than six years
- 78% of Faculty respondents had a Doctoral degree (e.g. PhD, EdD)
- 52% of Staff respondents had a Master's degree or higher

Students Only:

- 73% of respondents reported that they work on or off campus
- 61% of respondents experienced financial hardship while attending USF
- 60% of respondents pay for tuition using loans
- 89% of respondents reported living in non-campus housing
- 40% did not participate in any clubs or organizations at USF

USF Climate Comfort: 86% of respondents communicated that they were “comfortable” or “very comfortable” with the climate at USF.

School of Education Workplace Climate Comfort: 67% of Employee respondents communicated that they were “comfortable” or “very comfortable” with the workplace climate within the School of Education.

School of Education Classroom Climate Comfort: 82% of Student and Faculty respondents communicated that they were “comfortable” or “very comfortable” with the classroom climate within the School of Education.

Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct: 20% of School of Education respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.

Reporting of Experienced Conduct: 76% of the School of Education 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 School of Education 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: 86% of the School of Education respondents that observed conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment at USF within the past year, did not report the conduct.

Experienced Unwanted Sexual Contact/Conduct: Within the School of Education population, 4% of respondents experienced unwanted sexual contact/conduct. Of those 4% of School of Education respondents that experienced unwanted sexual contact/conduct, 71% experienced Unwanted Sexual Interaction.

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

Students Only

Student Perception of Classroom Experience:

Strength: 83% of Undergraduate and Graduate School of Education Student respondents “agreed” or “strongly agreed” with the statement “I have faculty whom I perceive as role models.”

Weakness: 41% of Undergraduate and Graduate School of Education 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: 87% of Undergraduate and Graduate School of Education Student respondents “agreed” or “strongly agreed” with the statement “I feel valued by faculty in the classroom.”

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

Student Academic Experience:

Strength: 96% of Undergraduate and Graduate School of Education Student respondents “agreed” or “strongly agreed” with the statement, “I intend to graduate from USF.”

Weakness: 38% of Undergraduate and Graduate School of Education 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: 84% of Graduate School of Education Student respondents “agreed” or “strongly agreed” with the statement “I feel comfortable sharing my professional goals with my advisor.”

Weakness: 15% of Graduate School of Education Student respondents “disagreed” or “strongly disagreed” with the statement, “I am satisfied with the quality of advising I have received from my department/program.”

Graduate Student Perception of Department/Program:

Strength: 82% of Graduate School of Education Student respondents “agreed” or “strongly agreed” with the statement, “Department/program staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.”

Weakness: 27% of Graduate School of Education 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:

- 42% of Undergraduate School of Education Student respondents indicated that they had seriously considered leaving in the last year.
- 26% of Graduate School of Education Student respondents indicated that they had seriously considered leaving in the last year

Faculty & Staff Only

Faculty Perception of the Workplace:

Strength: 53% of School of Education Faculty “disagreed” or “strongly disagreed” with the statement, “I think that my department chair/program director prejudices my abilities based on their perception of my identity/background.”

Weakness: 24% of School of Education Faculty “agreed” or “strongly agreed” to the statement, “I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.”

Staff Perception of the Workplace:

Strength: 86% of School of Education Staff “agreed” or “strongly agreed” with the statement, “My direct supervisor provides me with job/career advice or guidance when I need it.”

Weaknesses: 57% of School of Education Staff “disagreed” or “strongly disagreed” with the statement, “There are clear procedures on how I can advance at USF.”

Faculty Job Security: 38% of School of Education Faculty “agreed” or “strongly agreed” with the statement, “I have job security.”

Staff Job Security: 52% of School of Education Staff “agreed” or “strongly agreed” with the statement, “I have job security.”

Faculty Feeling of Value:

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

Weakness: 33% of School of Education Faculty respondents “disagreed” or “strongly disagreed” with the statement, “I feel valued by USF senior administrators.”

Staff Feeling of Value:

Strength: 76% of School of Education Staff “agreed” or “strongly agreed” with the statement, “I feel valued by coworkers in my department.”

Weakness: 48% of School of Education Staff “disagreed” or “strongly disagreed” with the statement, “Staff opinions are valued by USF faculty.”

Faculty Perception of the Performance Evaluation Process: 27% of School of Education Faculty “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is clear.”

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

Faculty Perception of Work-Life Balance: 31% of School of Education Faculty “disagreed” or “strongly disagreed” with the statement “USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).”

Staff Perception of Work-Life Balance:

Strength: 81% of School of Education Staff “agreed” or “strongly agreed” with the statement “My direct supervisor provides adequate support for me to manage work-life balance.”

Weakness: 43% of School of Education Staff “agreed” or “strongly agreed” with the statement “I perform more work than colleagues with similar performance expectations.”

Staff Perception of Workload and Support:

Strength: 95% of School of Education Staff “agreed” or “strongly agreed” with the statement “My supervisor is supportive of my taking leave.”

Weakness: 48% of School of Education Staff “agreed” or “strongly agreed” with the statement “There is a hierarchy within staff positions that allows some voices to be valued more than others.”

Faculty Perception of Salary and Benefits:

Strength: 51% of School of Education Faculty “agreed” or “strongly agreed” with the statement “Health insurance benefits are competitive.”

Weakness: 22% of School of Education Faculty “disagreed” or “strongly disagreed” with the statement “Child care subsidy is competitive.”

Staff Perception of Salary and Benefits:

Strength: 67% of School of Education Staff “agreed” or “strongly agreed” with the statement, “Health insurance benefits are competitive.”

Weakness: 38% of School of Education Staff “disagreed” or “strongly disagreed” with the statement, “Staff salaries are competitive.”

Considered Leaving USF:

- 36% of School of Education Faculty respondents stated that they had seriously considered leaving USF in the past year.
- 57% of School of Education Staff respondents stated that they had seriously considered leaving USF in the past year.

Results*Demographics*

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

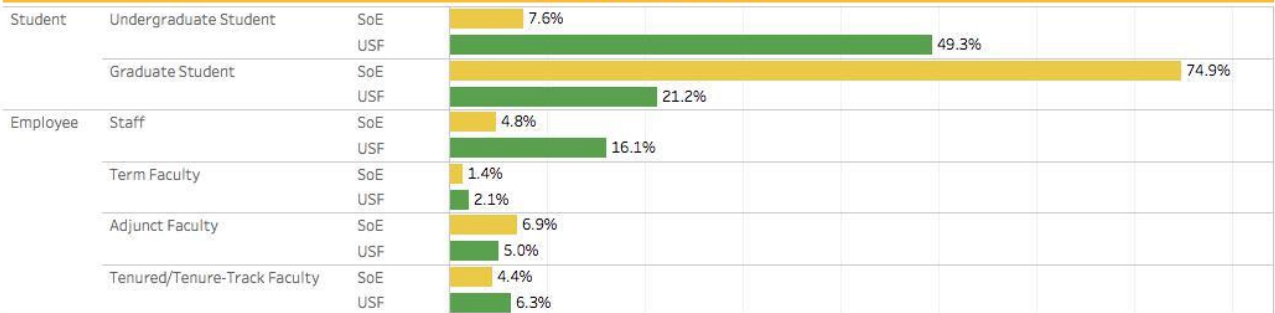
Position Status Comparison:

USF Demographics School of Education

Position Status Students, Faculty & Staff

		SoE		USF	
		n	%	n	%
Student	Undergraduate Student	33	7.6%	1,999	49.3%
	Graduate Student	325	74.9%	860	21.2%
	Total	358	82.5%	2,859	70.6%
Employee	Staff	21	4.8%	652	16.1%
	Tenured/Tenure-Track Faculty	19	4.4%	254	6.3%
	Term Faculty	6	1.4%	84	2.1%
	Adjunct Faculty	30	6.9%	203	5.0%
	Total	76	17.5%	1,193	29.4%
Grand Total		434	100.0%	4,052	100.0%

Position Status Students, Faculty & Staff

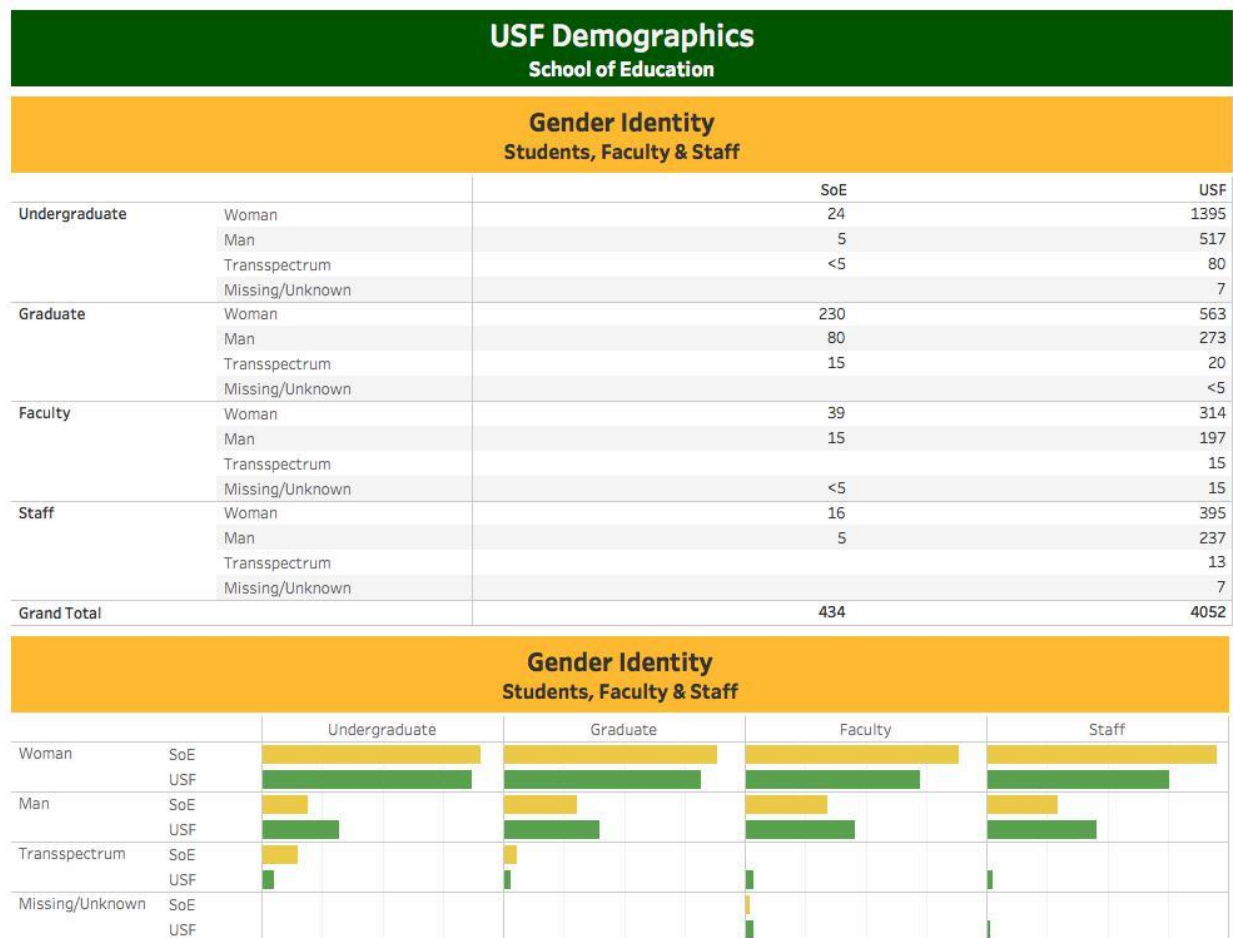


The above visual shows the SoE vs USF percentage totals by Student vs Employee Status, separated out by specific position. The bar lengths illustrate the percentage differences.

As expected, the School of Education had a higher percentage of Graduate Student respondents than the USF Overall population. The Undergraduate population was due solely to enrollment in the School of Education’s *Education, Dual Degree in Teaching (4+1)* program. The School of Education also had a lower percentage of Staff respondents than the USF Overall population.

Gender Identity Comparison:

The School of Education had a higher percentage of women staff respondents, and women faculty respondents, relative to the USF populations.



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

Racial Identity Comparison:

The School of Education had a higher percentage of Black/African American Staff respondents, and a lower percentage of White respondents, compared to the USF Staff population. However, the School of Education also had a comparatively small population of Staff respondents. The School of Education had a much higher percentage of Latin@/Chican@/Hispanic and Multiracial Faculty respondents. The School of Education Faculty respondent percentages were also quite a bit lower for White respondents, compared to the USF Faculty population. The School of Education student population had a much lower percentage of Asian/Asian American/South Asian respondents, and a higher percentage of White and Latin@/Chican@/Hispanic students, compared to the USF Student population.

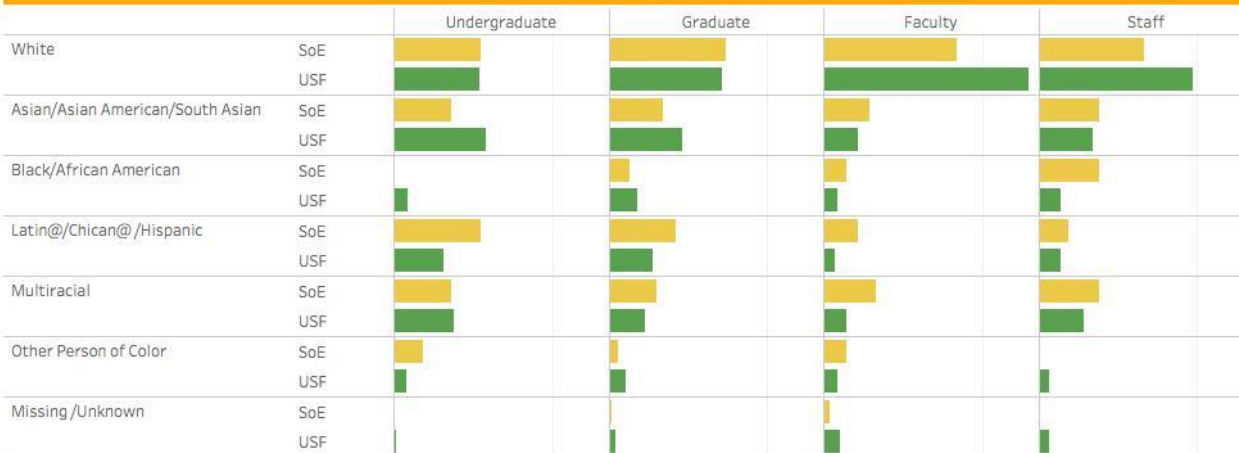
USF Demographics School of Education

Racial Identity Students, Faculty & Staff

		SoE	USF
Undergraduate	White	9	538
	Asian/Asian American/South Asian	6	581
	Latin@/Chican@/Hispanic	9	315
	Black/African American		87
	Multiracial	6	379
	Other Person of Color	<5	80
	Missing/Unknown		19
Graduate	White	120	308
	Asian/Asian American/South Asian	56	198
	Latin@/Chican@/Hispanic	68	118
	Black/African American	21	76
	Multiracial	49	97
	Other Person of Color	9	45
	Missing/Unknown	<5	18
Faculty	White	23	349
	Asian/Asian American/South Asian	8	58
	Latin@/Chican@/Hispanic	6	19
	Black/African American	<5	23
	Multiracial	9	40
	Other Person of Color	<5	23
	Missing/Unknown	<5	29
Staff	White	7	318
	Asian/Asian American/South Asian	<5	110
	Latin@/Chican@/Hispanic	<5	46
	Black/African American	<5	45
	Multiracial	<5	92
	Other Person of Color		21
	Missing/Unknown		20
Grand Total		434	4052

USF Demographics School of Education

Racial Identity Students, Faculty & Staff

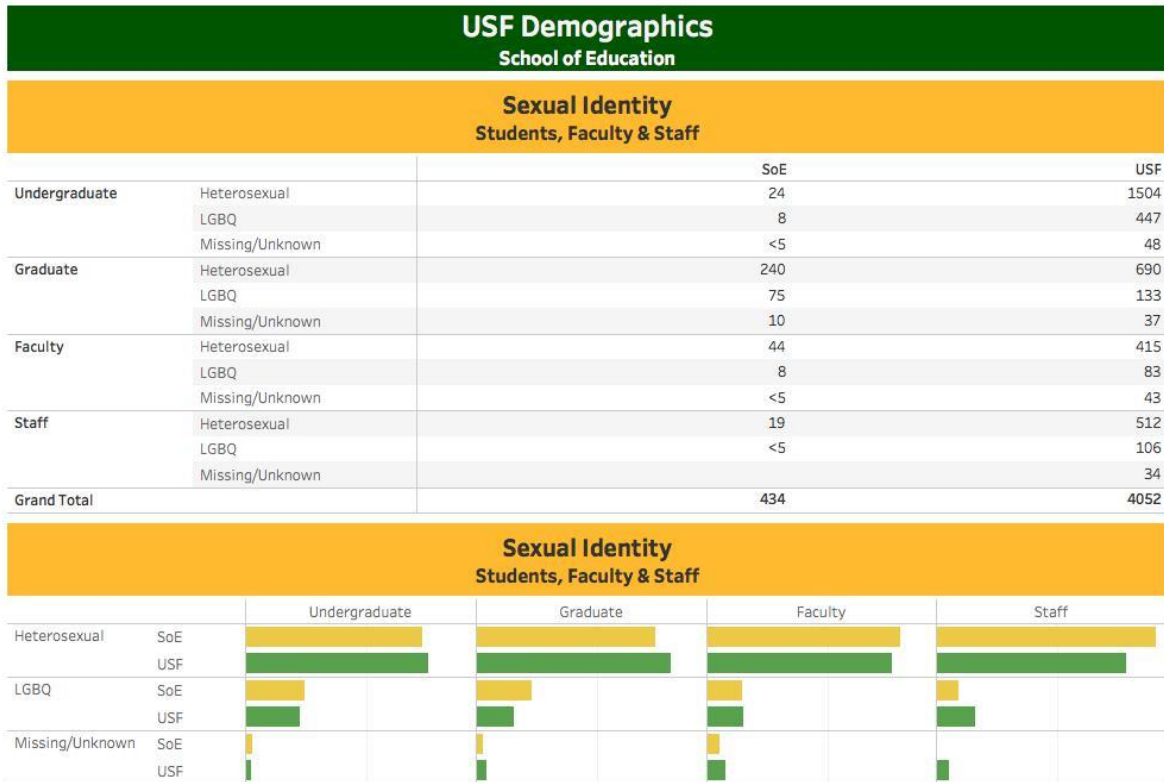


The above visual shows the SoE vs USF percentage totals by Racial Identity, separated out by position. The bar lengths illustrate the percentage differences.

Sexual Identity Comparison:

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

The School of Education had a higher percentage of Heterosexual Staff respondents, compared the USF populations.



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

Citizenship Status Comparison:

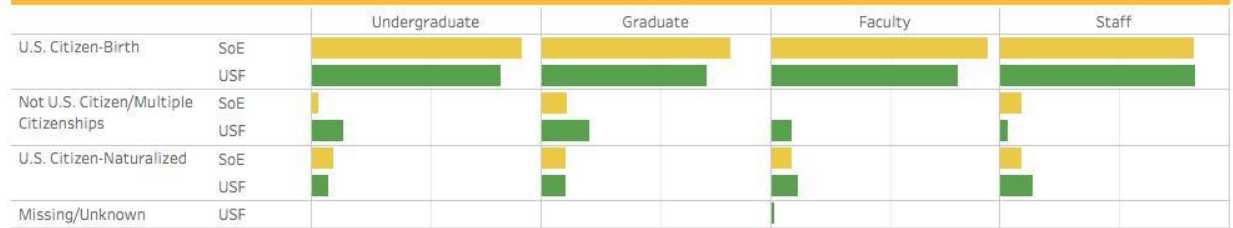
The School of Education had a higher percentage of U.S. Citizen Faculty respondents, compared to the USF Faculty population.

USF Demographics
School of Education

Citizenship Status
Students, Faculty & Staff

		SoE	USF
Undergraduate	U.S. Citizen-Birth	29	1575
	U.S. Citizen-Naturalized	<5	150
	Not U.S. Citizen/Multiple Citizenships	<5	265
	Missing/Unknown		9
Graduate	U.S. Citizen-Birth	257	592
	U.S. Citizen-Naturalized	33	89
	Not U.S. Citizen/Multiple Citizenships	35	175
	Missing/Unknown		<5
Faculty	U.S. Citizen-Birth	50	422
	U.S. Citizen-Naturalized	5	62
	Not U.S. Citizen/Multiple Citizenships		48
	Missing/Unknown		9
Staff	U.S. Citizen-Birth	17	532
	U.S. Citizen-Naturalized	<5	91
	Not U.S. Citizen/Multiple Citizenships	<5	25
	Missing/Unknown		<5
Grand Total		434	4052

Citizenship Status
Students, Faculty & Staff



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

Disability Identity Comparison:

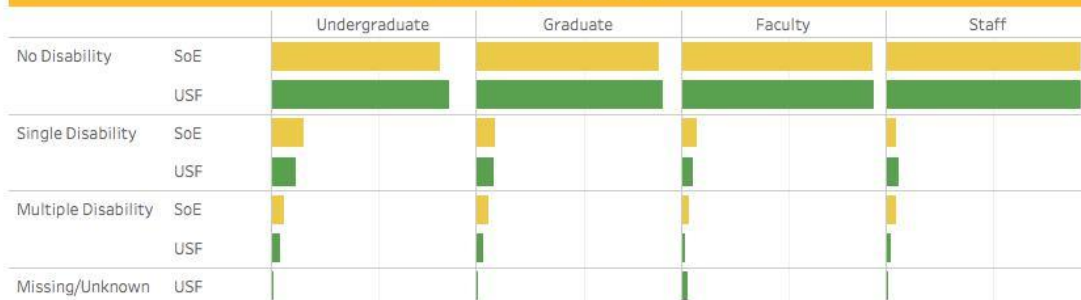
The School of Education disability percentages were fairly consistent with the USF Overall population.

USF Demographics School of Education

Disability Status Students, Faculty & Staff

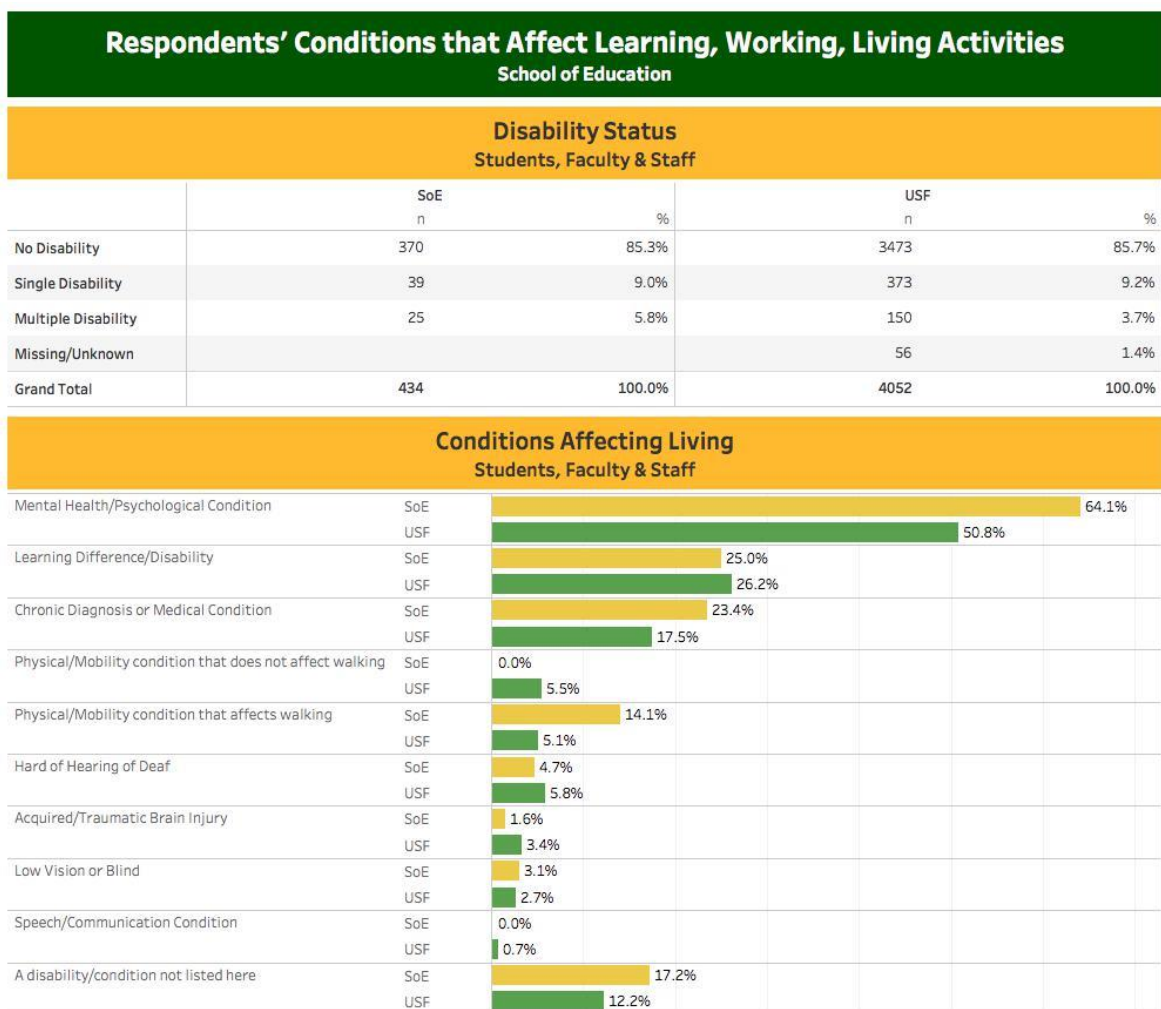
		SoE	USF
Undergraduate	No Disability	26	1654
	Single Disability	5	231
	Multiple Disability	<5	90
	Missing/Unknown		24
Graduate	No Disability	276	746
	Single Disability	29	73
	Multiple Disability	20	33
	Missing/Unknown		8
Faculty	No Disability	49	483
	Single Disability	<5	31
	Multiple Disability	<5	11
	Missing/Unknown		16
Staff	No Disability	19	590
	Single Disability	<5	38
	Multiple Disability	<5	16
	Missing/Unknown		8
Grand Total		434	4052

Disability Status Students, Faculty & Staff



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

Of the 15% of School of Education respondents who reported having a disability, the most common were mental health/psychological condition (64%), learning difference/disability (25%), and chronic diagnosis or medical condition (23%).



While these top three conditions affecting living remained true for the School of Education overall, the results varied a bit by population. For the School of Education Undergraduate population, the top condition affecting living was mental health/psychological condition (100%). For the School of Education Graduate population, the top condition affecting living was also mental health/psychological condition (65%). For the School of Education Faculty, the top condition affecting living was chronic diagnosis or medical condition (67%). For School of Education Staff, the top conditions affecting living were mental health/psychological condition (50%), physical/mobility condition that affects walking (50%), and chronic diagnosis or medical condition (50%). In comparison, for the USF Undergraduate population, the top condition affecting living was mental health/psychological condition (61%). For the USF Graduate population, the top condition affecting living was also mental health/psychological condition (42%). For the USF Faculty, the top condition affecting living was chronic diagnosis or medical condition (29%). Finally, for USF Staff, the top conditions affecting living were mental health/psychological condition (38%), and chronic diagnosis or medical condition (35%)

Respondents' Conditions that Affect Learning, Working, Living Activities School of Education

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



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

Disabled respondents were asked to identify any general barriers they encountered at USF. Respondents with Disabilities in the School of Education specified the top general barriers as classroom buildings (24%) and campus transportation/parking (16%). The top barrier faced by disabled USF Overall respondents was campus transportation/parking (14%).

Facilities Barriers Experienced by Respondents With Disabilities

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

School of Education Students, Faculty & Staff

Athletic & Recreational Facilities			Classroom Buildings			Classrooms/Labs		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	36	Yes	14	65	Yes	<5	66
No	27	232	No	30	255	No	33	250
Not applicable	29	261	Not applicable	14	206	Not applicable	19	209
Grand Total	58	529	Grand Total	58	526	Grand Total	56	525
Dining Facilities			Doors			Elevators/Lifts		
	SoE	USF		SoE	USF		SoE	USF
Yes	5	51	Yes	6	30	Yes	6	43
No	33	251	No	35	275	No	32	261
Not applicable	20	221	Not applicable	17	218	Not applicable	20	218
Grand Total	58	523	Grand Total	58	523	Grand Total	58	522
Emergency Preparedness			Office Furniture			Campus Transportation/Parking		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	34	Yes	5	58	Yes	9	70
No	34	265	No	37	258	No	33	238
Not applicable	22	221	Not applicable	16	203	Not applicable	16	212
Grand Total	58	520	Grand Total	58	519	Grand Total	58	520
Other Campus Buildings			On-campus Housing			Podium		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	37	Yes	<5	46	Yes	<5	26
No	31	258	No	29	213	No	34	246
Not applicable	23	221	Not applicable	27	259	Not applicable	22	247
Grand Total	58	516	Grand Total	57	518	Grand Total	57	519
Signage			Studios/Performing Arts Spaces			Temporary Barriers due to Construction or Maintenance		
	SoE	USF		SoE	USF		SoE	USF
Yes	5	22	Yes		22	Yes	<5	36
No	39	267	No	31	227	No	34	241
Not applicable	14	229	Not applicable	27	266	Not applicable	21	239
Grand Total	58	518	Grand Total	58	515	Grand Total	58	516
USF Clinic at St. Mary's				Walkways/Pedestrian Paths/Crosswalks				
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	20	Yes	<5	41			
No	25	221	No	34	258			
Not applicable	30	274	Not applicable	19	215			
Grand Total	58	515	Grand Total	56	514			

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

Technology/Online Barriers Experienced by Respondents With Disabilities								
As a person who identifies with a disability, have you experienced a barrier in any of the following areas at USF in the past year?								
School of Education								
Students, Faculty & Staff								
Accessible Electronic Format			Canvas/TWEN			Clickers		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	38	Yes	<5	40	Yes		15
No	40	284	No	41	282	No	35	258
Not applicable	14	190	Not applicable	14	184	Not applicable	23	230
Grand Total	58	512	Grand Total	58	506	Grand Total	58	503
Computer Equipment			Electronic Forms			Electronic Signage		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	31	Yes	<5	27	Yes	<5	19
No	38	281	No	39	289	No	39	295
Not applicable	19	191	Not applicable	16	189	Not applicable	16	190
Grand Total	58	503	Grand Total	58	505	Grand Total	58	504
Electronic Surveys			Library Resources			Phone/Phone Equipment		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	20	Yes	<5	30	Yes	<5	19
No	42	306	No	42	294	No	38	292
Not applicable	13	177	Not applicable	13	181	Not applicable	19	189
Grand Total	58	503	Grand Total	58	505	Grand Total	58	500
Software			Video/Video Audio Description			Website		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	26	Yes	5	19	Yes	6	21
No	36	275	No	33	290	No	38	302
Not applicable	19	200	Not applicable	19	192	Not applicable	13	179
Grand Total	57	501	Grand Total	57	501	Grand Total	57	502

Barriers in Identity Experienced by Respondents With Disabilities

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

School of Education

Students, Faculty & Staff

Electronic Databases			Email Account			Intake Forms		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	28	Yes	<5	23	Yes	<5	27
No	46	306	No	46	310	No	38	278
Not applicable	9	172	Not applicable	9	170	Not applicable	18	197
Grand Total	58	506	Grand Total	58	503	Grand Total	58	502

Learning Technology			Surveys		
	SoE	USF		SoE	USF
Yes	<5	31	Yes	<5	30
No	43	299	No	43	310
Not applicable	11	175	Not applicable	8	161
Grand Total	58	505	Grand Total	54	501

Barriers in Instructional/Campus Materials Experienced by Respondents with Disabilities

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

School of Education

Students, Faculty & Staff

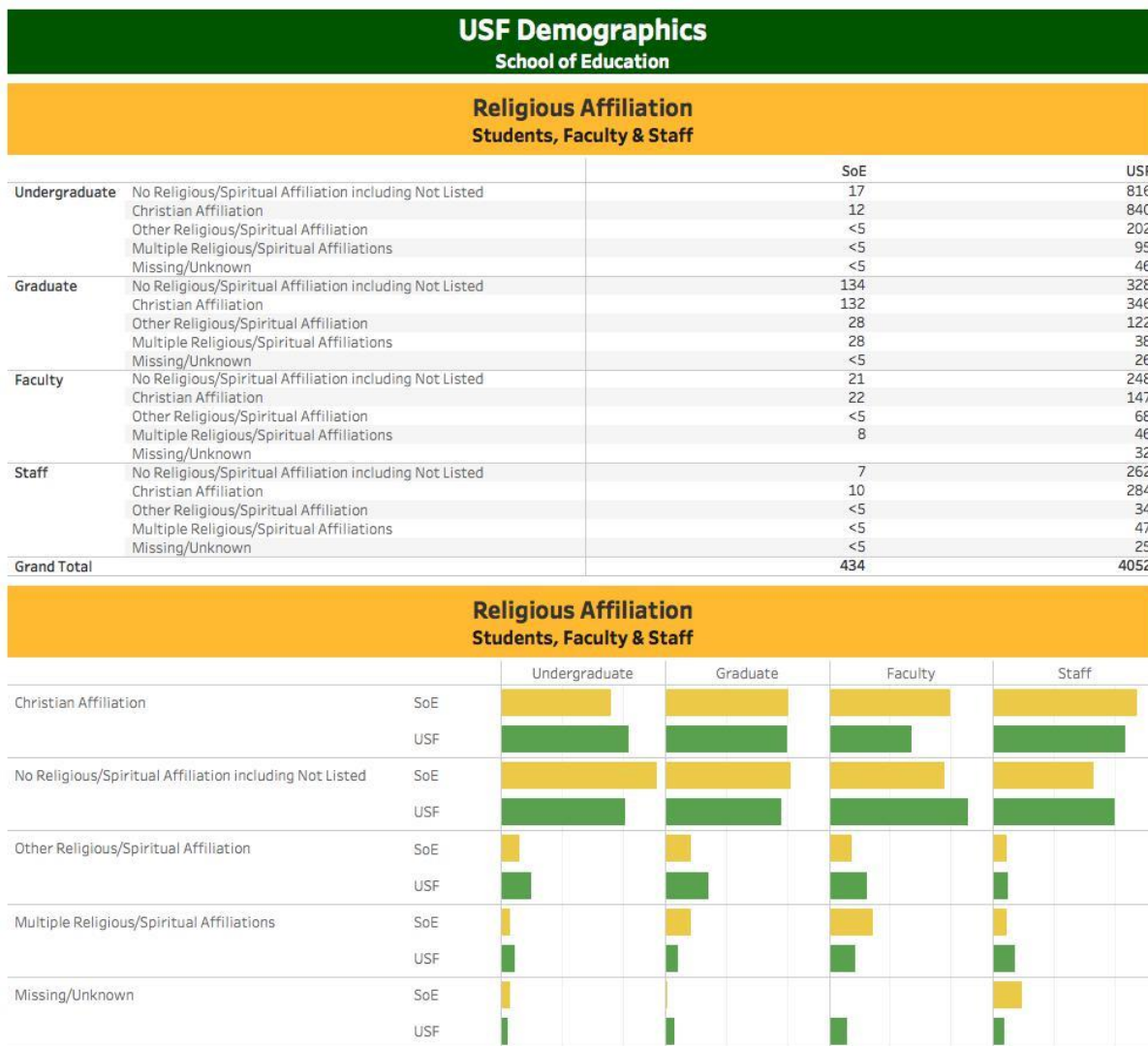
Brochures			Faculty Required Resources			Food Menus		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	18	Yes	<5	24	Yes	<5	40
No	43	314	No	43	298	No	36	288
Not applicable	12	175	Not applicable	13	180	Not applicable	19	174
Grand Total	58	507	Grand Total	58	502	Grand Total	57	502

Forms			Library Resources			Other Publications		
	SoE	USF		SoE	USF		SoE	USF
Yes	<5	24	Yes	<5	24	Yes	<5	17
No	44	312	No	46	306	No	46	311
Not applicable	11	168	Not applicable	11	173	Not applicable	10	174
Grand Total	58	504	Grand Total	58	503	Grand Total	58	502

Syllabi			Textbooks			Video-Closed Captioning and Text Description		
	SoE	USF		SoE	USF		SoE	USF
Yes	5	31	Yes	5	47	Yes	<5	22
No	44	298	No	44	288	No	42	292
Not applicable	9	173	Not applicable	8	169	Not applicable	13	184
Grand Total	58	502	Grand Total	57	504	Grand Total	56	498

Religious Affiliation Comparison:

The School of Education Student population fell fairly in line with that of the USF Student population. The School of Education Faculty and Staff populations had a lower percentage of respondents with No Religious/Spiritual Affiliation, compared to the corresponding USF populations. The School of Education Faculty population also had a much higher percentage of respondents with a Christian Affiliation, compared to the USF Faculty population.



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

Age Range Comparison:

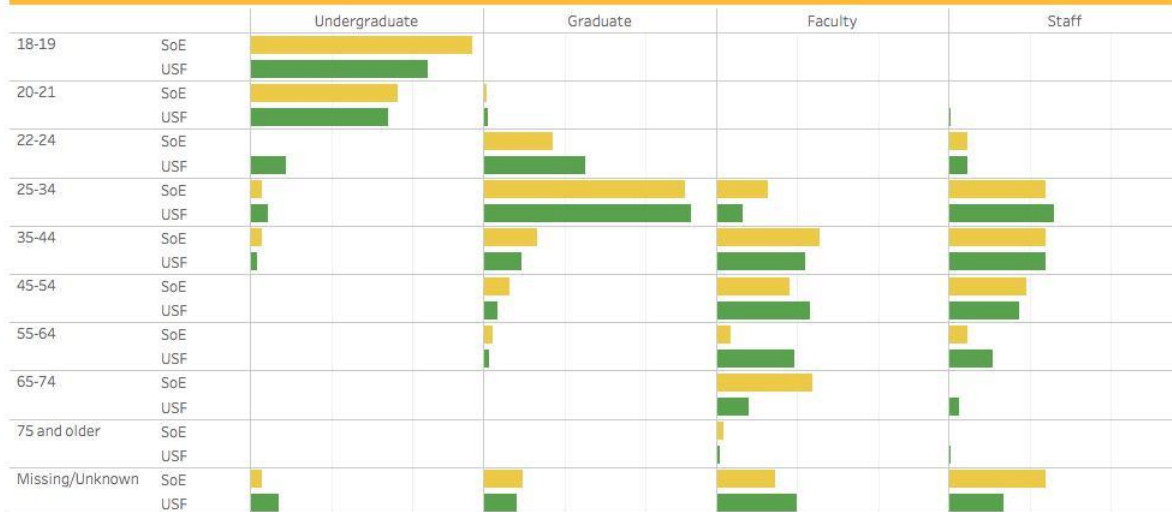
The School of Education Undergraduate Student population had a higher percentage of students 18-19 years old, compared to the USF Undergraduate Student population. The School of Education Graduate Student population had a much lower percentage of students 22-24 years old, and a higher percentage of students 35-54 years old, compared to the USF Graduate Student population. The School of Education had a higher percentage of Faculty 25-34 years old, compared to the USF Faculty population, and a lower percentage of Faculty 45-64 years old, compared to the USF Faculty population. The School of Education had a lower percentage of Staff over the age of 55, compared to the USF Staff population.

USF Demographics School of Education

Age Range Students, Faculty & Staff

		SoE	USF
Undergraduate	18-19	18	876
	20-21	12	676
	22-24		176
	25-34		89
	35-44	<5	34
	45-54		<5
	55-64		<5
	Missing/Unknown	<5	141
Graduate	20-21	<5	9
	22-24	56	216
	25-34	161	440
	35-44	43	80
	45-54	21	30
	55-64	8	13
	65-74	<5	<5
	75 and older		<5
Faculty	Missing/Unknown	32	70
	18-19		<5
	22-24		<5
	25-34	7	35
	35-44	14	118
	45-54	10	125
	55-64	<5	104
	65-74	13	44
Staff	75 and older	<5	5
	Missing/Unknown	8	108
	20-21		<5
	22-24	<5	30
	25-34	5	170
	35-44	5	156
	45-54	<5	113
	55-64	<5	71
Grand Total	65-74		18
	75 and older		<5
	Missing/Unknown	5	88
		434	4052

Age Range Students, Faculty & Staff



The above visual shows the SoE 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. Very few of the School of Education Undergraduate Student respondents indicated having caregiving responsibilities, which was consistent with that of the USF Undergraduate population. The School of Education Graduate Student respondents had a higher percentage of caregiving responsibilities, compared to the USF Graduate Student population. The School of Education Faculty population had a slightly lower percentage of caregiving responsibilities, compared to the USF Faculty Population. In contrast, the School of Education Staff, had a much higher percentage of caregiving responsibilities, compared to the USF Staff population. Of the 24% of the School of Education respondents that indicated having substantial caregiving responsibilities, the top responsibilities were for children 6-18 years, children 5 years or under, and senior or other family member.

The School of Education Graduate Student population had a higher percentage of respondents responsible for children 6-18 years, compared to the USF Student population. The School of Education Faculty had a much lower percentage of respondents responsible for children 6-18 years, compared to the USF Faculty population, and a higher percentage of respondents responsible for a senior or other family member, compared to the USF Faculty population. The School of Education Staff varied from the USF Staff population the most drastically. As you can see in the below visualization, they largely differ from the USF Staff population in every category.

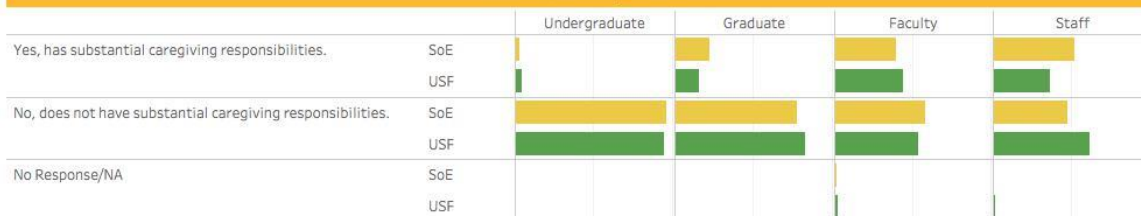
Respondents' Caregiving Responsibilities

Respondents who have substantial parenting or caregiving responsibilities
School of Education

Caregiving Responsibility Students, Faculty & Staff

		SoE	USF
Undergraduate	Yes, has substantial caregiving responsibilities.	<5	88
	No, does not have substantial caregiving responsibilities.	32	1903
	No Response/NA		8
Graduate	Yes, has substantial caregiving responsibilities.	72	136
	No, does not have substantial caregiving responsibilities.	253	715
	No Response/NA		9
Faculty	Yes, has substantial caregiving responsibilities.	22	238
	No, does not have substantial caregiving responsibilities.	32	291
	No Response/NA	<5	12
Staff	Yes, has substantial caregiving responsibilities.	11	238
	No, does not have substantial caregiving responsibilities.	10	403
	No Response/NA		11
Grand Total		434	4052

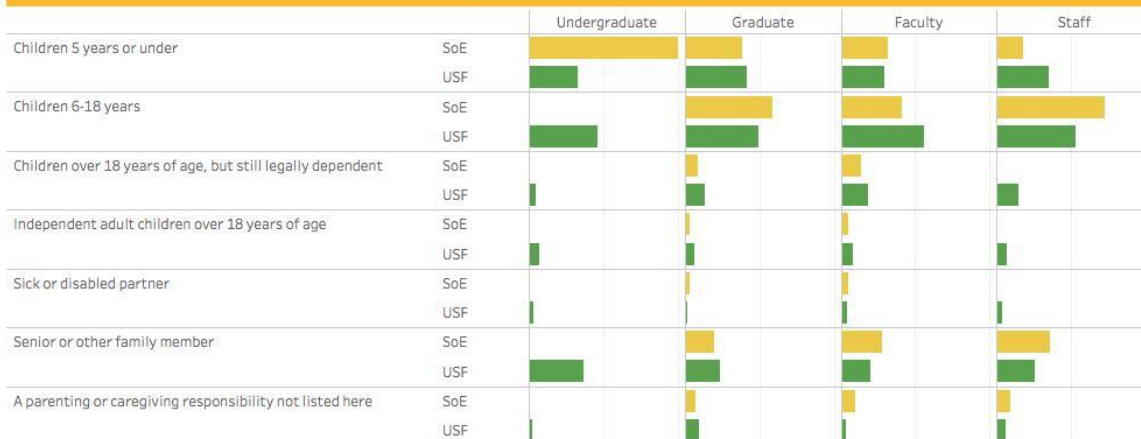
Caregiving Responsibility Students, Faculty & Staff



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

24% of respondents stated that they have substantial parenting or caregiving responsibilities. 24% of those respondents then indicated that their caregiving responsibilities fell into the following categories.

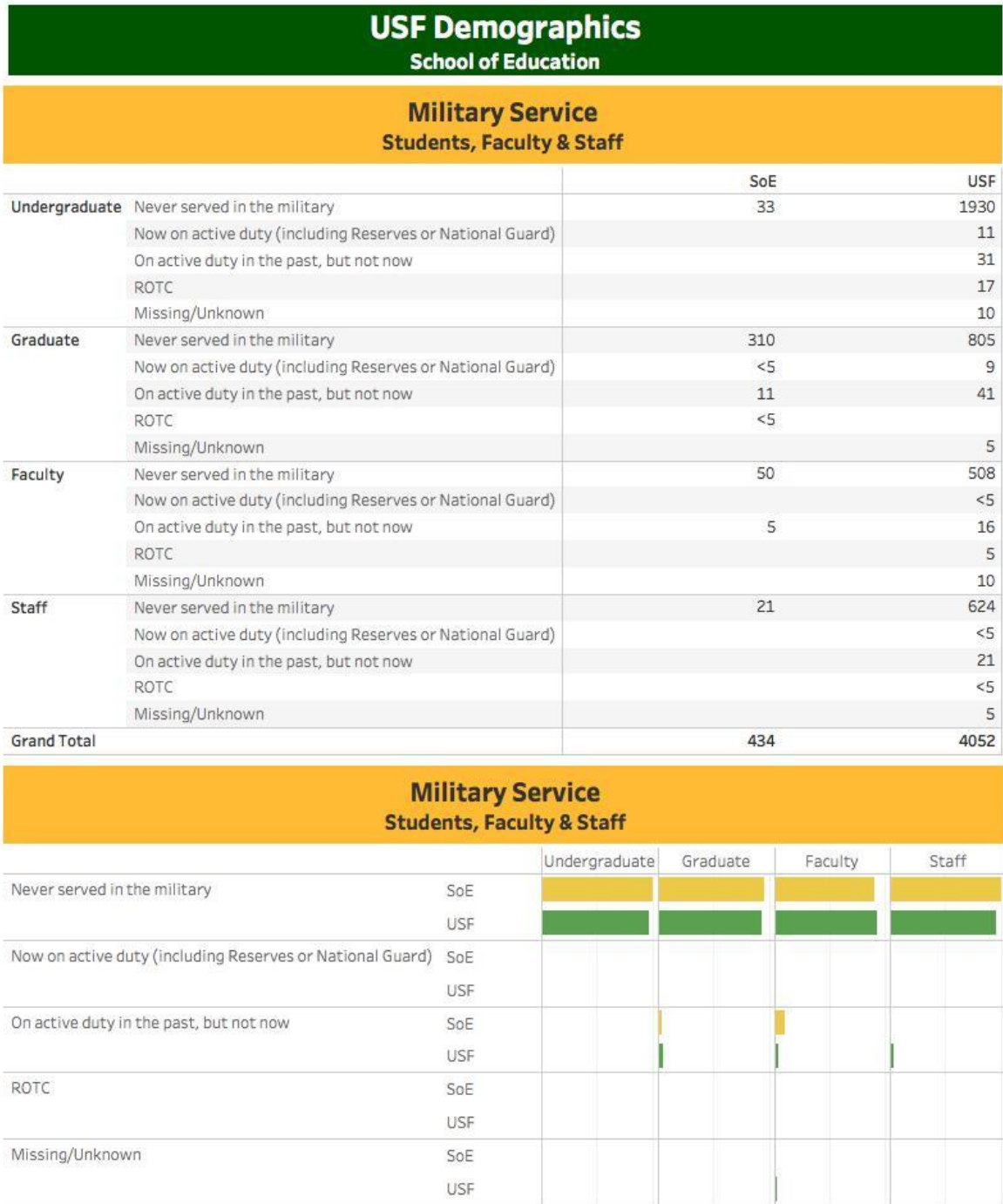
Caregiving Responsibility Students, Faculty & Staff



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

Military Service Comparison:

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



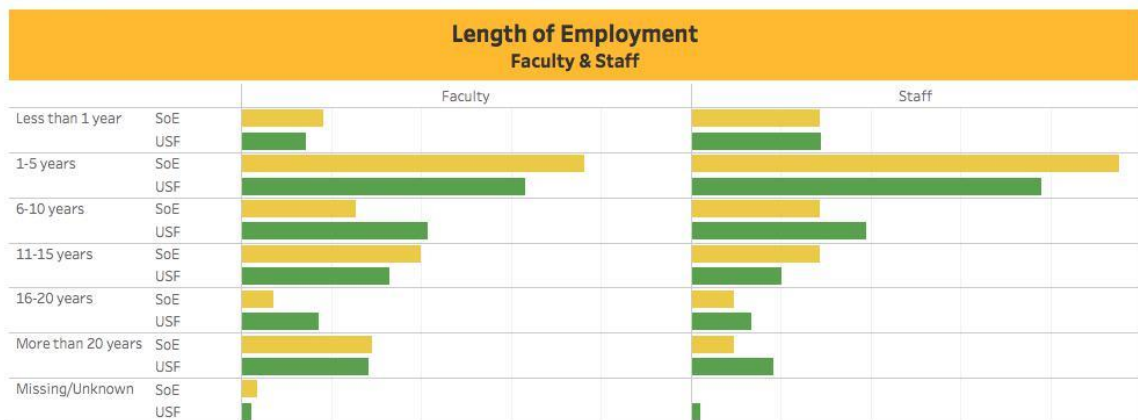
The above visual shows the SoE vs USF percentage totals by Military Service, separated out by position. The bar lengths illustrate the percentage differences.

Faculty/Staff Population Only

Length of Employment Comparison:

The School of Education Faculty had a higher percentage of respondents that had been at USF for 1-5 years, compared to the USF Faculty population, and a lower percentage of Faculty respondents that had been at USF for 6-10 years, compared to the USF Faculty population. The School of Education had a much higher percentage of Staff respondents that had been at USF for 1-5 years, compared to the USF Staff population. They also had a lower percentage of Staff that had been at USF for 6-10 years, compared to the USF Staff population.

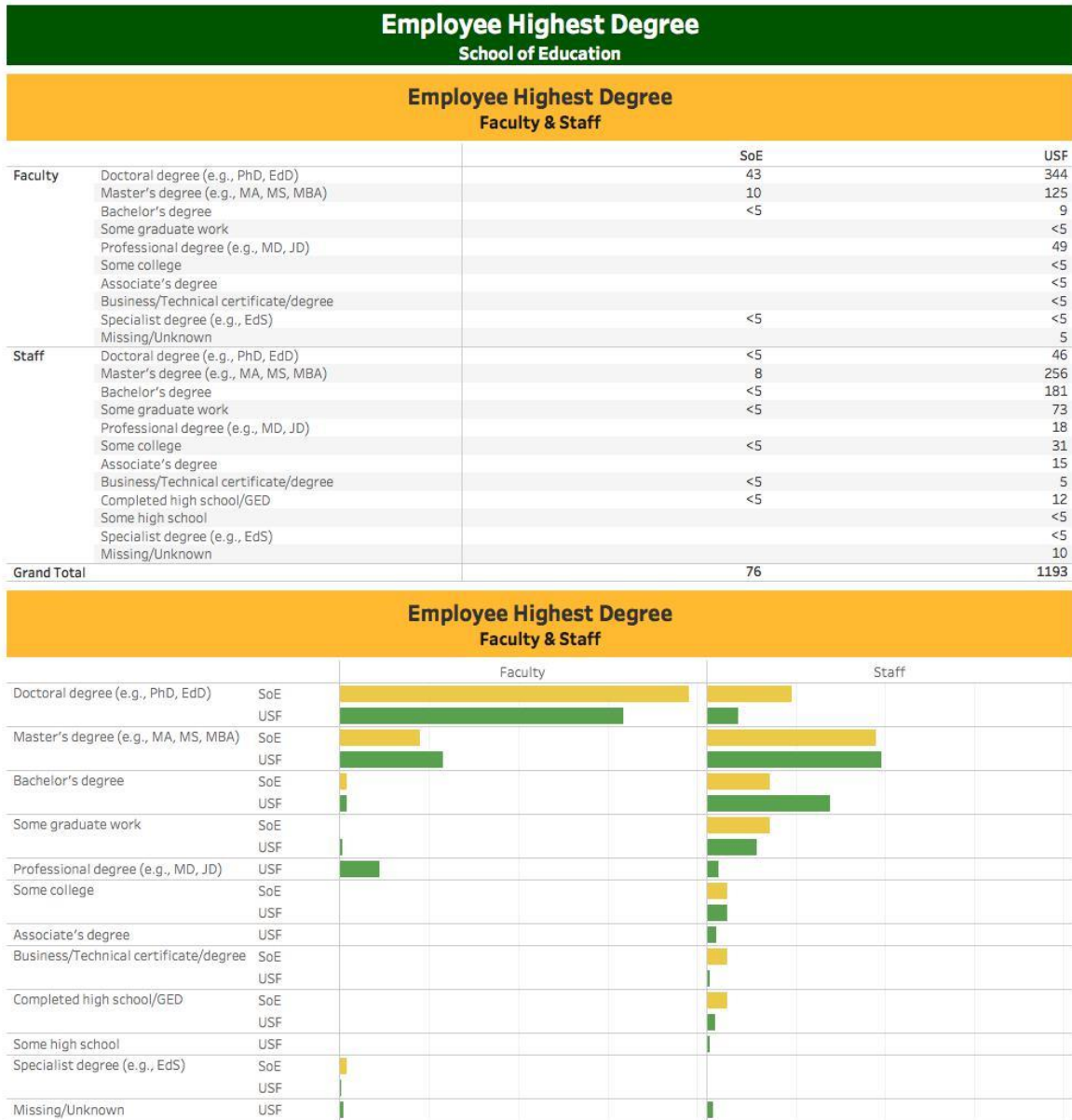
Length of Employment at USF School of Education			
Length of Employment Faculty & Staff			
		SoE	USF
Faculty	Less than 1 year	5	39
	1-5 years	21	171
	6-10 years	7	112
	11-15 years	11	89
	16-20 years	<5	47
	More than 20 years	8	77
	Missing/Unknown	<5	6
Staff	Less than 1 year	<5	94
	1-5 years	10	254
	6-10 years	<5	127
	11-15 years	<5	66
	16-20 years	<5	44
	More than 20 years	<5	60
	Missing/Unknown		7
Grand Total		76	1193



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

Highest Level of Education Comparison:

The School of Education had a higher percentage of Faculty respondents with Doctoral degrees, compared to the USF Faculty population. The School of Education also had a higher percentage of Staff respondents with Doctoral degrees, compared to the USF Faculty population.



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

Student Population Only

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

Parent/Guardian #1 Education Level Comparison:

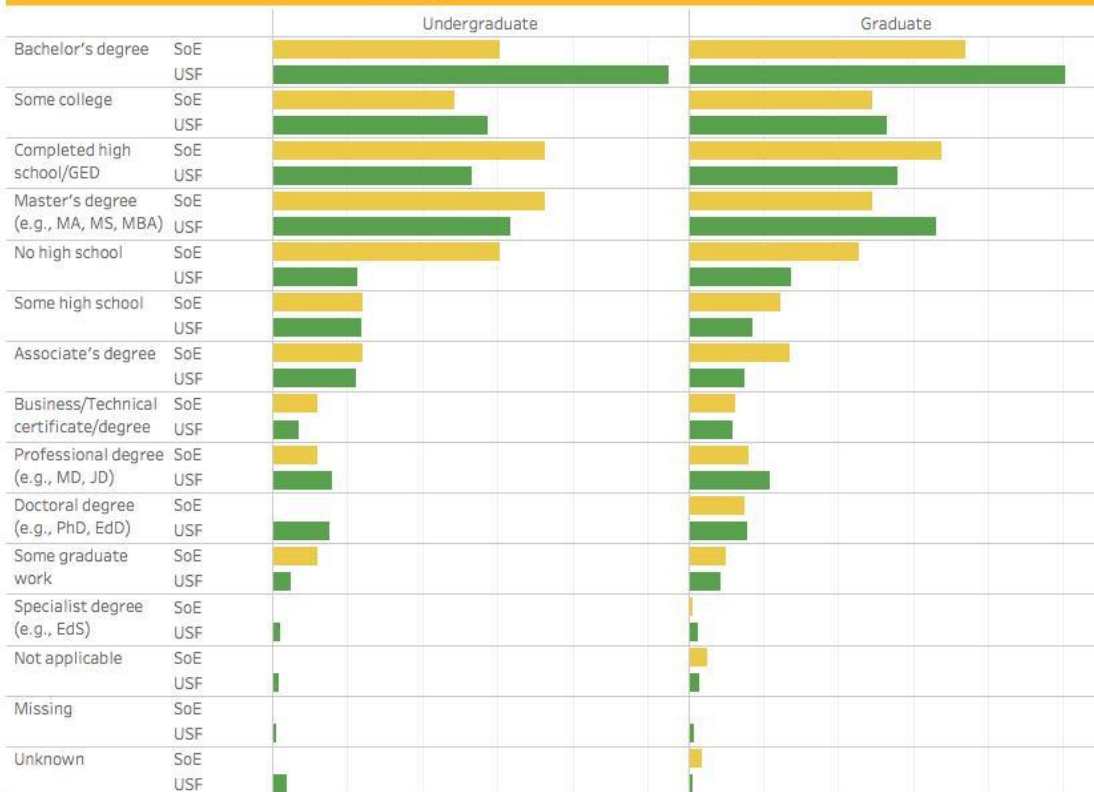
The School of Education Undergraduate and Graduate Students had a much lower percentage of respondents that had a parent/guardian #1 with a Bachelor's degree, compared to their corresponding USF population. The School of Education Undergraduate and Graduate Students also had a higher percentage of respondents that had a parent/guardian #1 that Completed High School/GED, and a higher percentage that had No High School, compared to the corresponding USF populations.

USF Demographics School of Education

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

		SoE	USF
Undergraduate	Bachelor's degree	5	528
	Some college	<5	287
	Completed high school/GED	6	265
	Master's degree (e.g., MA, MS, MBA)	6	317
	No high school	5	114
	Some high school	<5	118
	Associate's degree	<5	111
	Business/Technical certificate/degree	<5	36
	Professional degree (e.g., MD, JD)	<5	80
	Doctoral degree (e.g., PhD, EdD)	<5	77
	Some graduate work	<5	24
	Specialist degree (e.g., EdS)		10
	Not applicable		8
	Missing		5
	Unknown		19
	Graduate	Bachelor's degree	60
Some college		40	114
Completed high school/GED		55	120
Master's degree (e.g., MA, MS, MBA)		40	142
No high school		37	59
Some high school		20	37
Associate's degree		22	32
Business/Technical certificate/degree		10	25
Professional degree (e.g., MD, JD)		13	47
Doctoral degree (e.g., PhD, EdD)		12	34
Some graduate work		8	18
Specialist degree (e.g., EdS)		<5	5
Not applicable		<5	6
Missing			<5
Unknown		<5	<5
Grand Total			358

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



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

Parent/Guardian #2 Education Level Comparison:

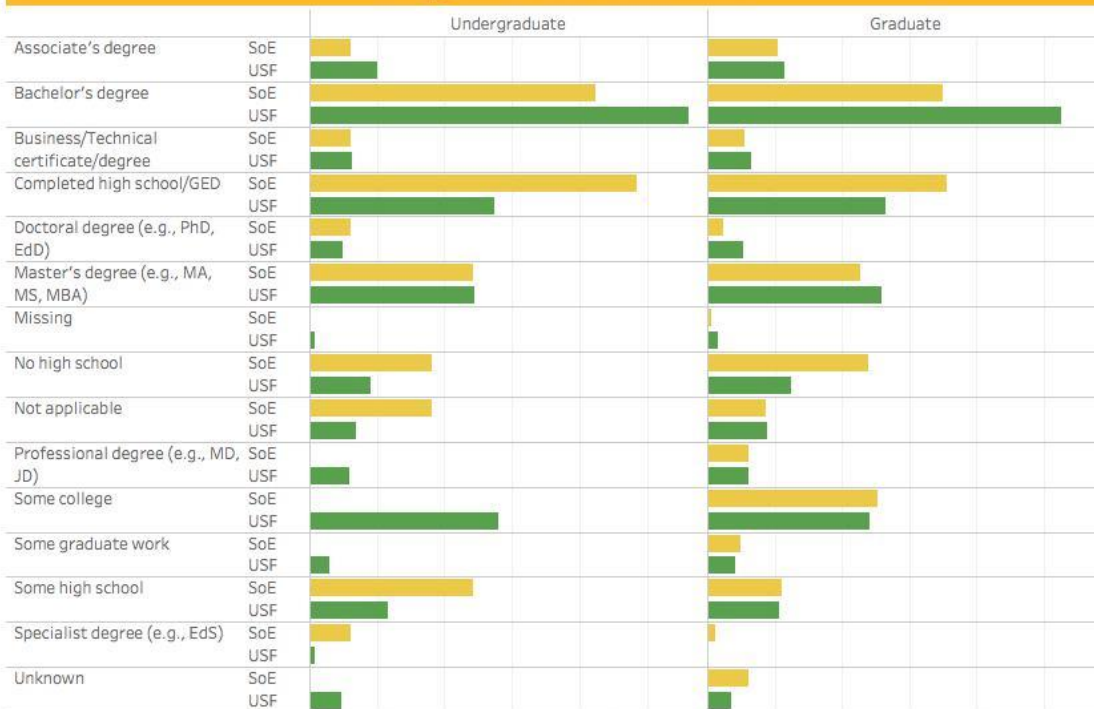
The School of Education Undergraduate and Graduate Students followed the trend of parent/guardian #1, and had a lower percentage of respondents in which parent/guardian #2 had a Bachelor's degree, a higher percentage of respondents in which parent/guardian #2 Completed High School/GED, and a higher percentage in which parent/guardian #2 had No High School, compared to the corresponding USF populations.

USF Demographics School of Education

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

		SoE	USF
Undergraduate	Bachelor's degree	7	561
	Completed high school/GED	8	273
	Some college		280
	Master's degree (e.g., MA, MS, MBA)	<5	244
	Associate's degree	<5	100
	No high school	<5	91
	Some high school	<5	116
	Business/Technical certificate/degree	<5	63
	Professional degree (e.g., MD, JD)		60
	Doctoral degree (e.g., PhD, EdD)	<5	49
	Some graduate work		29
	Specialist degree (e.g., EdS)	<5	8
	Not applicable	<5	69
	Unknown		48
	Missing		8
Graduate	Bachelor's degree	57	226
	Completed high school/GED	58	114
	Some college	41	104
	Master's degree (e.g., MA, MS, MBA)	37	111
	Associate's degree	17	49
	No high school	39	54
	Some high school	18	46
	Business/Technical certificate/degree	9	28
	Professional degree (e.g., MD, JD)	10	26
	Doctoral degree (e.g., PhD, EdD)	<5	23
	Some graduate work	8	18
	Specialist degree (e.g., EdS)	<5	<5
	Not applicable	14	38
	Unknown	10	15
	Missing	<5	7
Grand Total		358	2859

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

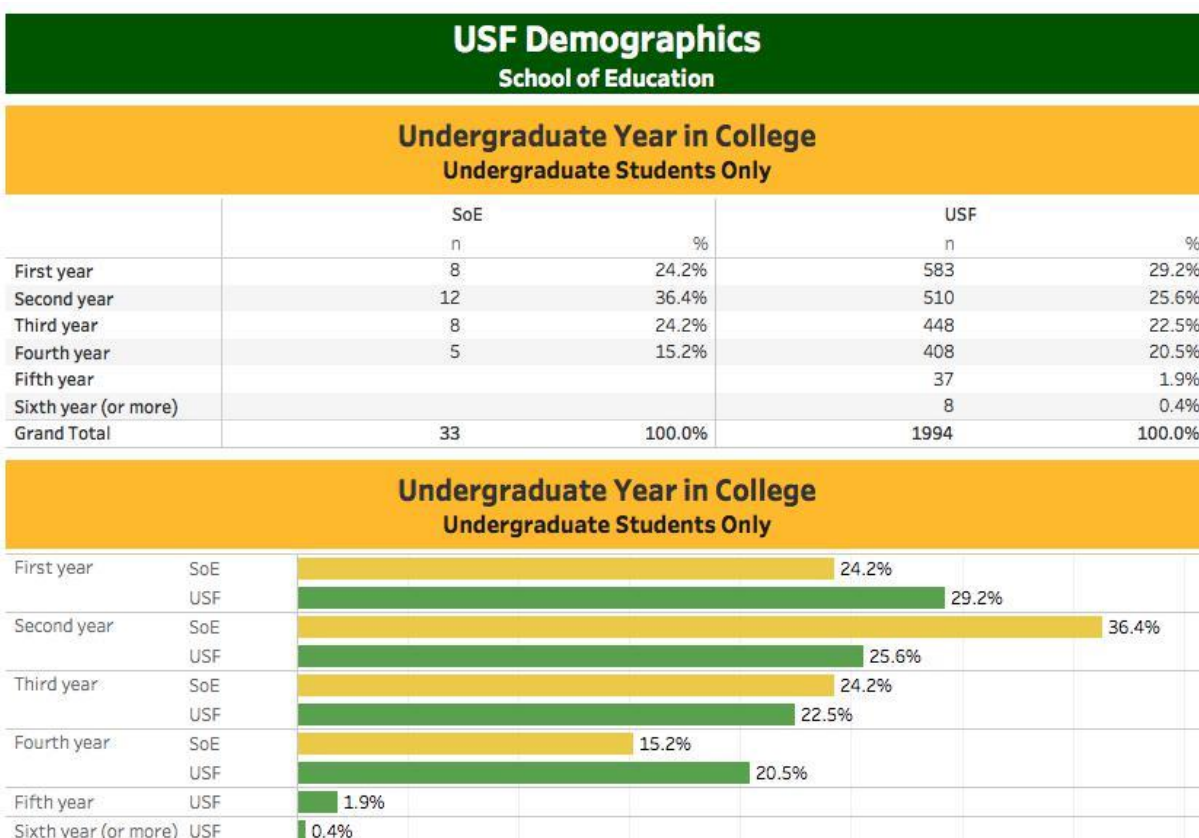


The above visual shows the SoE vs USF percentage totals by Second Parent's/Guardian's Highest Level of Education, separated out by position. The bar lengths illustrate the percentage differences.

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

Undergraduate Student Year in College Comparison:

The School of Education had a lower percentage of respondents in their first and fourth year, and a higher percentage of respondents in their second year, compared to the USF Overall population.

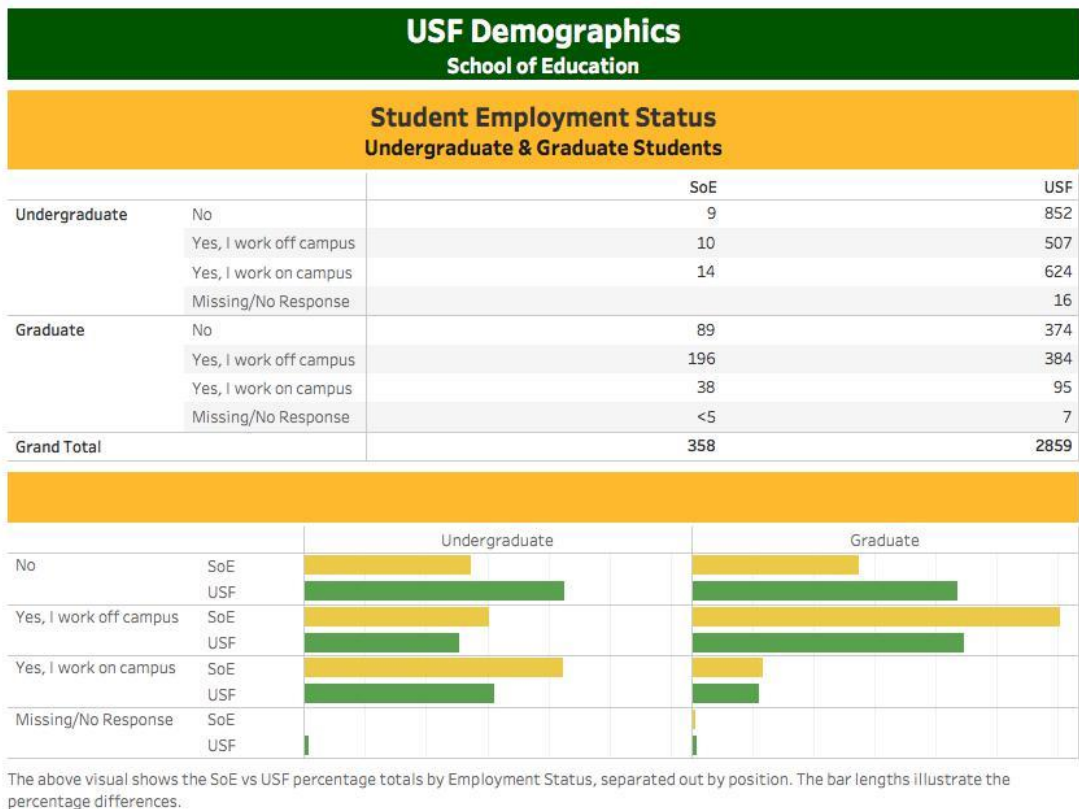


The above visual shows the SoE vs USF percentage totals by Year in College, for Undergraduate Students only. The bar lengths illustrate the percentage differences.

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

Student Employment Comparison:

Within the School of Education, 73% of student respondents indicated that they worked, compared to 58% of the USF Overall population.



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

The School of Education Undergraduate Student respondents had a higher percentage working on campus for 1-10 hours/week, compared to the USF Undergraduate Student population. The School of Education Graduate Student respondents had a lower percentage working on campus for 1-10 hours/week and 11-20 hours/week, and a much higher percentage working on campus for 21-30 hours/week, compared to the USF Graduate Student population.

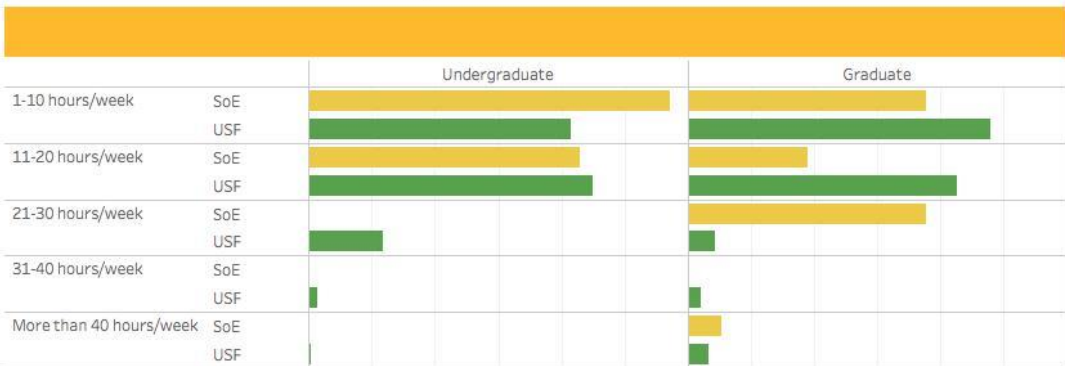
The School of Education Undergraduate Student respondents had a slightly higher percentage working off campus for 1-10 hours/week, 11-20 hours/week, and 21-20 hours/week, compared to the USF Undergraduate Student population. The School of Education Graduate Student respondents had a lower percentage working off campus for 1-10 hours/week and 11-20 hours/week, and a higher percentage working off campus for 31-40 hours/week and More than 40 hours/week, compared to the USF Graduate Student population.

USF Demographics School of Education

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

On Campus Employment Hours Undergraduate & Graduate Students

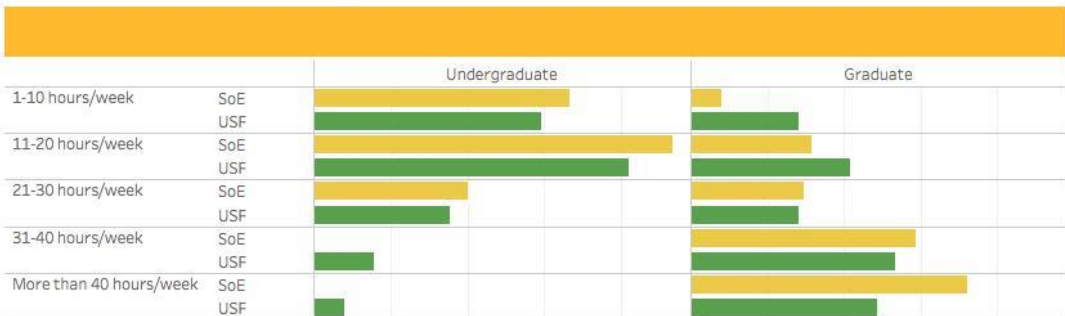
		SoE	USF
Undergraduate	1-10 hours/week	8	250
	11-20 hours/week	6	271
	21-30 hours/week		71
	31-40 hours/week		9
	More than 40 hours/week		<5
Graduate	1-10 hours/week	14	45
	11-20 hours/week	7	40
	21-30 hours/week	14	<5
	31-40 hours/week		<5
	More than 40 hours/week	<5	<5
Grand Total		51	698



The above visual shows the SoE 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

		SoE	USF
Undergraduate	1-10 hours/week	5	179
	11-20 hours/week	7	247
	21-30 hours/week	<5	107
	31-40 hours/week		47
	More than 40 hours/week		24
Graduate	1-10 hours/week	8	54
	11-20 hours/week	31	80
	21-30 hours/week	29	54
	31-40 hours/week	58	102
	More than 40 hours/week	71	93
Grand Total		212	987



The above visual shows the SoE 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:

Seventy percent of the School of Education Undergraduate Student respondents indicated that they experienced financial hardship, compared to the fifty-six percent of USF Undergraduate Student respondents that experienced financial hardship. Sixty percent of the School of Education Graduate Student respondents indicated that they experienced financial hardship, compared to the fifty percent of USF Graduate Student respondents that experienced financial hardship.

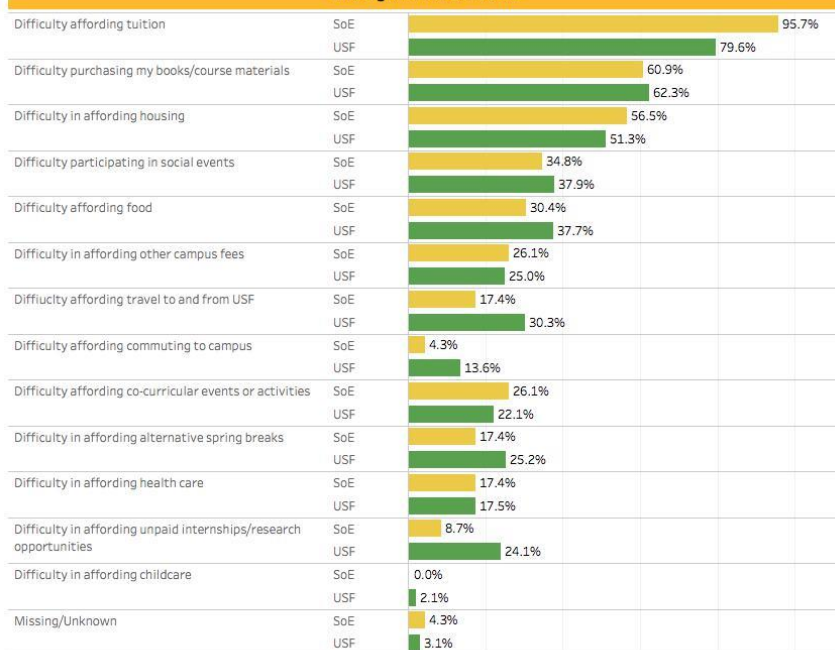
Students were then asked how they experienced financial hardship. Of the 70% of the School of Education Undergraduate Students that indicated they experienced financial hardship, the top types of hardship were difficulty in affording tuition (96%), difficulty purchasing books/course materials (61%), and difficulty in affording housing (57%). These were also the top three experienced financial hardships for the USF Undergraduate Student population. Of the 60% of the School of Education Graduate Students that indicated they experienced financial hardship, the top types of hardship were difficulty in affording tuition (79%), difficulty in affording housing (57%), and difficulty purchasing books/course materials (49%). These were also the top three experienced financial hardships for the USF Graduate Student population.

USF Demographics School of Education

Financial Hardship Status Undergraduate & Graduate Students

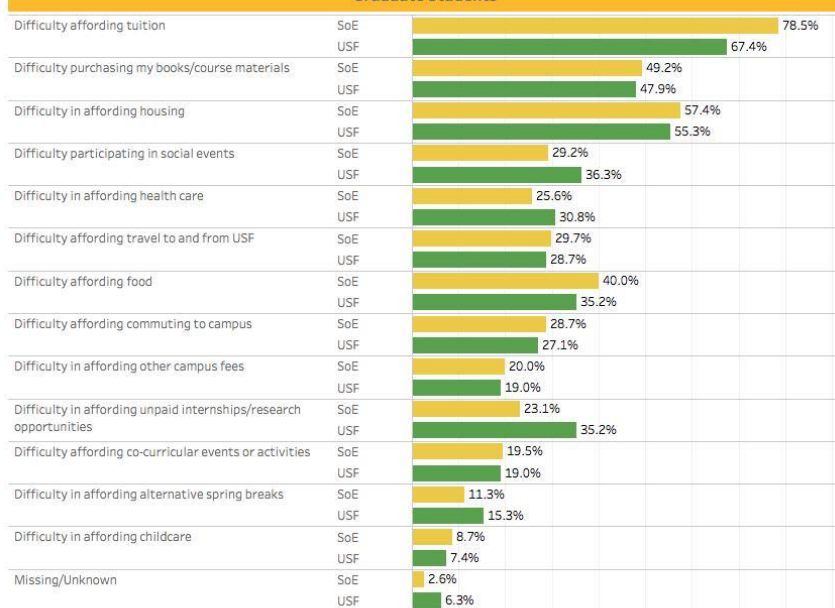
	SoE		USF		
	n	%	n	%	
Undergraduate	Yes	23	69.7%	1112	55.6%
	No	10	30.3%	870	43.5%
	Missing/Unknown			17	0.9%
	Total	33	100.0%	1999	100.0%
Graduate	Yes	195	60.0%	432	50.2%
	No	125	38.5%	421	49.0%
	Missing/Unknown	5	1.5%	7	0.8%
	Total	325	100.0%	860	100.0%
Grand Total	358	100.0%	2859	100.0%	

Type of Financial Hardship Undergraduate Students



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

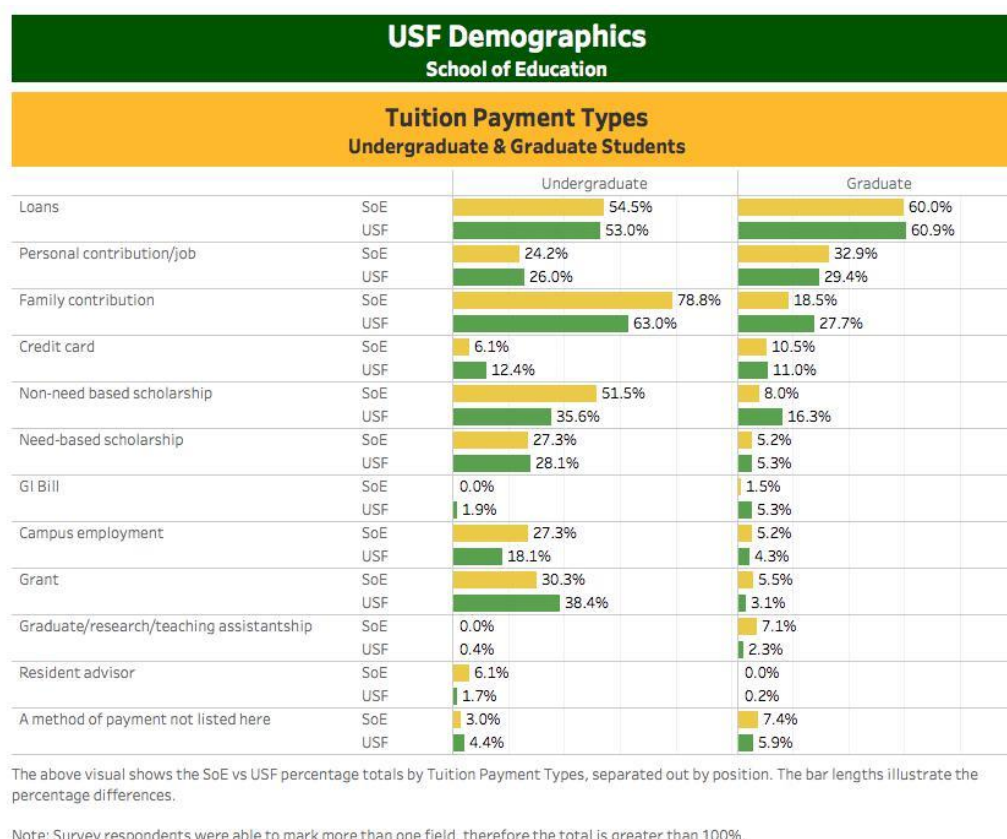
Type of Financial Hardship Graduate Students



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

Student Tuition Payment Types:

Students were asked how they were paying for their tuition at USF. Students could select multiple payment types. In the School of Education, the top payment type for Undergraduate Student respondents was family contribution (79%). This was also the case for the USF Undergraduate Student population (63%). The top tuition payment type for the School of Education Graduate Student respondents was loans (60%). This was also in line with the USF Graduate Student population (61%).



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

Student Financial Support Comparison:

The School of Education Undergraduate student respondents had a higher percentage indicate that they received support for living/educational expenses from family/guardian (91%), compared to the USF Undergraduate Student population (82%). The School of Education Graduate student respondents had a much lower percentage indicate that they received support

for living/educational expenses from family/guardian (30%), compared to the USF Graduate Student population (48%).

Within the School of Education Undergraduate Student population that indicated receiving financial support from their family/guardian, 60% had annual incomes greater than or equal to \$70,000. In contrast, within the School of Education Undergraduate Student population that indicated receiving No financial support from their family/guardian, 0% had annual incomes greater than or equal to \$70,000. Within the USF Undergraduate Student population that indicated receiving financial support from their family/guardian, 65% had annual incomes greater than or equal to \$70,000. Of those that indicated receiving No financial support from their family/guardian, 28% had annual incomes greater than or equal to \$70,000.

Within the School of Education Graduate Student population that indicated receiving financial support from their family/guardian, 43% had annual incomes greater than or equal to \$70,000. In contrast, within the School of Education Graduate Student population that indicated receiving No financial support from their family/guardian, 31% had annual incomes greater than or equal to \$70,000. Within the USF Graduate Student population that indicated receiving financial support from their family/guardian, 51% had annual incomes greater than or equal to \$70,000. Of those that indicated receiving No financial support from their family/guardian, 42% had annual incomes greater than or equal to \$70,000.

USF Demographics School of Education

Financial Support Status Undergraduate & Graduate Students

		Undergraduate	Graduate
I receive support for living/educational expenses from family/guardian	SoE	90.9%	29.6%
	USF	81.9%	47.5%
I receive no support for living/education expenses from family/guardian	SoE	9.1%	70.4%
	USF	18.1%	52.5%

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

			SoE	USF
Undergraduate	I receive support for living/educational expenses from family/guardian	Below \$30,000	5	154
		\$30,000-\$49,999	<5	182
		\$50,000-\$69,999	<5	196
		\$70,000-\$99,999	<5	251
		\$100,000-\$149,999	8	313
		\$150,000-\$199,999	<5	126
		\$200,000-\$249,999	<5	109
	I receive no support for living/education expenses from family/guardian	\$250,000-\$499,99	<5	103
		\$500,000 or more	<5	64
		Below \$30,000	<5	134
		\$30,000-\$49,999	<5	61
		\$50,000-\$69,999	<5	42
		\$70,000-\$99,999	<5	34
		\$100,000-\$149,999	<5	36
Graduate	I receive support for living/educational expenses from family/guardian	\$150,000-\$199,999	10	10
		\$200,000-\$249,999	<5	<5
		\$250,000-\$499,99	7	7
		\$500,000 or more	<5	<5
		Below \$30,000	19	78
		\$30,000-\$49,999	17	46
		\$50,000-\$69,999	14	55
	I receive no support for living/education expenses from family/guardian	\$70,000-\$99,999	12	43
		\$100,000-\$149,999	13	63
		\$150,000-\$199,999	5	40
		\$200,000-\$249,999	<5	18
		\$250,000-\$499,99	<5	14
		\$500,000 or more	10	10
		Below \$30,000	65	144
\$30,000-\$49,999	49	50		
\$50,000-\$69,999	31	42		
\$70,000-\$99,999	29	49		
\$100,000-\$149,999	18	52		
\$150,000-\$199,999	11	33		
\$200,000-\$249,999	<5	18		
\$250,000-\$499,99	<5	17		
\$500,000 or more	<5	<5		
Grand Total			330	2601



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

Student Residency Status Comparison:

The School of Education had a much higher percentage of Undergraduate Student respondents indicate that they reside on campus, compared to the USF Undergraduate Student population. However, the School of Education also has a much smaller Undergraduate population. The School of Education Graduate Student respondent percentage was very much in line with that of the USF Graduate Student population.

USF Demographics School of Education					
Student Residency Status Undergraduate & Graduate Students					
		SoE		USF	
		n	%	n	%
Undergraduate	Non-campus housing	13	39.4%	1041	52.1%
	Campus housing	20	60.6%	921	46.1%
	Transient			11	0.6%
	Missing/Unknown			26	1.3%
	Total	33	100.0%	1999	100.0%
Graduate	Non-campus housing	305	93.8%	802	93.3%
	Campus housing	10	3.1%	38	4.4%
	Transient	5	1.5%	5	0.6%
	Missing/Unknown	5	1.5%	15	1.7%
	Total	325	100.0%	860	100.0%
Grand Total		358	100.0%	2859	100.0%

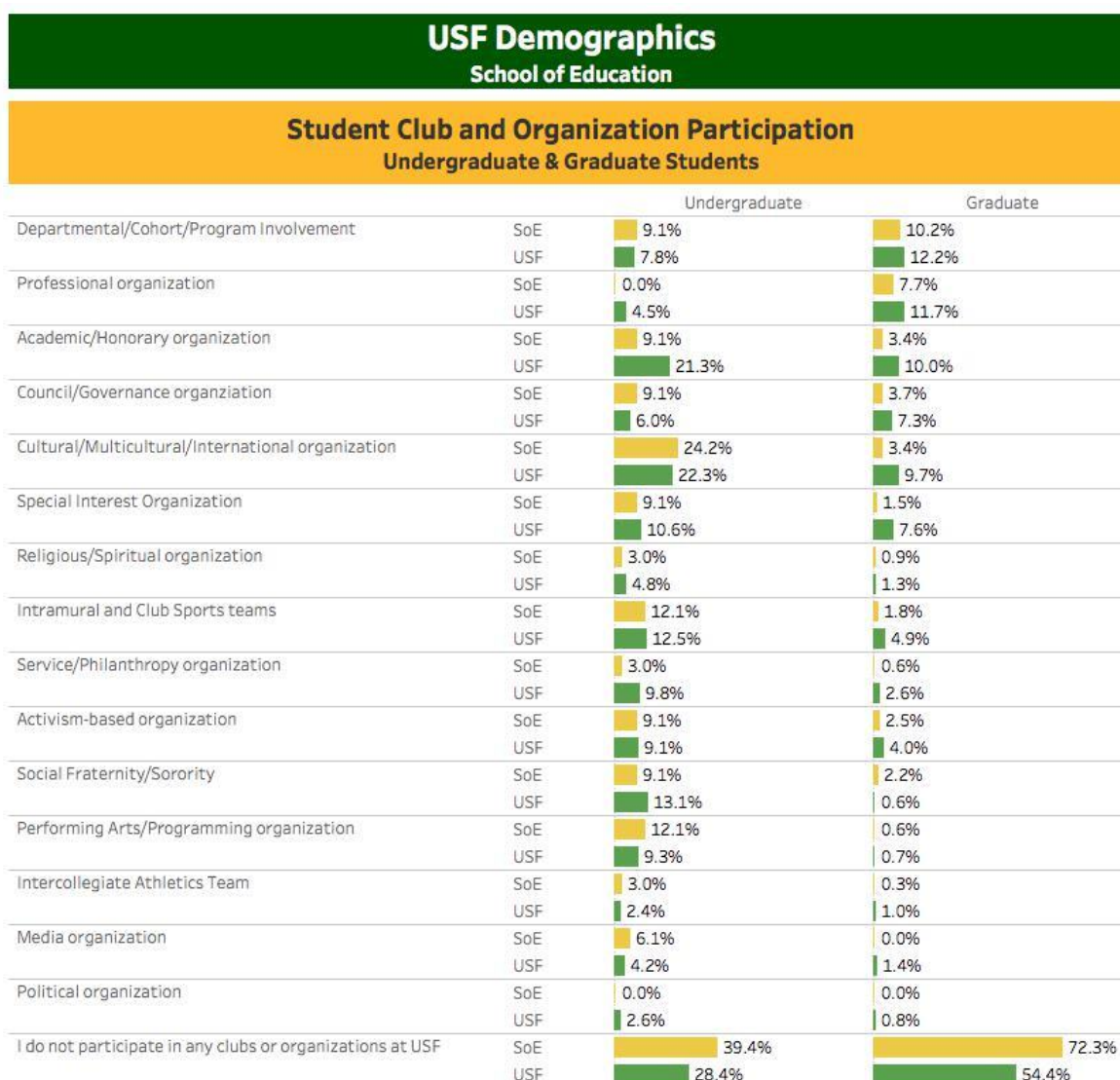
On Campus Residency Location Undergraduate & Graduate Students				
		SoE		USF
Campus housing	Undergraduate	Toler		174
		Hayes-Healy		130
		Gillson	6	114
		Pedro Arrupe		33
		Fromm	<5	63
		Loyola Village	<5	92
		Lone Mountain		96
		Pacific Wing	<5	11
		Missing/Unknown	<5	208
	Graduate	Toler	<5	<5
		Hayes-Healy	<5	<5
		Gillson	<5	<5
		Loyola Village	<5	10
		Lone Mountain	<5	
		St. Anne		21
Missing/Unknown	<5	<5		
Total			30	959

Off Campus Residency Location Undergraduate & Graduate Students					
		SoE		USF	
Non-campus housing	Undergraduate	Independently in an apartment/house	9	744	
		Living with family member/guardian	<5	254	
		College-owned housing		7	
		Missing/Unknown		36	
	Graduate	Independently in an apartment/house	213	590	
		Living with family member/guardian	72	160	
		College-owned housing	<5	<5	
		Missing/Unknown	17	49	
	Total			318	1843

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. Thirty-nine percent of the School of Education Undergraduate Student respondents and seventy-two percent of the School of Education Graduate Student respondents indicated that they do not participate in any clubs or organizations at USF. This is a large difference from the corresponding USF populations, in which 28% of Undergraduate and 54% of Graduate Student respondents indicated that they do not participate in

any clubs or organizations at USF. Within the population of School of Education Undergraduate Students that did indicate participating in a club or organization, the top one was cultural/multicultural/international organization (24%). This was also the top selection for the USF Undergraduate Student population, in which 22% indicated participating in a cultural/multicultural/international organization. Within the population of School of Education Graduate Students that indicated participating in a club or organization, the top one was departmental/cohort/program involvement (10%). This was also the top selection for the USF Graduate Student population, in which 12% indicated having departmental/cohort/program involvement.



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

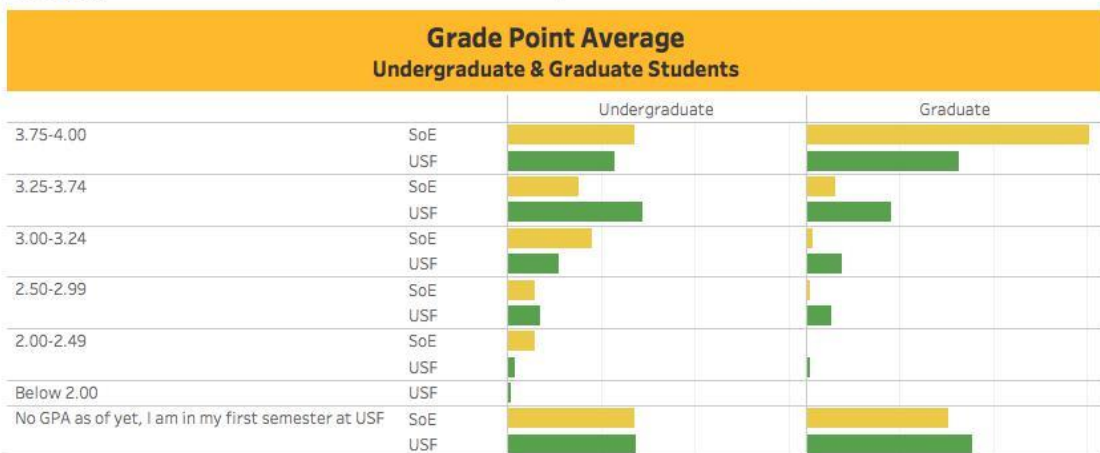
The above visual shows the SoE vs USF percentage totals by Clubs/Organizations, separated out by position. The bar lengths illustrate the percentage differences.

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

Student Self-Reported GPA Comparison:

The School of Education Undergraduate Student population had a lower percentage of respondents indicate that they had a GPA greater than or equal to 3.25, when compared to the USF Undergraduate Student population. The School of Education Graduate Student population had a much higher percentage of respondents that indicated having a GPA greater than or equal to 3.75, when compared to the USF Graduate Student population.

USF Demographics School of Education			
Grade Point Average Undergraduate & Graduate Students			
		SoE	USF
Undergraduate	3.75-4.00	9	457
	3.25-3.74	5	574
	3.00-3.24	6	222
	2.50-2.99	<5	138
	2.00-2.49	<5	34
	Below 2.00		16
	No GPA as of yet, I am in my first semester at USF	9	544
	Total	33	1985
Graduate	3.75-4.00	196	279
	3.25-3.74	20	155
	3.00-3.24	5	65
	2.50-2.99	<5	45
	2.00-2.49	<5	7
	No GPA as of yet, I am in my first semester at USF	98	303
		Total	323
Grand Total		356	2839



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

Climate Results

The following section reviews the climate findings for the School of Education. 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-four percent of the School of Education 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 said they were either "comfortable" or "very comfortable" with the climate at USF.

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

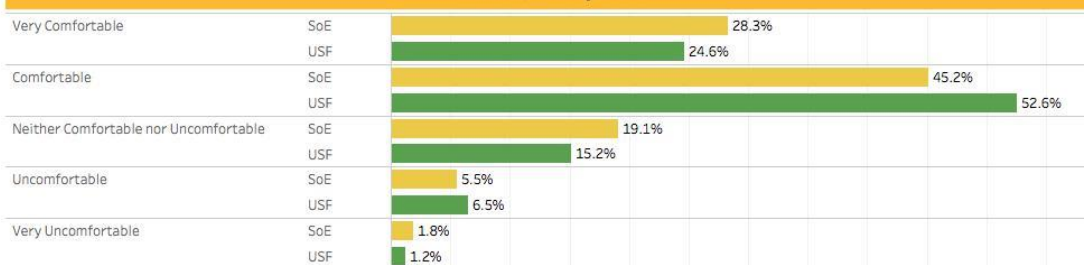
Sixty-seven percent of the School of Education Faculty and Staff population stated that they were either "comfortable" or "very comfortable" with the climate in their department/program or work unit. In comparison, seventy percent of the USF Faculty and Staff population stated that they were either "comfortable"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

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

Overall Climate at USF Students, Faculty & Staff

	SoE		USF	
	n	%	n	%
Very Comfortable	123	28.3%	996	24.6%
Comfortable	196	45.2%	2129	52.6%
Neither Comfortable nor Uncomfortable	83	19.1%	614	15.2%
Uncomfortable	24	5.5%	262	6.5%
Very Uncomfortable	8	1.8%	50	1.2%
Grand Total	434	100.0%	4051	100.0%

Overall Climate at USF Students, Faculty & Staff

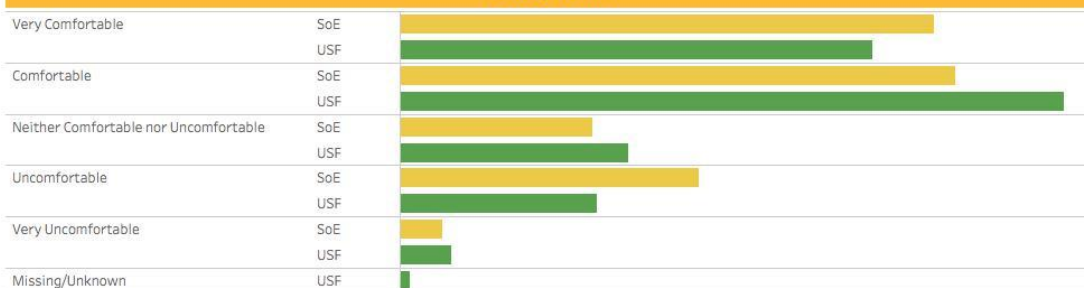


The above visual shows the SoE vs USF percentage totals by Overall Climate Comfort at USF. The bar lengths illustrate the percentage differences.

Comfort with Climate in Department/Work Unit Faculty & Staff

	SoE	USF
Very Comfortable	25	347
Comfortable	26	488
Neither Comfortable nor Uncomfortable	9	168
Uncomfortable	14	145
Very Uncomfortable	<5	38
Missing/Unknown		7
Grand Total	76	1193

Comfort with Climate in Department/Work Unit Faculty & Staff

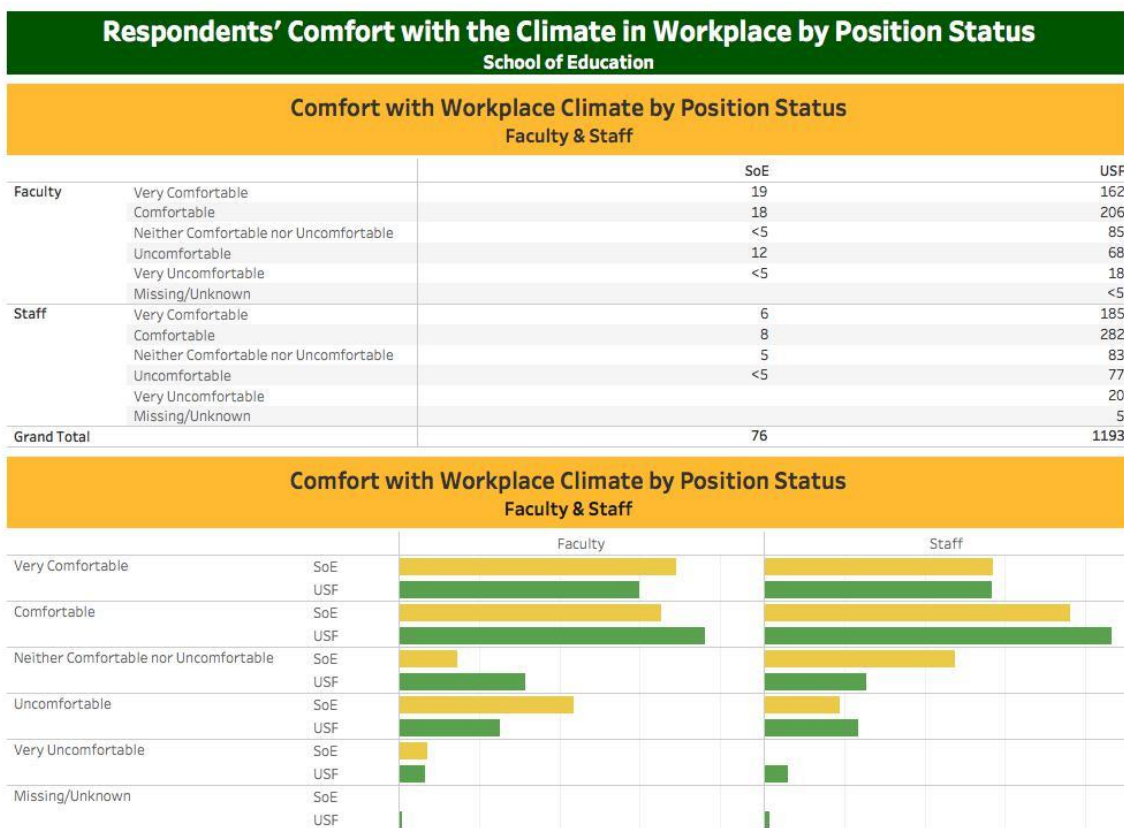


The above visual shows the SoE vs USF percentage totals by Comfort with Climate in Department/Work Unit. The bar lengths illustrate the percentage differences.

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

Comfort with Climate in Workplace by Position Status:

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



The above visual shows the SoE 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:

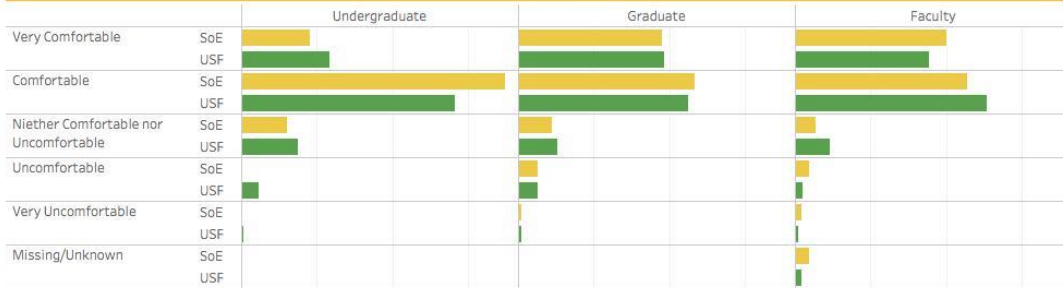
Eighty-eight percent of the School of Education Undergraduate Student respondents, eighty-five percent of the School of Education Graduate Student respondents, and Eighty-six percent of the School of Education Faculty respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, eighty percent of the USF Undergraduate Student population, eighty-four percent of the USF Graduate student population, and eighty-six percent of the USF Faculty respondents stated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

Respondents' Comfort with the Climate in Classroom by Position Status
School of Education

Comfort with Climate in Classroom by Position Status
Students & Faculty

		SoE	USF
Undergraduate	Very Comfortable	6	467
	Comfortable	23	1127
	Niether Comfortable nor Uncomfortable	<5	302
	Uncomfortable		91
	Very Uncomfortable		11
	Missing/Unknown		<5
Graduate	Very Comfortable	124	331
	Comfortable	152	387
	Niether Comfortable nor Uncomfortable	29	90
	Uncomfortable	17	44
	Very Uncomfortable	<5	7
	Missing/Unknown		<5
Faculty	Very Comfortable	22	192
	Comfortable	25	274
	Niether Comfortable nor Uncomfortable	<5	50
	Uncomfortable	<5	11
	Very Uncomfortable	<5	<5
	Missing/Unknown		10
Grand Total		413	3400

Comfort with Climate in Classroom by Position Status
Students & Faculty



The above visual shows the SoE 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:

In the School of Education population, Transpectrum respondents (32%) were the least comfortable with the overall campus climate. This follows the trend of the USF Overall population, where Transpectrum individuals (67%) were far less comfortable with the overall climate.

Respondents' Comfort with Overall Climate by Gender Identity

School of Education

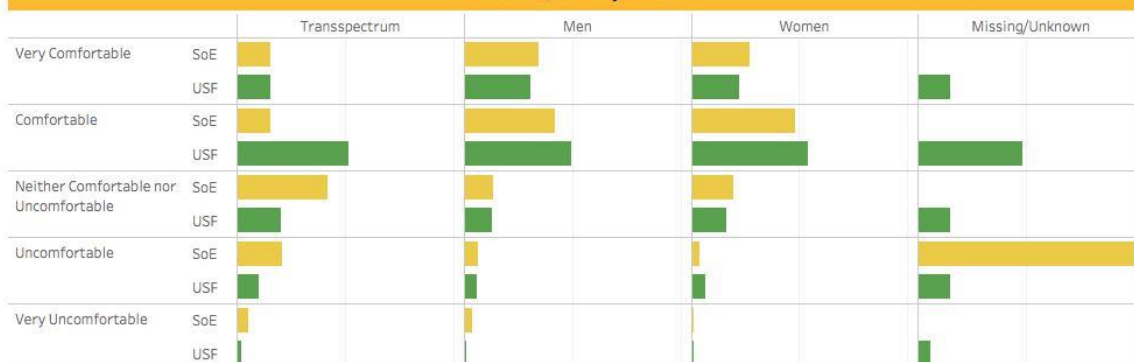
Overall Climate by Gender Identity

Students, Faculty & Staff

		SoE	USF
Transpectrum	Very Comfortable	<5	20
	Comfortable	<5	66
	Neither Comfortable nor Uncomfortable	8	26
	Uncomfortable	<5	13
	Very Uncomfortable	<5	<5
Men	Very Comfortable	36	376
	Comfortable	44	606
	Neither Comfortable nor Uncomfortable	14	156
	Uncomfortable	7	70
	Very Uncomfortable	<5	16
Women	Very Comfortable	84	595
	Comfortable	149	1441
	Neither Comfortable nor Uncomfortable	61	427
	Uncomfortable	12	174
	Very Uncomfortable	<5	29
Missing/Unknown	Very Comfortable		5
	Comfortable		16
	Neither Comfortable nor Uncomfortable		5
	Uncomfortable	<5	5
	Very Uncomfortable		<5
Grand Total		434	4051

Overall Climate by Gender Identity

Students, Faculty & Staff



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

Comfort with Climate in Workplace by Gender Identity:

In the School of Education Faculty and Staff population, 16.3% of Women and 30% of Men stated that they were either “uncomfortable” or “very uncomfortable” with the climate in their department/program or work unit. There was no Transpectrum population for Faculty and Staff in the School of Education. In the USF Faculty and Staff population, 18% of Women and 11% of Men stated that they were either “uncomfortable” or “very uncomfortable” with the climate in their department/program or work unit.

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

Workplace Climate by Gender Identity Faculty & Staff

		SoE	USF
Transpectrum	Very Comfortable		5
	Comfortable		14
	Neither Comfortable nor Uncomfortable		6
	Uncomfortable		<5
	Missing/Unknown		<5
Men	Very Comfortable	8	158
	Comfortable	5	188
	Neither Comfortable nor Uncomfortable	<5	39
	Uncomfortable	5	36
	Very Uncomfortable	<5	10
Women	Very Comfortable	17	180
	Comfortable	21	279
	Neither Comfortable nor Uncomfortable	8	118
	Uncomfortable	8	102
	Very Uncomfortable	<5	27
Missing/Unknown	Very Comfortable		<5
	Comfortable		7
	Neither Comfortable nor Uncomfortable		5
	Uncomfortable	<5	5
Grand Total		76	1193

Workplace Climate by Gender Identity Faculty & Staff



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

Comfort with Climate in the Classroom by Gender Identity:

Within the School of Education population, 64% of respondents that were Transpectrum, 81% of respondents that were Men, and 88% of respondents that were Women stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In comparison, within the USF Overall population, 71% of respondents that were Transpectrum, 83% of respondents that were Men, and 82% of respondents that were Women stated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents' Comfort with Climate in the Classroom by Gender Identity

School of Education

Comfort with Climate in the Classroom by Gender Identity

Students & Faculty

		SoE	USF
Transpectrum	Very Comfortable	6	27
	Comfortable	8	55
	Niether Comfortable nor Uncomfortable	<5	21
	Uncomfortable	<5	10
	Very Uncomfortable	<5	<5
Men	Very Comfortable	39	350
	Comfortable	42	466
	Niether Comfortable nor Uncomfortable	10	117
	Uncomfortable	6	39
	Very Uncomfortable	<5	9
Women	Very Comfortable	106	606
	Comfortable	150	1256
	Niether Comfortable nor Uncomfortable	24	296
	Uncomfortable	11	97
	Very Uncomfortable	<5	11
Missing/Unknown	Very Comfortable	<5	7
	Comfortable		11
	Niether Comfortable nor Uncomfortable		8
Grand Total		411	3388

Comfort with Climate in the Classroom by Gender Status

Students & Faculty



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

Comfort with Overall Campus Climate at USF by Racial Identity:

In the School of Education population, Black/African American (48%) and Multiracial (64.7%) respondents were less comfortable with the overall campus climate, than the remaining racial identities. In the USF Overall population, Black/African American (70%) and Other People of Color (70%) respondents were less comfortable than the remaining racial identities with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Racial Identity

School of Education

Overall Campus Climate by Racial Identity

Students, Faculty & Staff

		SoE	USF
White	Very Comfortable	58	426
	Comfortable	71	759
	Neither Comfortable nor Uncomfortable	20	212
	Uncomfortable	8	100
Black/African American	Very Uncomfortable	<5	16
	Very Comfortable	5	47
	Comfortable	9	115
	Neither Comfortable nor Uncomfortable	9	46
Asian/Asian American/South Asian	Uncomfortable	<5	18
	Very Uncomfortable	<5	5
	Very Comfortable	21	216
	Comfortable	38	564
Latin@/Chican@/Hispanic	Neither Comfortable nor Uncomfortable	12	122
	Uncomfortable	<5	34
	Very Uncomfortable	<5	10
	Very Comfortable	15	107
Other Person of Color	Comfortable	44	263
	Neither Comfortable nor Uncomfortable	20	89
	Uncomfortable	5	34
	Very Uncomfortable	<5	5
Multiracial	Very Comfortable	<5	43
	Comfortable	9	76
	Neither Comfortable nor Uncomfortable	<5	33
	Uncomfortable	<5	12
Missing/Unknown	Very Uncomfortable	<5	5
	Very Comfortable	19	145
	Comfortable	25	318
	Neither Comfortable nor Uncomfortable	19	92
Grand Total	Uncomfortable	<5	51
	Very Uncomfortable	<5	<5
	Very Comfortable	<5	12
	Comfortable	<5	20
		<5	13
		<5	7
		434	4051

Overall Campus Climate by Racial Identity

Students, Faculty & Staff



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

Comfort with Climate in Workplace by Racial Identity:

In the School of Education Faculty and Staff population, Black/African American (50%), Latin@/Chican@/Hispanic (63%), and White (63%) respondents were less comfortable with the climate in their department/program or work unit, than the remaining racial identities. In comparison, in the USF Faculty and Staff population, Black/African American (62%) and Other People of Color (59%) were the least comfortable with the climate in their department/program or work unit, compared to the remaining racial identities.

Respondents' Comfort with Workplace Climate by Racial Identity

School of Education

Comfort with Workplace Climate by Racial Identity Faculty & Staff

		SoE	USF
White	Very Comfortable	10	215
	Comfortable	9	269
	Neither Comfortable nor Uncomfortable	<5	80
	Uncomfortable	7	76
	Very Uncomfortable	<5	23
Black/African American	Missing/Unknown		<5
	Very Comfortable	<5	13
	Comfortable	<5	29
	Neither Comfortable nor Uncomfortable	<5	12
	Uncomfortable	<5	11
Asian/Asian American/South Asian	Very Uncomfortable	<5	<5
	Very Comfortable	<5	43
	Comfortable	8	77
	Neither Comfortable nor Uncomfortable	<5	23
	Uncomfortable	<5	21
Latin@/Chican@ /Hispanic	Very Uncomfortable	<5	<5
	Very Comfortable	<5	19
	Comfortable	<5	28
	Neither Comfortable nor Uncomfortable	<5	10
	Uncomfortable	<5	6
Other Person of Color	Very Uncomfortable	<5	<5
	Missing/Unknown		<5
	Very Comfortable	<5	11
	Comfortable	<5	15
	Neither Comfortable nor Uncomfortable	<5	9
Multiracial	Uncomfortable	<5	<5
	Very Uncomfortable	<5	<5
	Missing/Unknown		<5
	Very Comfortable	8	40
	Comfortable	<5	59
Missing /Unknown	Neither Comfortable nor Uncomfortable	<5	18
	Uncomfortable	<5	13
	Very Uncomfortable	<5	<5
	Very Comfortable		6
	Comfortable		11
Grand Total	Neither Comfortable nor Uncomfortable	<5	16
	Uncomfortable	<5	14
	Very Uncomfortable	<5	<5
		76	1193

Comfort with Workplace Climate by Racial Identity Faculty & Staff



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

Comfort with Climate in the Classroom by Racial Identity:

In the School of Education Student and Faculty population, Black/African American (76%) and Multiracial (78%) respondents were the least comfortable with the climate in the classroom, compared to the remaining racial identities. In comparison, in the USF Student and Faculty population, Black/African American (72%) and Other People of Color (76%) respondents were the least comfortable with the climate in the classroom, compared to the remaining racial identities.

Respondents' Comfort with the Classroom Climate by Racial Identity

School of Education

Comfort with Climate in Classroom by Racial Identity

Students and Faculty

			SoE	USF
White	Very Comfortable		65	427
	Comfortable		68	598
	Neither Comfortable nor Uncomfortable		13	121
	Uncomfortable		<5	36
	Very Uncomfortable		<5	6
Black/African American	Very Comfortable		7	47
	Comfortable		12	87
	Neither Comfortable nor Uncomfortable		<5	40
	Uncomfortable		<5	9
	Very Uncomfortable		<5	<5
Asian/Asian American/South Asian	Very Comfortable		26	206
	Comfortable		35	472
	Neither Comfortable nor Uncomfortable		8	114
	Uncomfortable		<5	40
	Very Uncomfortable		<5	<5
Latin@/Chican@/Hispanic	Very Comfortable		26	119
	Comfortable		47	246
	Neither Comfortable nor Uncomfortable		5	63
	Uncomfortable		<5	18
	Very Uncomfortable		<5	<5
Other Person of Color	Very Comfortable		<5	43
	Comfortable		12	70
	Neither Comfortable nor Uncomfortable		<5	22
	Uncomfortable		<5	11
	Very Uncomfortable		<5	<5
Multiracial	Very Comfortable		23	134
	Comfortable		26	287
	Neither Comfortable nor Uncomfortable		6	67
	Uncomfortable		7	26
	Very Uncomfortable		<5	<5
Missing /Unknown	Very Comfortable		<5	14
	Comfortable		<5	28
	Neither Comfortable nor Uncomfortable		<5	15
	Uncomfortable		<5	6
	Very Uncomfortable		<5	<5
Grand Total			411	3388

Comfort with Climate in Classroom by Racial Identity

Students and Faculty



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

Comfort with Overall Campus Climate at USF by Sexual Identity:

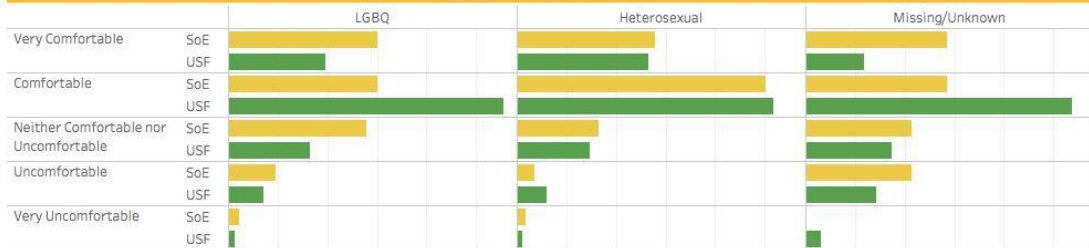
In the School of Education population, 78% of Heterosexual respondents and 60% of LGBTQ respondents indicated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF. In comparison, in the USF Overall population, 78% of Heterosexual respondents and 75% of LGBTQ respondents indicated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.

Respondents' Comfort with Overall Climate by Sexual Identity
School of Education

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

		SoE	USF
LGBQ	Very Comfortable	28	151
	Comfortable	28	426
	Neither Comfortable nor Uncomfortable	26	127
	Uncomfortable	9	54
	Very Uncomfortable	<5	11
Heterosexual	Very Comfortable	91	826
	Comfortable	164	1616
	Neither Comfortable nor Uncomfortable	54	459
	Uncomfortable	12	185
	Very Uncomfortable	6	34
Missing/Unknown	Very Comfortable	<5	19
	Comfortable	<5	87
	Neither Comfortable nor Uncomfortable	<5	28
	Uncomfortable	<5	23
Grand Total		434	4051

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



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

Comfort with Climate in Workplace by Sexual Identity:

In the School of Education Faculty and Staff population, 67% of Heterosexual respondents and 70% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit. In the USF Faculty and Staff population 71% of Heterosexual respondents and 73% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in their department/program or work unit.

Respondents' Comfort with Workplace Climate by Sexual Identity

School of Education

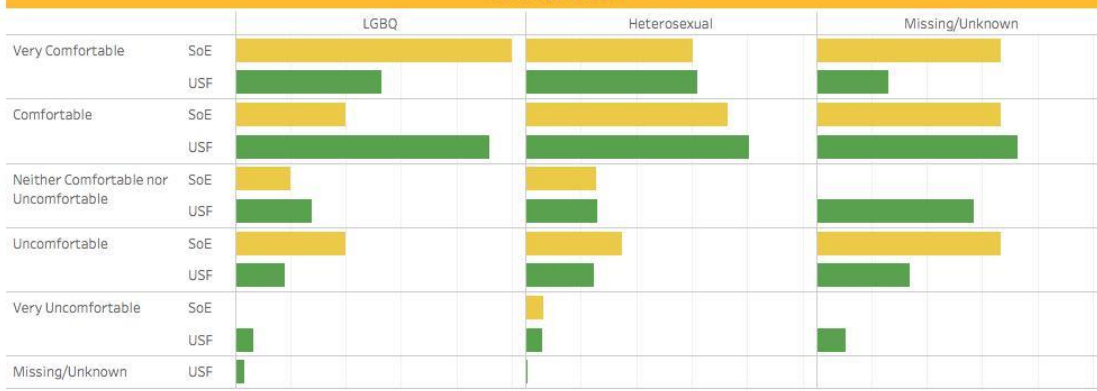
Comfort with Workplace Climate by Sexual Identity

Faculty & Staff

		SoE	USF
LGBQ	Very Comfortable	5	50
	Comfortable	<5	87
	Neither Comfortable nor Uncomfortable	<5	26
	Uncomfortable	<5	17
	Missing/Unknown		<5
Heterosexual	Very Comfortable	19	287
	Comfortable	23	373
	Neither Comfortable nor Uncomfortable	8	120
	Uncomfortable	11	115
	Missing/Unknown		<5
Missing/Unknown	Very Uncomfortable	<5	28
	Very Comfortable	<5	10
	Comfortable	<5	28
	Neither Comfortable nor Uncomfortable		22
Grand Total	Uncomfortable	<5	13
	Very Uncomfortable		<5
		76	1193

Comfort with Workplace Climate by Sexual Identity

Faculty & Staff



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

Comfort with Climate in the Classroom by Sexual Identity:

In the School of Education Student and Faculty population, 88% 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 population 83% of Heterosexual respondents and 79% of LGBQ respondents indicated that they were either “comfortable” or “very comfortable” with the climate in the classroom.

Respondents' Comfort with the Classroom Climate by Sexual Identity

School of Education

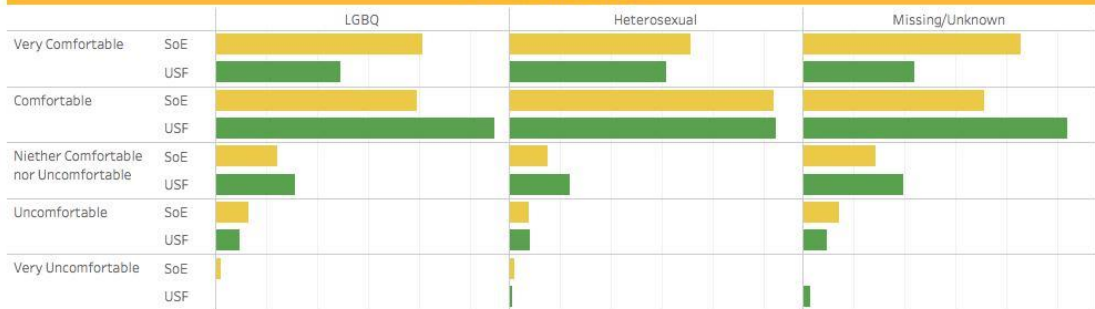
Comfort with Climate in Classroom by Sexual Identity

Students and Faculty

		SoE	USF
LGBQ	Very Comfortable	37	162
	Comfortable	36	363
	Niether Comfortable nor Uncomfortable	11	104
	Uncomfortable	6	31
	Very Uncomfortable	<5	<5
Heterosexual	Very Comfortable	109	800
	Comfortable	159	1359
	Niether Comfortable nor Uncomfortable	23	313
	Uncomfortable	12	109
	Very Uncomfortable	<5	18
Missing/Unknown	Very Comfortable	6	28
	Comfortable	5	66
	Niether Comfortable nor Uncomfortable	<5	25
	Uncomfortable	<5	6
	Very Uncomfortable		<5
Grand Total		411	3388

Comfort with Climate in Classroom by Sexual Identity

Students and Faculty



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

Comfort with Overall Campus Climate at USF by Disability Status:

In the School of Education population, 64% of respondents that indicated having a Single Disability, and 68% of the 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 population, 68% of respondents that indicated having a Single Disability, and 68% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the overall campus climate at USF.

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

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

		SoE	USF
No Disability	Very Comfortable	104	900
	Comfortable	173	1834
	Neither Comfortable nor Uncomfortable	72	507
	Uncomfortable	17	195
	Very Uncomfortable	<5	36
Single Disability	Very Comfortable	9	63
	Comfortable	16	189
	Neither Comfortable nor Uncomfortable	7	71
	Uncomfortable	<5	43
	Very Uncomfortable	<5	7
Multiple Disability	Very Comfortable	10	27
	Comfortable	7	75
	Neither Comfortable nor Uncomfortable	<5	23
	Uncomfortable	<5	19
	Very Uncomfortable	<5	6
Missing/Unknown	Very Comfortable		6
	Comfortable		31
	Neither Comfortable nor Uncomfortable		13
	Uncomfortable		5
	Very Uncomfortable		<5
Grand Total		434	4051

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



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

Comfort with Climate in Workplace by Disability Status:

In the School of Education Faculty and Staff population, 21% of respondents that indicated having No Disability, stated that they were either “uncomfortable” or “very uncomfortable” with the climate in their department/program or work unit. In comparison, in the USF Faculty and Staff population, 15% of respondents that indicated having No Disability, stated that they were either “uncomfortable” or “very uncomfortable” with the climate in their department/program or work unit. The population of Faculty and Staff respondents in the School of Education with Single and/or Multiple Disabilities, was too small to draw any meaningful conclusions.

Respondents' Comfort with Workplace Climate by Disability Status School of Education

Comfort with Workplace Climate by Disability Status Faculty & Staff

		SoE	USF
No Disability	Very Comfortable	24	320
	Comfortable	22	444
	Neither Comfortable nor Uncomfortable	8	144
	Uncomfortable	12	128
	Very Uncomfortable	<5	30
	Missing/Unknown		7
Single Disability	Very Comfortable	<5	14
	Comfortable	<5	28
	Neither Comfortable nor Uncomfortable	<5	12
	Uncomfortable	<5	9
	Very Uncomfortable		6
Multiple Disability	Very Comfortable		6
	Comfortable	<5	11
	Neither Comfortable nor Uncomfortable		<5
	Uncomfortable		<5
	Very Uncomfortable		<5
Missing/Unknown	Very Comfortable		7
	Comfortable		5
	Neither Comfortable nor Uncomfortable		8
	Uncomfortable		<5
Grand Total		76	1193

Comfort with Workplace Climate by Disability Status Faculty & Staff

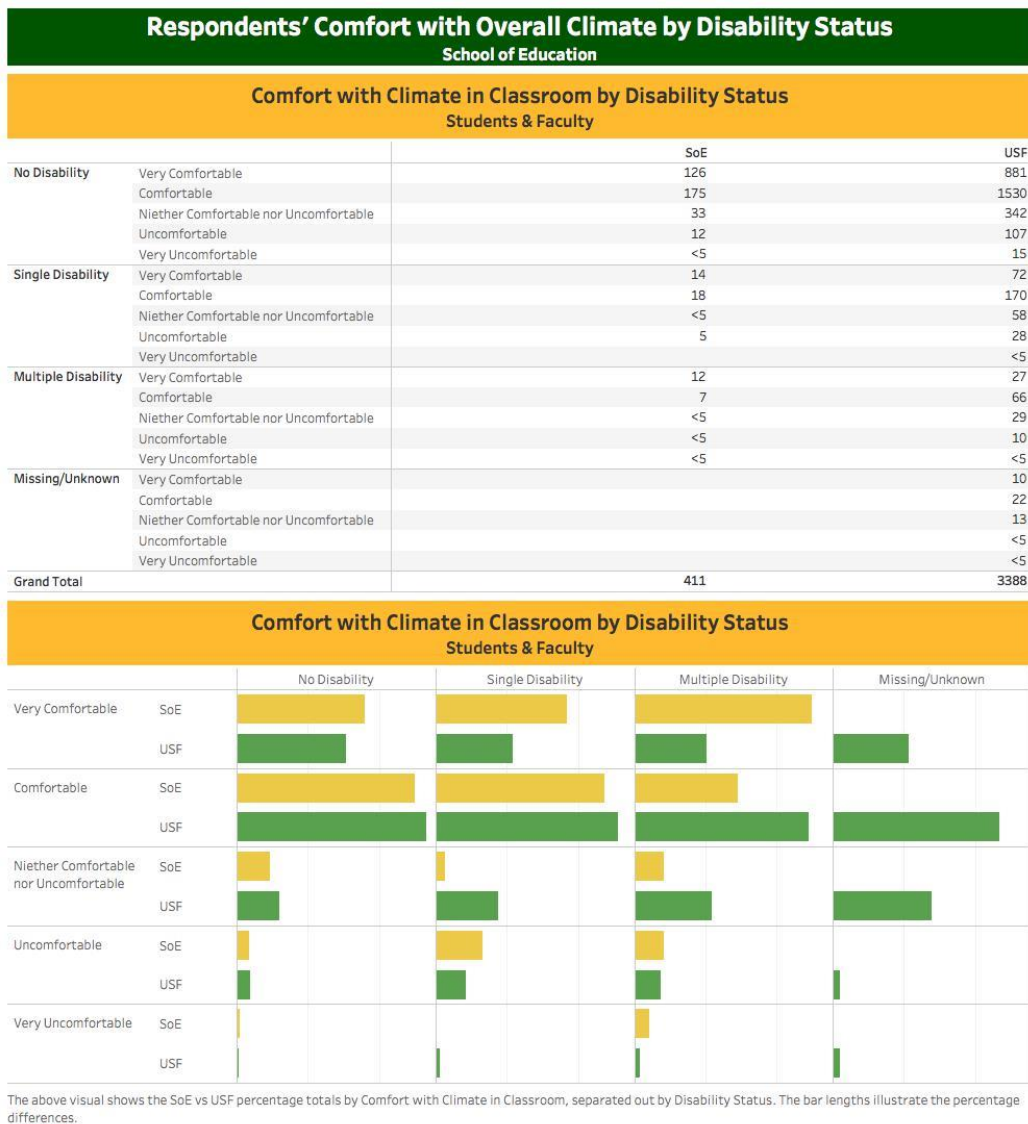


The above visual shows the SoE vs USF percentage totals by Comfort with Workplace Climate, separated out by Disability Status. The bar lengths illustrate the percentage differences.

Comfort with Climate in the Classroom by Disability Status:

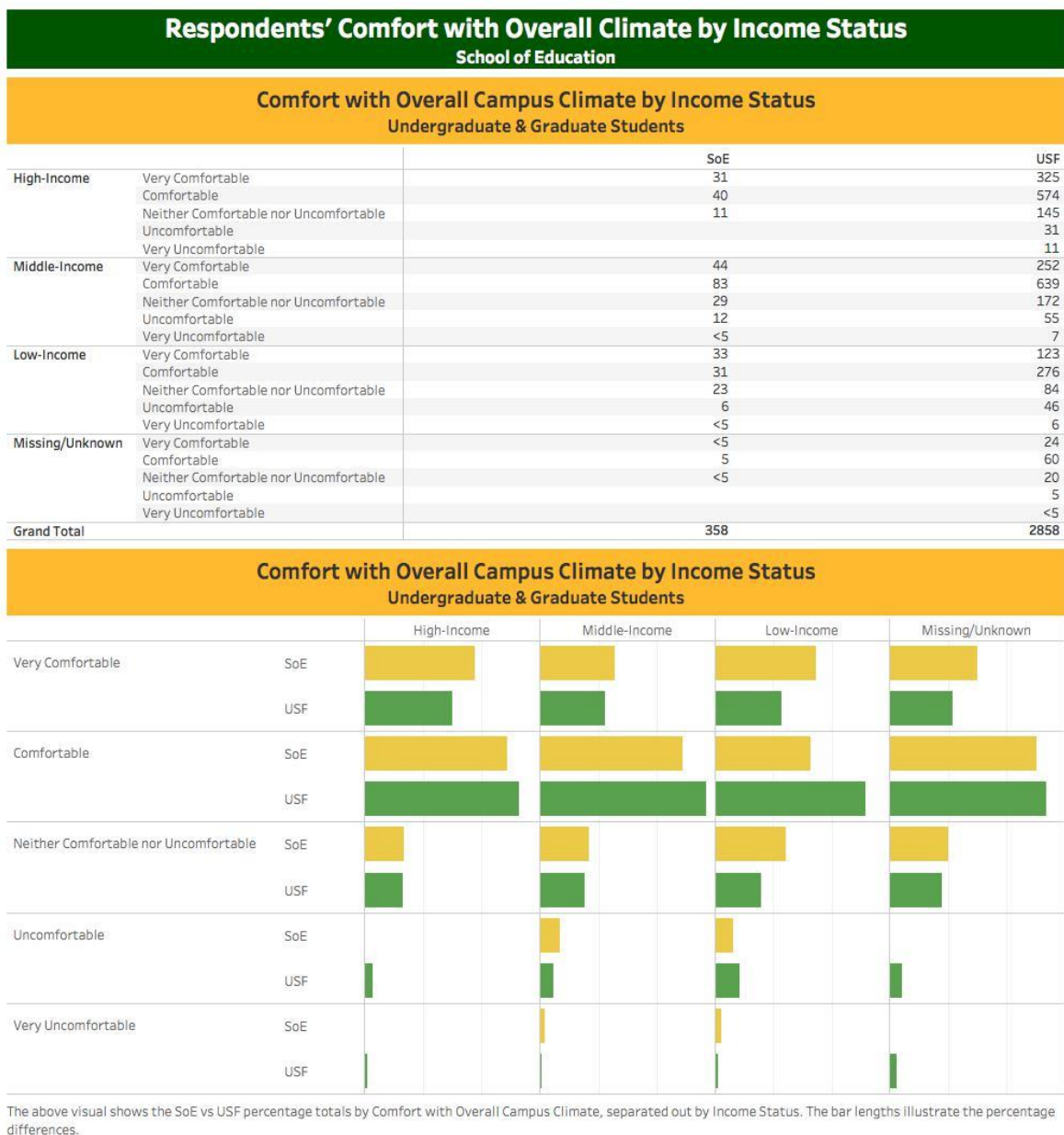
In the School of Education Student and Faculty population, 84% of respondents that indicated having a Single Disability, and 79% of respondents that indicated having Multiple Disabilities, stated that they were either “comfortable” or “very comfortable” with the climate in the classroom. In comparison, in the USF Student and Faculty population, 73% 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 climate in

the classroom. Classroom climate comfort for the School of Education respondents that indicated having No Disability (86%), was in line with that of the USF Student and Faculty population (84%).



Comfort with Overall Campus Climate at USF by Income Status:

In the School of Education Student population, Low Income respondents (67%) were the least comfortable with the overall campus climate at USF, compared to Middle Income (74%) and High Income (87%) respondents. Similarly, within the USF Student population, Low Income respondents (75%) were the least comfortable with the overall campus climate at USF, compared to Middle Income (79%) and High Income (83%) respondents.



Comfort with Climate in the Classroom by Income Status:

In the School of Education Student population, Low Income respondents (80%) were the least comfortable with the climate in the classroom, compared to Middle Income (84%) and High Income (94%) respondents. Within the USF Student population, Low Income respondents (76%) were the least comfortable with the climate in the classroom, compared to Middle Income (81%) and High Income (85%) respondents.

Respondents' Comfort with the Classroom Climate by Income Status

School of Education

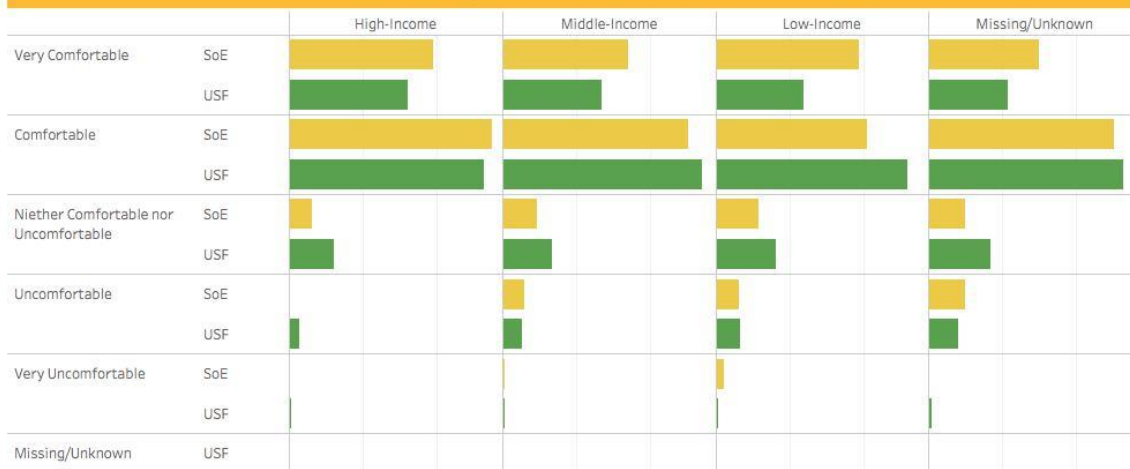
Comfort with Climate in Classroom by Income Status

Undergraduate & Graduate Students

		SoE	USF
High-Income	Very Comfortable	32	347
	Comfortable	45	570
	Niether Comfortable nor Uncomfortable	5	133
	Uncomfortable		29
	Very Uncomfortable		7
Middle-Income	Very Comfortable	58	300
	Comfortable	86	606
	Niether Comfortable nor Uncomfortable	16	152
	Uncomfortable	10	61
	Very Uncomfortable	<5	6
Low-Income	Very Comfortable	37	127
	Comfortable	39	279
	Niether Comfortable nor Uncomfortable	11	88
	Uncomfortable	6	36
	Very Uncomfortable	<5	<5
	Missing/Unknown		<5
Missing/Unknown	Very Comfortable	<5	24
	Comfortable	5	59
	Niether Comfortable nor Uncomfortable	<5	19
	Uncomfortable	<5	9
	Very Uncomfortable		<5
Grand Total		358	2859

Comfort with Climate in Classroom by Income Status

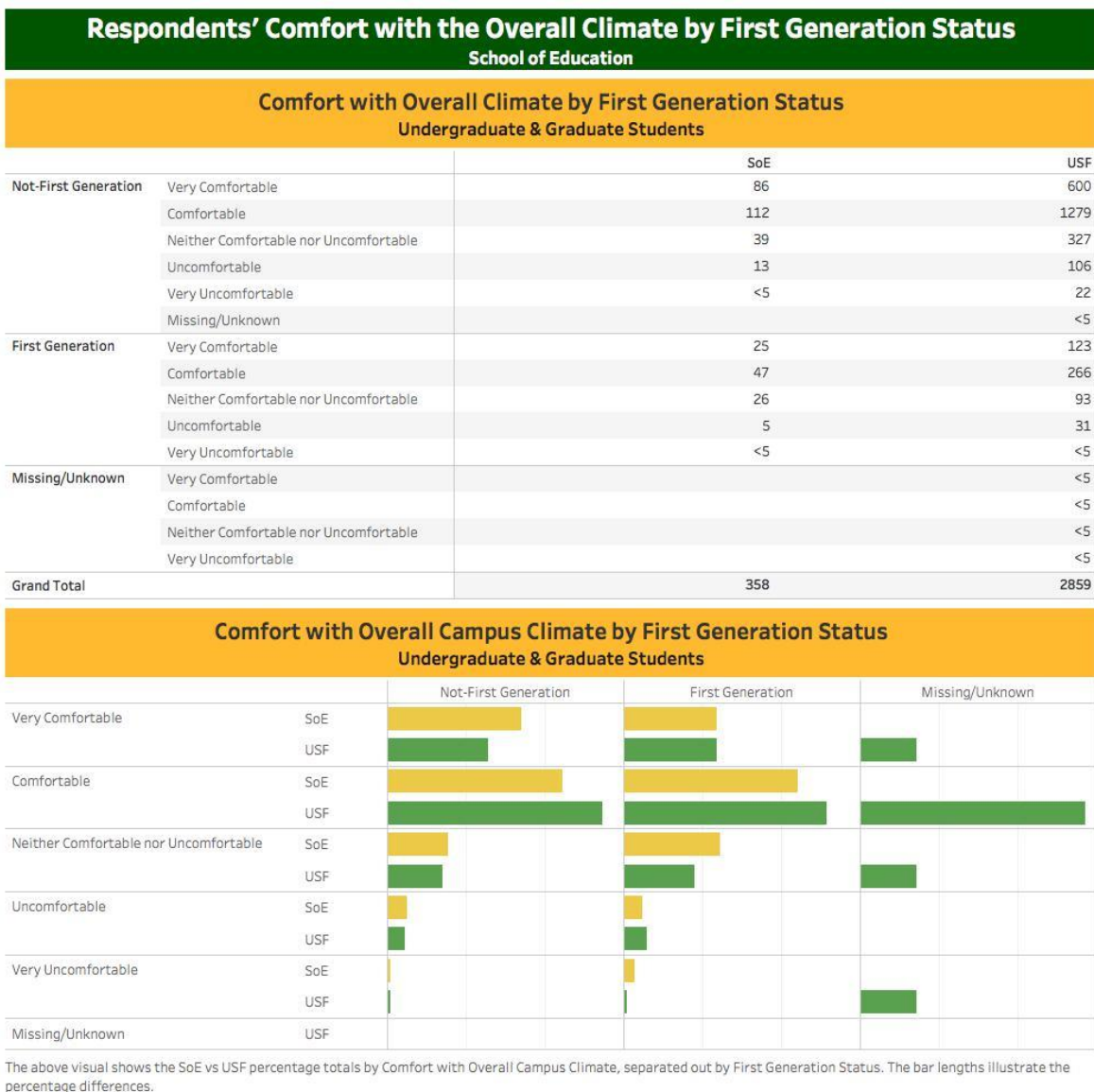
Undergraduate & Graduate Students



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

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

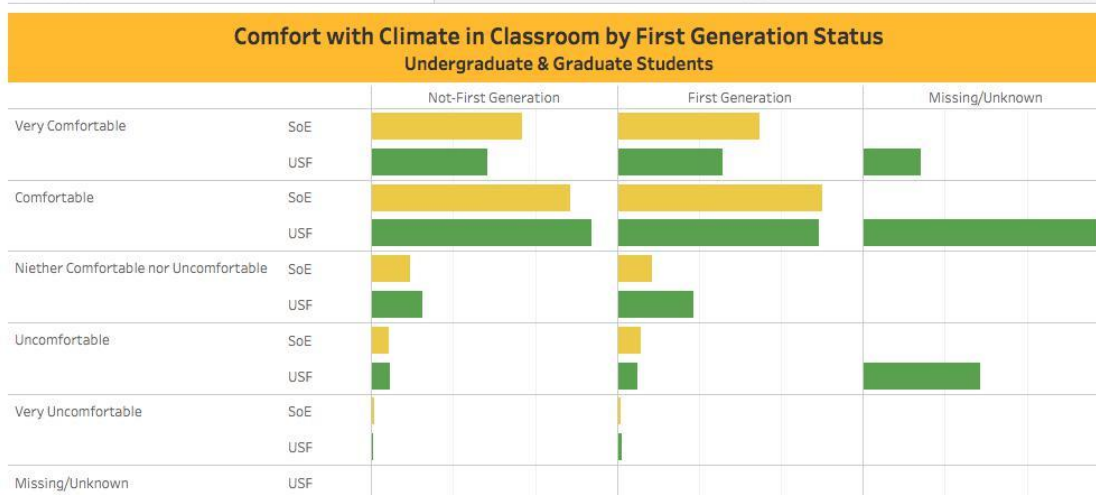
In the School of Education Student population, First Generation respondents (68%) were less comfortable with the overall campus climate at USF, compared to Not-First Generation respondents (79%). Similarly, within the USF Student population, First Generation respondents (75%) were less comfortable with the overall campus climate at USF, compared to Not-First Generation respondents (81%).



Comfort with Climate in the Classroom by First Generation Status:

In the School of Education Student population, there was no difference in comfort with the climate in the classroom between First Generation respondents (85%) and Not-First Generation (85%) respondents. Within the USF Student population, First Generation respondents (75%) were less comfortable with the climate in the classroom, compared to Not-First Generation (82%) respondents.

Respondents' Comfort with the Classroom Climate by First Generation Status			
School of Education			
Comfort with Climate in Classroom by First Generation Status			
Undergraduate & Graduate Students			
Not-First Generation	Very Comfortable	SoE	USF
		93	664
	Comfortable	122	1255
	Niether Comfortable nor Uncomfortable	24	295
	Uncomfortable	11	107
	Very Uncomfortable	<5	13
First Generation	Very Comfortable	37	133
	Comfortable	53	255
	Niether Comfortable nor Uncomfortable	9	97
	Uncomfortable	6	26
	Very Uncomfortable	<5	5
	Missing/Unknown		<5
Missing/Unknown	Very Comfortable		<5
	Comfortable		<5
	Uncomfortable		<5
Grand Total		358	2859

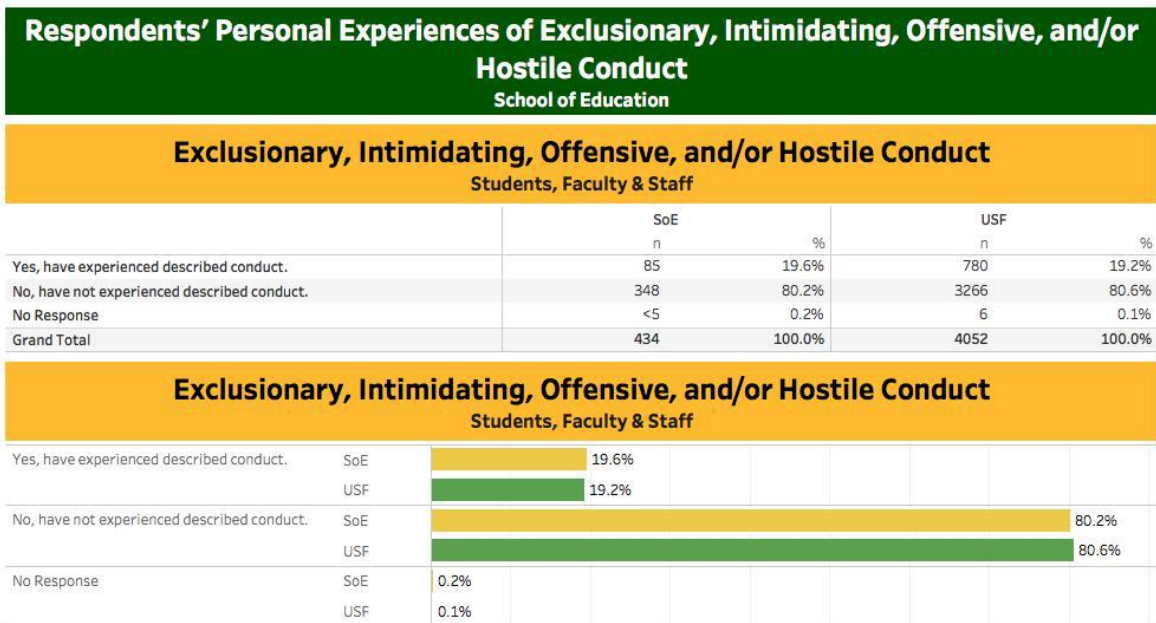


The above visual shows the SoE vs USF percentage totals by Comfort with Climate in Classroom, separated out by First Generation Status. The bar lengths illustrate the percentage differences.

Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

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

Exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that interfered with one's ability to work, learn, or live at USF within the past year, was examined. Within the School of Education population, 20% 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. This is approximately that of the USF Overall population, in which 19% of respondents stated that they personally experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year.



The above visual shows the SoE 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 20% of the School of Education population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 24% believed that this conduct was a result of their position status. Similarly, of the 19% of the USF Overall population that experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 21% believed that this conduct was a result of their position status.

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

School of Education

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

		SoE	USF
Undergraduate	Experienced conduct as a result of position status	<5	24
	Experienced conduct, but not as a result of position status	7	316
Graduate	Experienced conduct as a result of position status	7	18
	Experienced conduct, but not as a result of position status	46	87
Faculty	Experienced conduct as a result of position status	6	45
	Experienced conduct, but not as a result of position status	11	109
Staff	Experienced conduct as a result of position status	6	78
	Experienced conduct, but not as a result of position status	<5	103
Grand Total		85	780

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

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

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

Conduct as a Result of Gender Identity

Of the School of Education population that experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last year at USF, 9% were Transspectrum, 67% were Women, and 22% were Men. A higher percentage of Transspectrum respondents (88%), than both Women (21%) and Men (21%) respondents, believed that their experience was a result of their gender identity. Of the USF Overall population that experienced exclusionary, intimidating, offensive, and/or hostile conduct within the last year at USF, 5% were Transspectrum, 69% were Women and 25% were Men. A higher percentage of Transspectrum respondents (69%) than Women respondents (25%) than Men respondents (12%), believed that their experience was a result of their gender identity.

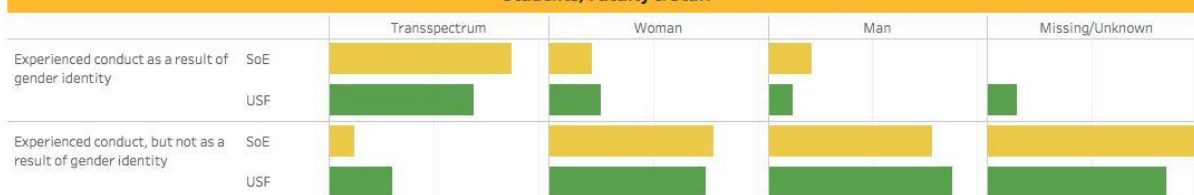
Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of their Gender Identity

School of Education
Students, Faculty & Staff

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

		SoE	USF
Transpectrum	Experienced conduct as a result of gender identity	7	25
	Experienced conduct, but not as a result of gender identity	<5	11
Woman	Experienced conduct as a result of gender identity	12	134
	Experienced conduct, but not as a result of gender identity	45	401
Man	Experienced conduct as a result of gender identity	<5	23
	Experienced conduct, but not as a result of gender identity	15	172
Missing/Unknown	Experienced conduct as a result of gender identity	<5	<5
	Experienced conduct, but not as a result of gender identity	<5	12
Grand Total		85	780

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



The above visual shows the SoE 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 20% of the School of Education population that indicated they experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year, 22% believed their experience was a result of their racial identity. Within the School of Education population, 31% of White, 25% of Latin@/Chican@/Hispanic, 14% of Asian/Asian American/South Asian, 13% of Multiracial, 12% of Black/African Americans, and 4% of People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Of those, 60% of Black/African Americans, 36% of Multiracial, 33% of Asian/Asian American/South Asian, 14% of Latin@/Chican@/Hispanic, 8% of White, and 0% of People of Color respondents, believed they experienced such conduct as a result of their racial identity. Within the USF Overall population, 39% of White, 17% of Asian/Asian American/South Asian, 15% of Multiracial, 12% of Latin@/Chican@/Hispanic, 7% of Black/African Americans, and 5% of People of Color respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct while at USF within the last year. Of those, 51% of Black/African Americans, 26% of Multiracial, 23% of People of Color, 22% of Latin@/Chican@/Hispanic, 17% of Asian/Asian American/South Asian, and 6% of White respondents, believed they experienced such conduct as a result of their racial identity.

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

School of Education

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

	SoE		USF	
	n	%	n	%
Experienced conduct as a result of racial identity	19	22.4%	140	17.9%
Experienced conduct, but not as a result of racial identity	66	77.6%	640	82.1%
Grand Total	85	100.0%	780	100.0%

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

		SoE	USF
Asian/Asian American/South Asian	Experienced conduct as a result of racial identity	<5	23
	Experienced conduct, but not as a result of racial identity	8	107
Black/African American	Experienced conduct as a result of racial identity	6	29
	Experienced conduct, but not as a result of racial identity	<5	28
Latin@/Chican@/Hispanic	Experienced conduct as a result of racial identity	<5	21
	Experienced conduct, but not as a result of racial identity	18	76
Multiracial	Experienced conduct as a result of racial identity	<5	30
	Experienced conduct, but not as a result of racial identity	7	84
Other Person of Color	Experienced conduct as a result of racial identity		9
	Experienced conduct, but not as a result of racial identity	<5	30
White	Experienced conduct as a result of racial identity	<5	18
	Experienced conduct, but not as a result of racial identity	24	289
Missing /Unknown	Experienced conduct as a result of racial identity		10
	Experienced conduct, but not as a result of racial identity	<5	26
Grand Total		85	780

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

		Asian/Asian American/South Asian	Black/African American	Latin@/Chican@/Hispanic	Multiracial	Other Person of Color	White	Missing /Unknown
Experienced conduct as a result of racial identity	SoE							
	USF							
Experienced conduct, but not as a result of racial identity	SoE							
	USF							

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

Basis of Experienced Conduct

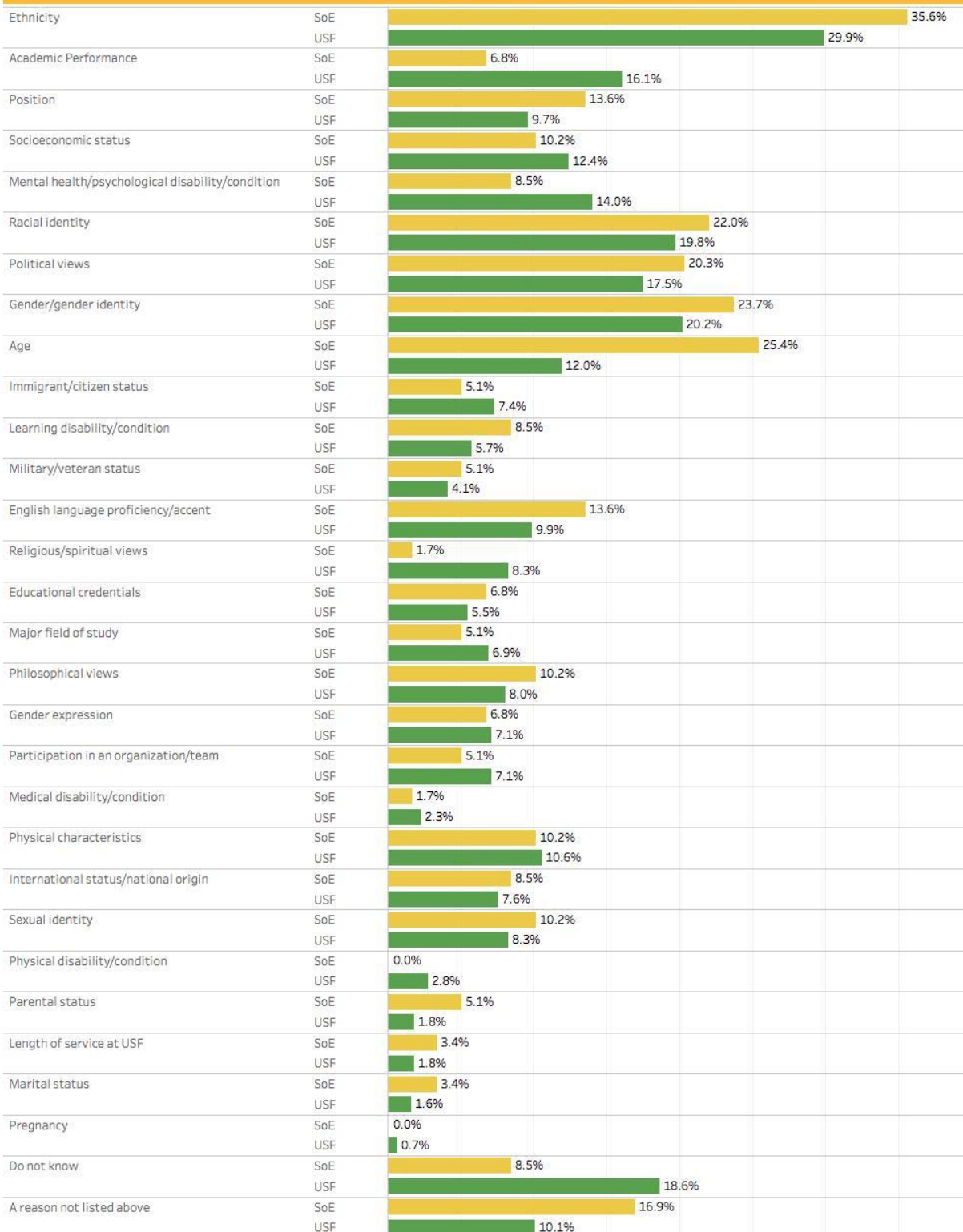
The respondents offered what they believed to be the primary basis for the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top reasons within the School of Education Student population, were Ethnicity (36%) and Age (25%). The top reasons within the School of Education Faculty population, were Ethnicity (41%), Gender/Gender Identity (35%), and Position Status (35%). The top reasons within the School of Education Staff population, were Position Status (86%) and Gender/Gender Identity (43%). As for the USF Overall population, the top reasons for the USF Student population, were Ethnicity (30%) and Gender/Gender Identity (20%). The top reasons for the USF Faculty population, were Gender/Gender Identity (30%), A Reason Not Listed Above (30%), and Position Status (30%). The top reasons for the USF Staff population, were Position (44%) and Gender/Gender Identity (28%).

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

School of Education

Respondents' Top Bases of Experienced Conduct

Undergraduate & Graduate Students



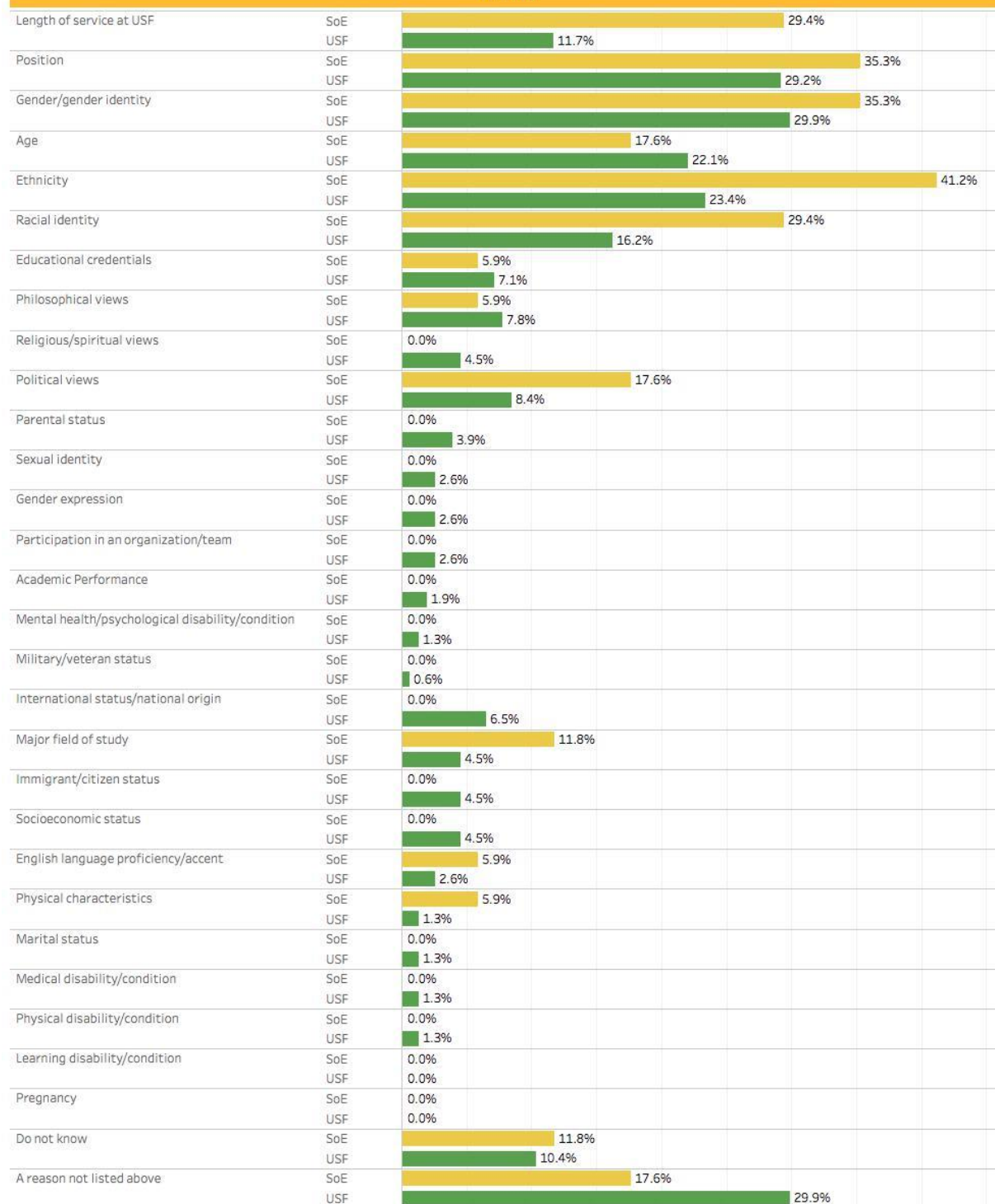
The above visual shows the SoE vs USF percentage totals by Respondents' Top Bases of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

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

School of Education

Respondents' Top Bases of Experienced Conduct

Faculty



The above visual shows the SoE vs USF percentage totals by Respondents' Top Bases of Experienced Conduct. The bar lengths illustrate the percentage differences.

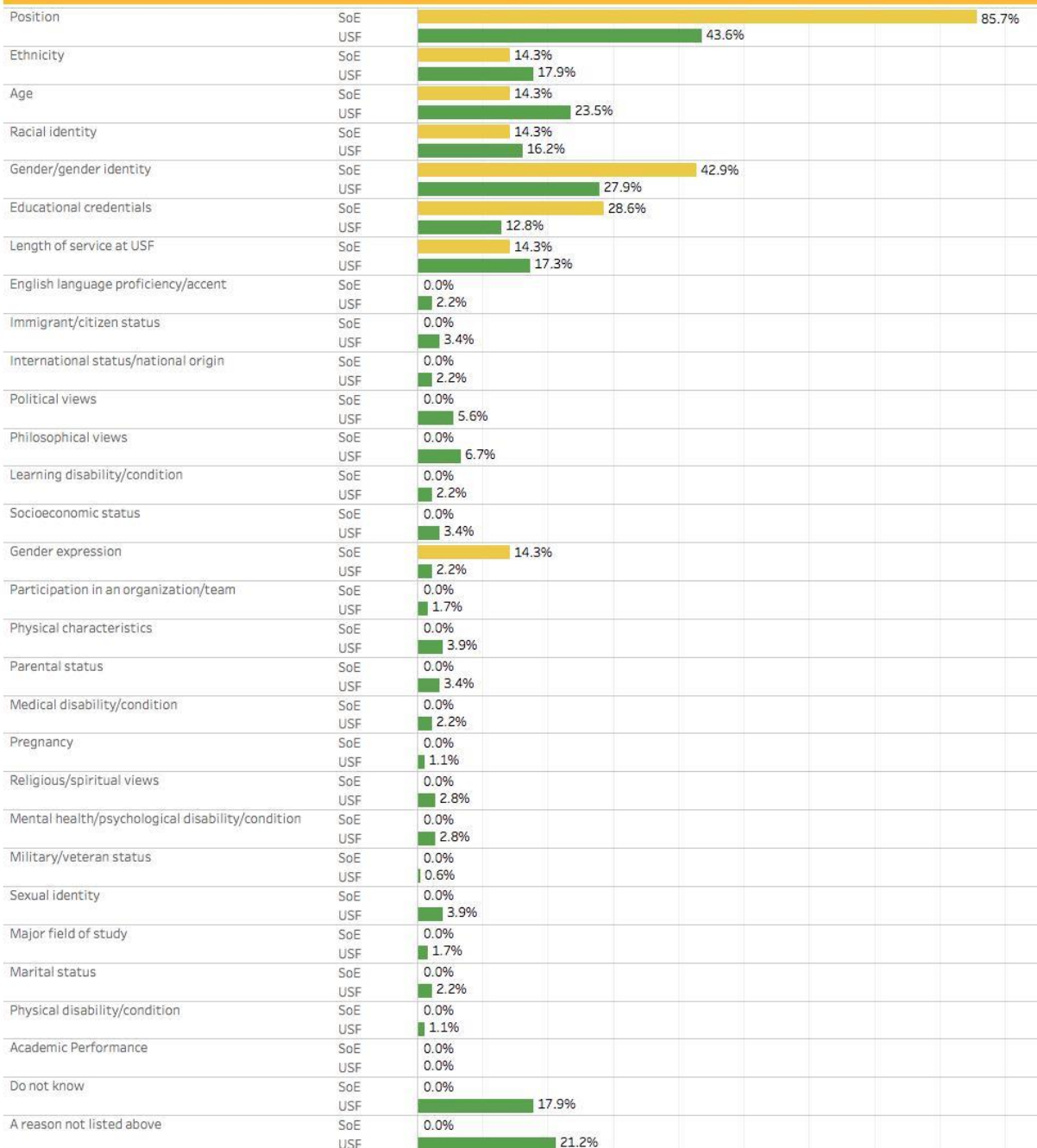
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

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

School of Education

Respondents' Primary Basis for Experienced Conduct

Staff



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

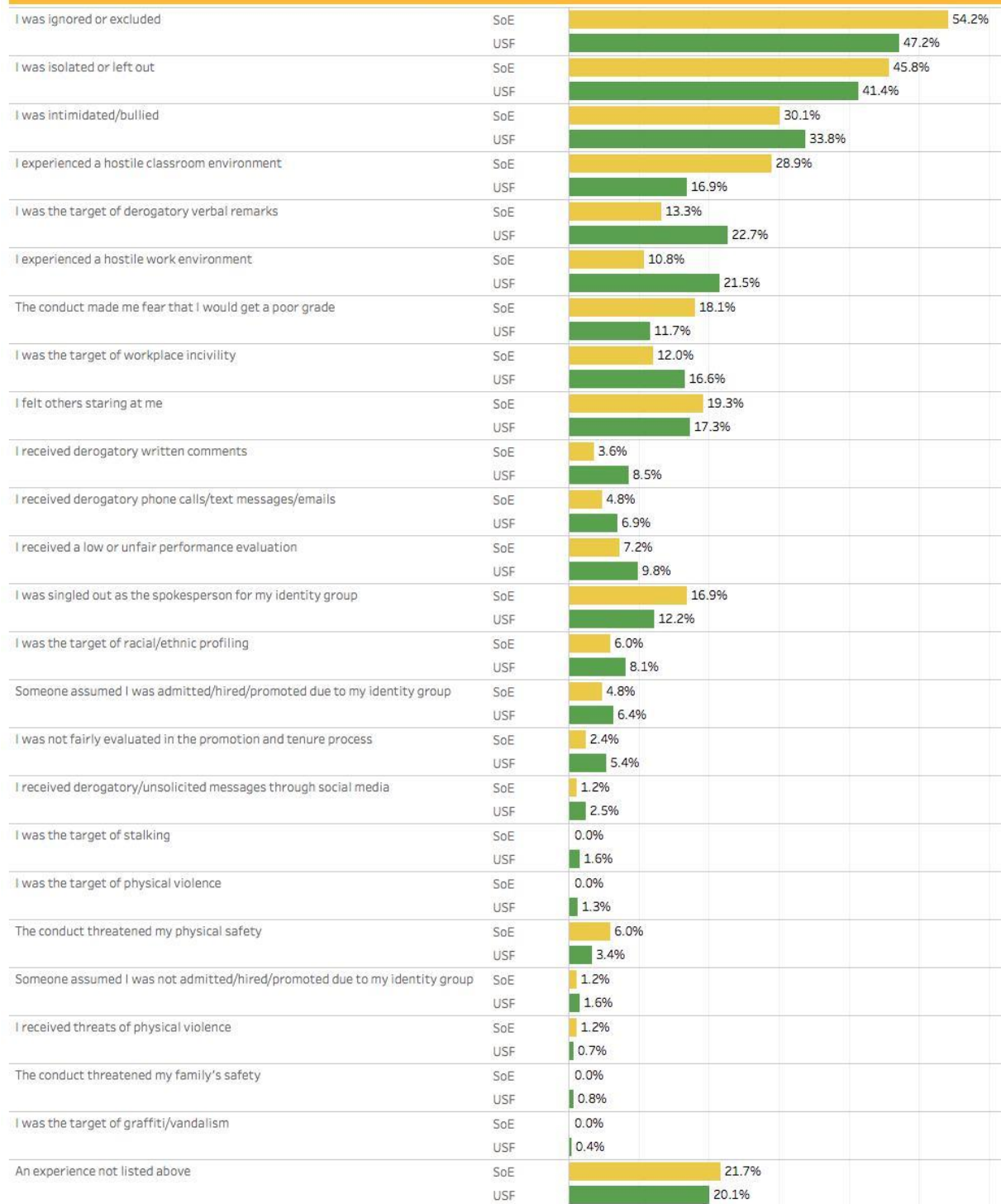
Forms of Experienced Conduct

The respondents were also asked to describe the form of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. In the School of Education population, respondents indicated the top two forms as being Ignored or Excluded (54%), and Isolated or Left Out (46%). For the School of Education Student population, respondents indicated the top two forms as being Ignored or Excluded (51%), and Isolated or Left Out (48%). For the School of Education Faculty population, respondents indicated the top two forms as being Ignored or Excluded (59%), and being Isolated or Left Out (47%). For the School of Education Staff population, respondents indicated the top two forms as being Ignored or Excluded (71%), and being the Target of Workplace Incivility (43%). In the USF Overall population, respondents indicated the top two forms as being Ignored or Excluded (47%), and being Isolated or Left Out (41%). In the USF Student population, respondents indicated the top forms as being Isolated or Left Out (46%), and being Ignored or Excluded (45%). In the USF Faculty population, respondents indicated the top forms as being Ignored or Excluded (54%), and that they Experienced a Hostile Work Environment (42%). In the USF Staff population, respondents indicated the top forms as being Ignored or Excluded (48%), and that they Experienced a Hostile Work Environment (39%)

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

School of Education

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

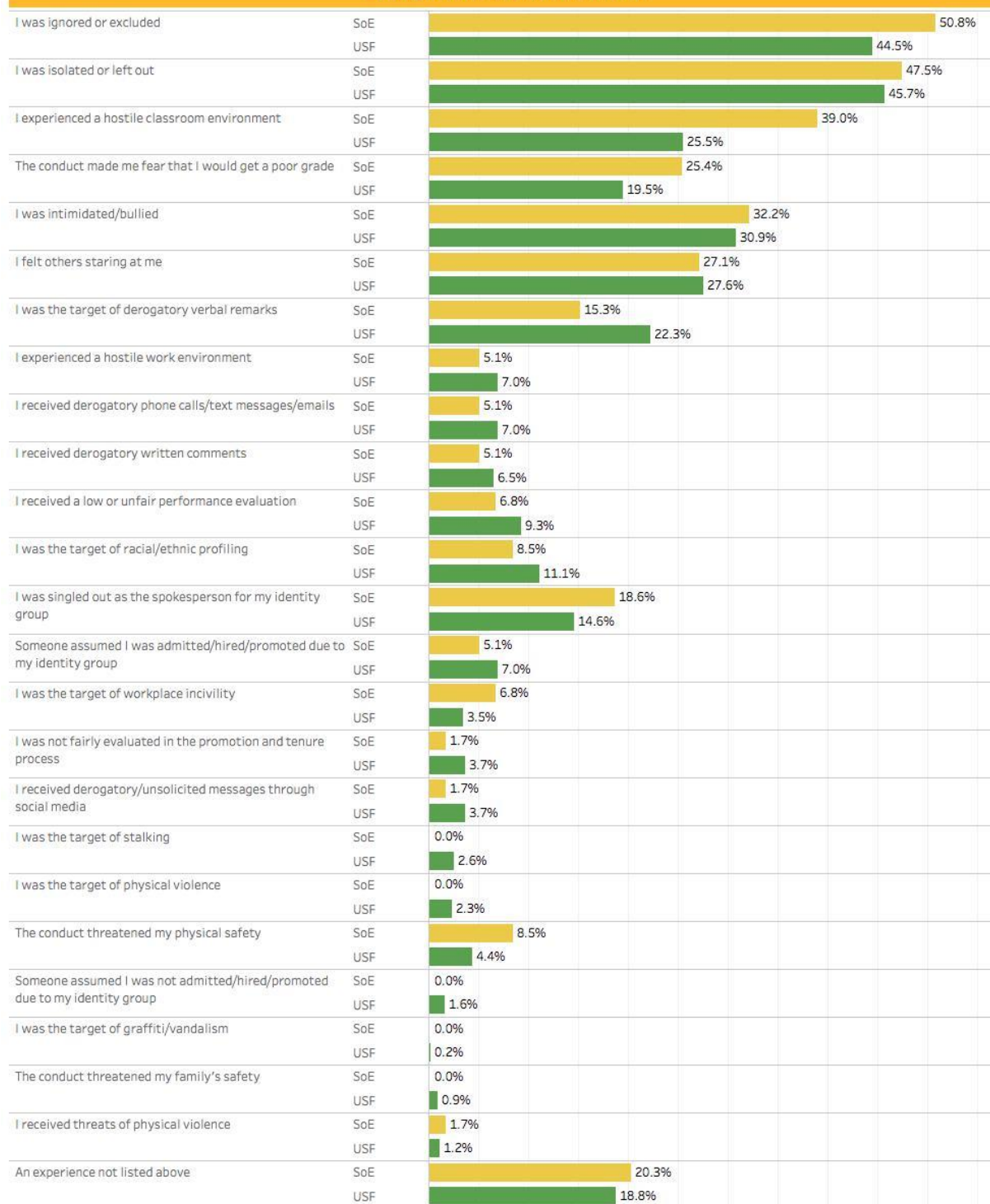


The above visual shows the SoE vs USF percentage totals by Top Forms of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

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

School of Education

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



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

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

School of Education

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

		Faculty		Staff	
		SoE	USF	SoE	USF
I was ignored or excluded	SoE	58.8%		71.4%	
	USF		53.9%		47.8%
I was isolated or left out	SoE	47.1%		28.6%	
	USF		37.0%		34.8%
I was intimidated/bullied	SoE	23.5%		28.6%	
	USF		40.3%		35.4%
I experienced a hostile classroom environment	SoE	5.9%		0.0%	
	USF		11.0%		1.1%
I experienced a hostile work environment	SoE	29.4%		14.3%	
	USF		42.2%		38.8%
I was the target of derogatory verbal remarks	SoE	11.8%		0.0%	
	USF		27.9%		19.1%
The conduct made me fear that I would get a poor grade	SoE	0.0%		0.0%	
	USF		1.9%		1.1%
I was the target of workplace incivility	SoE	17.6%		42.9%	
	USF		41.6%		27.0%
I felt others staring at me	SoE	0.0%		0.0%	
	USF		1.9%		5.6%
I received derogatory written comments	SoE	0.0%		0.0%	
	USF		16.9%		6.2%
I received derogatory phone calls/text messages/emails	SoE	5.9%		0.0%	
	USF		7.1%		6.7%
I received a low or unfair performance evaluation	SoE	11.8%		0.0%	
	USF		9.1%		11.8%
I was singled out as the spokesperson for my identity group	SoE	17.6%		0.0%	
	USF		12.3%		6.2%
I was the target of racial/ethnic profiling	SoE	0.0%		0.0%	
	USF		3.9%		4.5%
Someone assumed I was admitted/hired/promoted due to my identity group	SoE	5.9%		0.0%	
	USF		7.1%		4.5%
I was not fairly evaluated in the promotion and tenure process	SoE	5.9%		0.0%	
	USF		8.4%		6.7%
I received derogatory/unsolicited messages through social media	SoE	0.0%		0.0%	
	USF		0.6%		1.1%
I was the target of stalking	SoE	0.0%		0.0%	
	USF		0.6%		0.0%
I was the target of physical violence	SoE	0.0%		0.0%	
	USF		0.0%		0.0%
The conduct threatened my physical safety	SoE	0.0%		0.0%	
	USF		2.6%		1.7%
Someone assumed I was not admitted/hired/promoted due to my identity group	SoE	5.9%		0.0%	
	USF		2.6%		0.6%
The conduct threatened my family's safety	SoE	0.0%		0.0%	
	USF		0.6%		0.6%
I received threats of physical violence	SoE	0.0%		0.0%	
	USF		0.0%		0.0%
I was the target of graffiti/vandalism	SoE	0.0%		0.0%	
	USF		1.3%		0.0%
An experience not listed above	SoE	29.4%		14.3%	
	USF		18.8%		24.2%

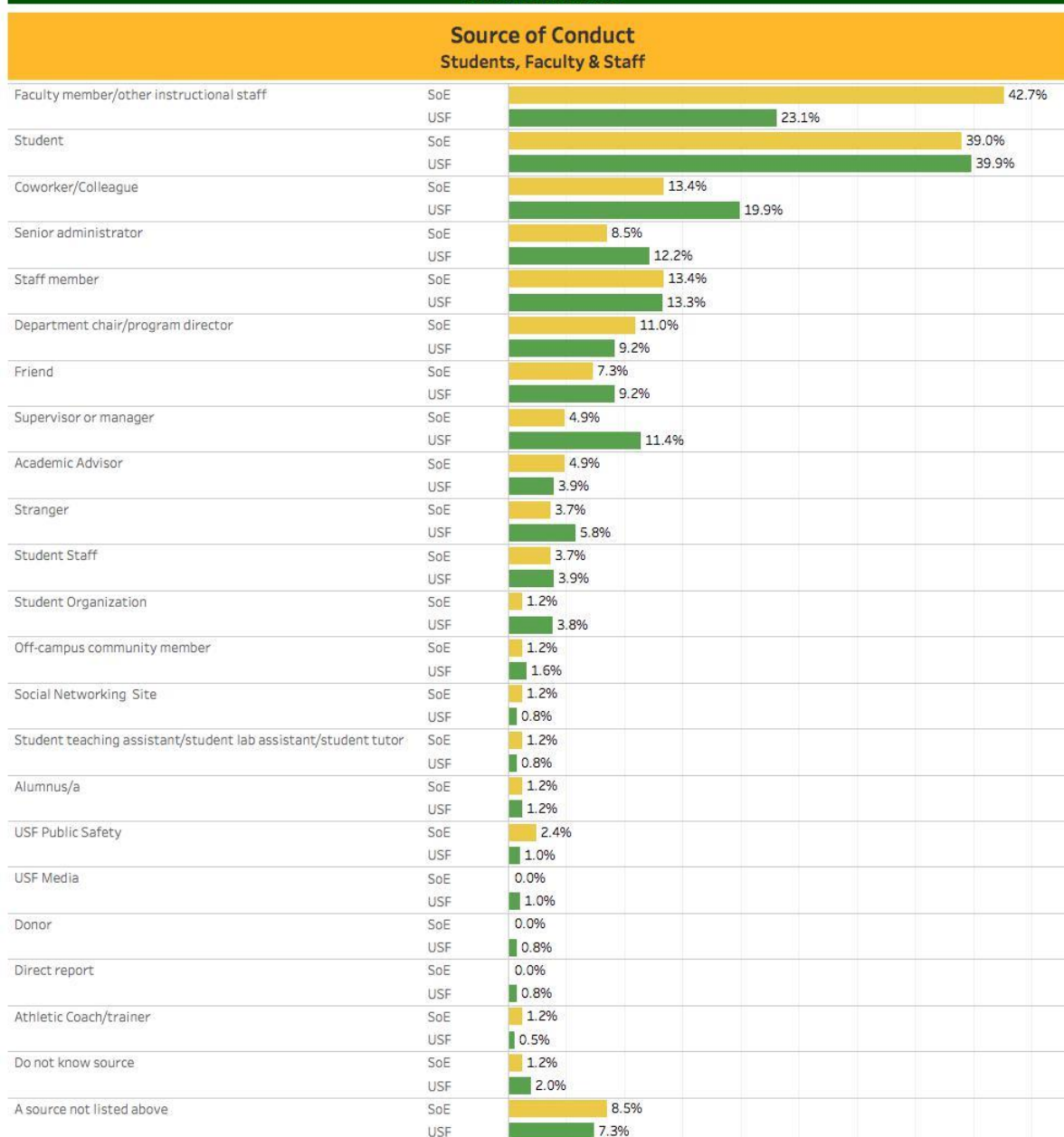
The above visual shows the SoE vs USF percentage totals by Employees' Primary Forms of Experienced Conduct. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Source of Experienced Conduct

The respondents were also asked to identify who was the source of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The School of Education population indicated that the top source of the conduct was a Faculty Member/Other Instructional Staff (43%). The School of Education Student population indicated that the top source of the conduct was a Student (51%). The School of Education Faculty population indicated that the top source of the conduct was both a Coworker/Colleague (26%), and Department Chair/Program Director (26%). The School of Education Staff population indicated that the top source of the conduct was a Faculty Member/Other Instructional Staff (22%). The USF Overall population indicated that the main source of the conduct came from a Student (40%). The USF Student population identified the top source of such conduct as being a Student (63%). The USF Faculty population identified the top source of such conduct as being a Coworker/Colleague (19%). The USF Staff population identified the top source of such conduct as being a Coworker/Colleague (22%).

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

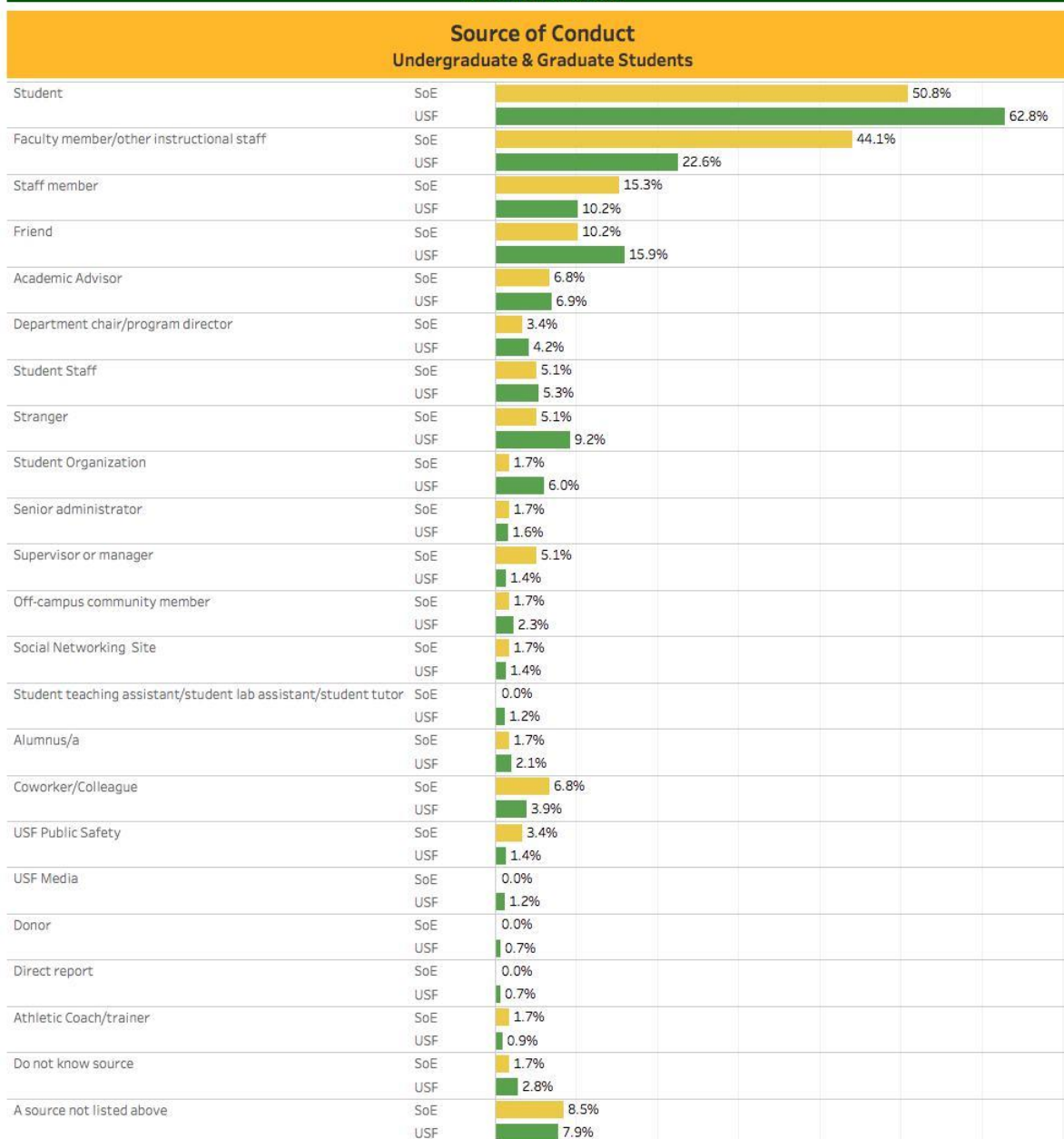
School of Education



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

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

School of Education



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

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

Source of Conduct Faculty & Staff

		Faculty		Staff	
Faculty member/other instructional staff	SoE	17.4%		21.7%	
	USF	15.8%		7.9%	
Student	SoE	8.7%		0.0%	
	USF	8.2%		1.5%	
Coworker/Colleague	SoE	26.1%		4.3%	
	USF	18.8%		22.2%	
Senior administrator	SoE	21.7%		4.3%	
	USF	13.4%		12.8%	
Staff member	SoE	4.3%		4.3%	
	USF	4.3%		13.1%	
Department chair/program director	SoE	26.1%		4.3%	
	USF	11.6%		4.3%	
Friend	SoE	0.0%		0.0%	
	USF	0.0%		0.3%	
Academic Advisor	SoE	0.0%		0.0%	
	USF	0.0%		0.0%	
Supervisor or manager	SoE	4.3%		0.0%	
	USF	4.9%		19.8%	
Stranger	SoE	0.0%		0.0%	
	USF	0.3%		0.9%	
Student Staff	SoE	0.0%		0.0%	
	USF	0.9%		1.2%	
Student Organization	SoE	0.0%		0.0%	
	USF	0.9%		0.0%	
Off-campus community member	SoE	0.0%		0.0%	
	USF	0.0%		0.6%	
Social Networking Site	SoE	0.0%		0.0%	
	USF	0.0%		0.0%	
Student teaching assistant/student lab assistant/student tutor	SoE	4.3%		0.0%	
	USF	0.3%		0.0%	
Donor	SoE	0.0%		0.0%	
	USF	0.6%		0.3%	
Direct report	SoE	0.0%		0.0%	
	USF	0.0%		0.9%	
USF Public Safety	SoE	0.0%		0.0%	
	USF	0.0%		0.6%	
USF Media	SoE	0.0%		0.0%	
	USF	0.6%		0.3%	
Alumnus/a	SoE	0.0%		0.0%	
	USF	0.0%		0.0%	
Athletic Coach/trainer	SoE	0.0%		0.0%	
	USF	0.0%		0.0%	
Do not know source	SoE	0.0%		0.6%	
	USF	0.3%		0.6%	
A source not listed above	SoE	8.7%		0.0%	
	USF	4.0%		2.7%	

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

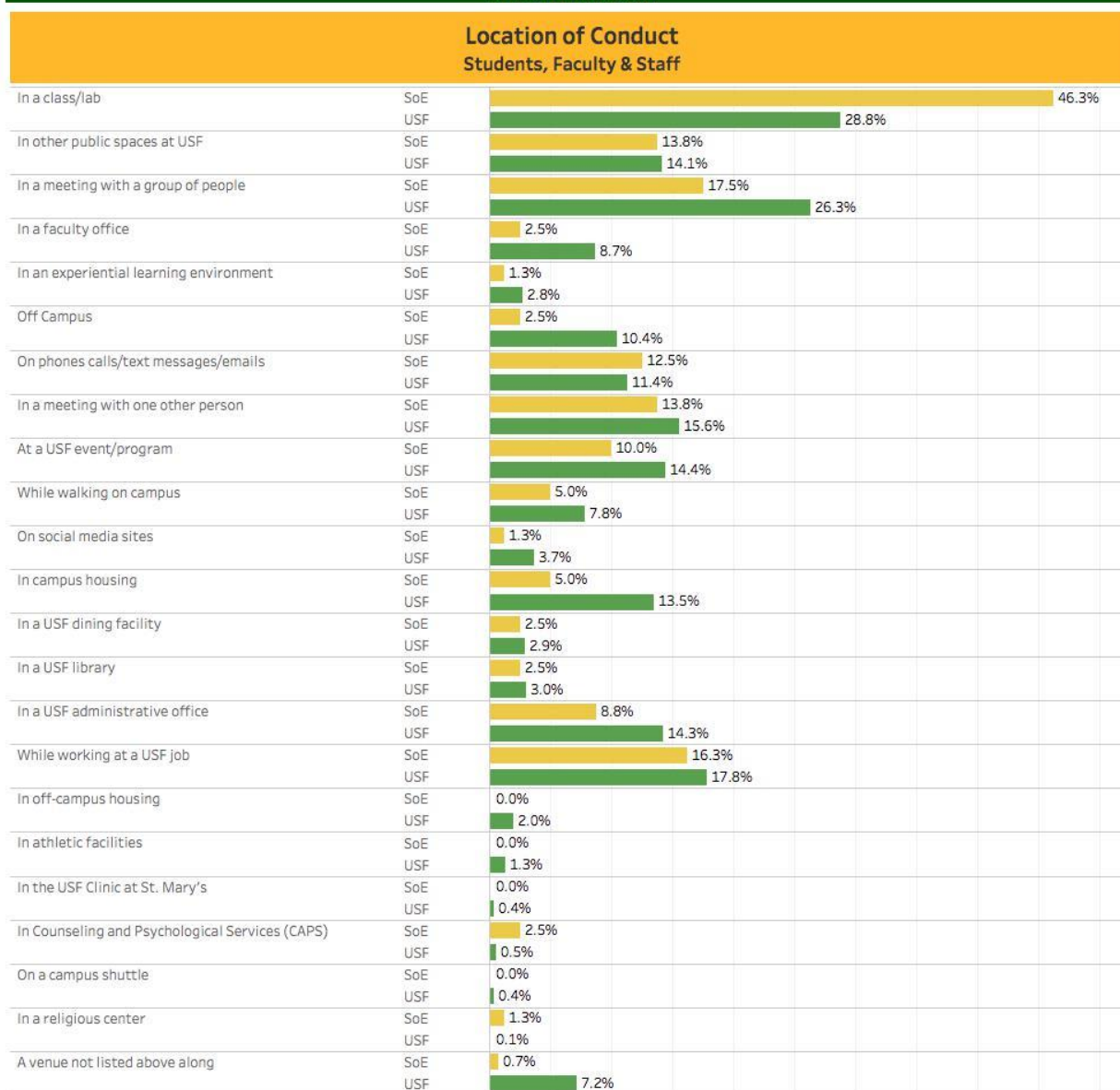
Location of Experienced Conduct

The respondents were also asked to identify the location of the experienced exclusionary, intimidating, offensive, and/or hostile conduct. The top location of reported conduct for the School of Education population was In a Class/Lab (46%). The top location of reported conduct

for the School of Education Student population was In a Class/Lab (61%). The top location of reported conduct for the School of Education Faculty population was While Working at a USF Job (29%), and In a Meeting with a Group of People (29%). The top location of reported conduct for the School of Education Staff population was While Working at a USF Job (50%). The top locations of reported conduct for the USF Overall population were in a Class/Lab (29%), and In a Meeting with a Group of People (26%). The top location of reported conduct for the USF Student population was in a Class/Lab (45%). The top location of reported conduct for the USF Faculty population was In a Meeting with a Group of People (43%). The top location of reported conduct for the USF Staff population was While Working at a USF Job (45%).

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

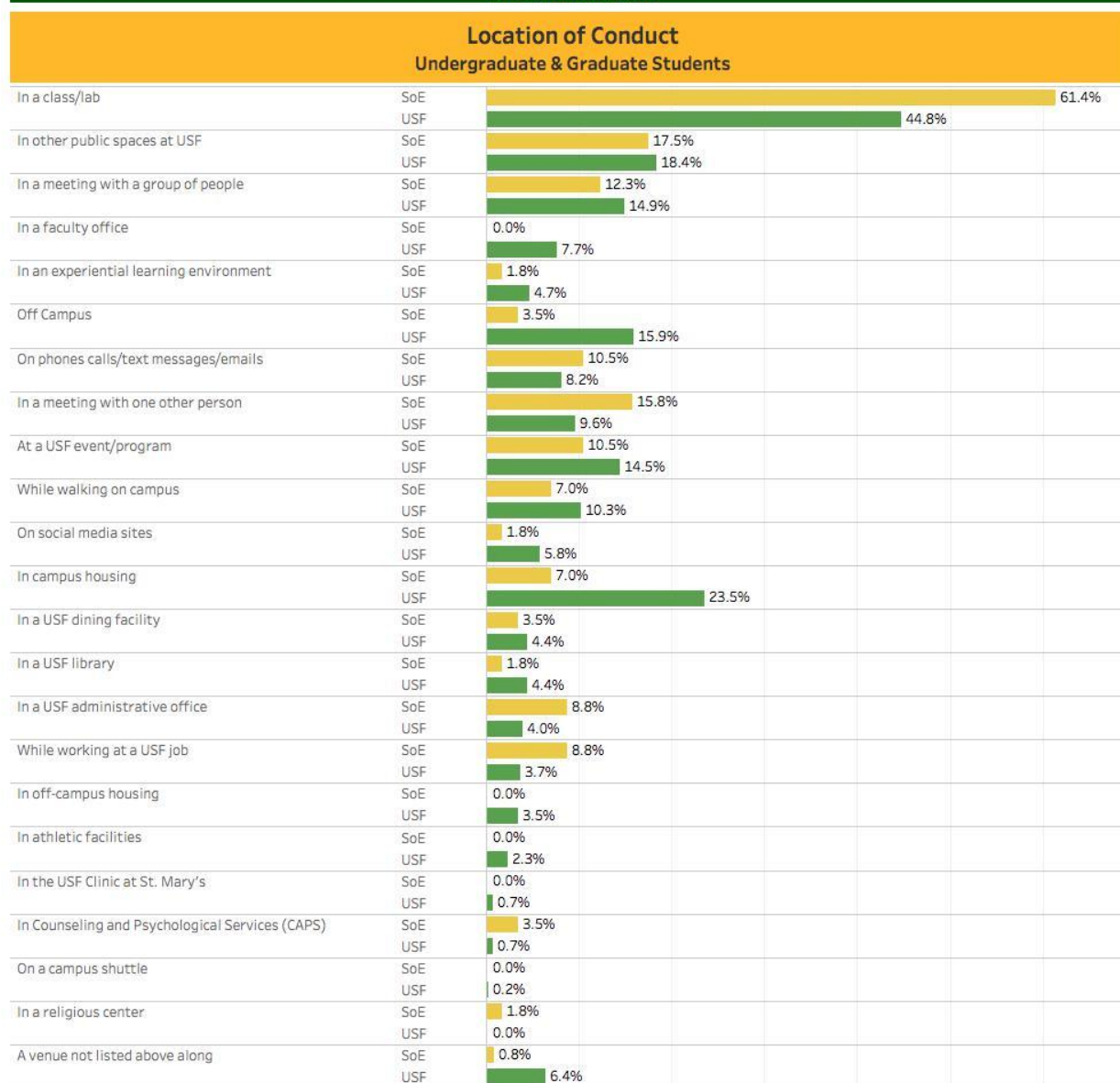
School of Education



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

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

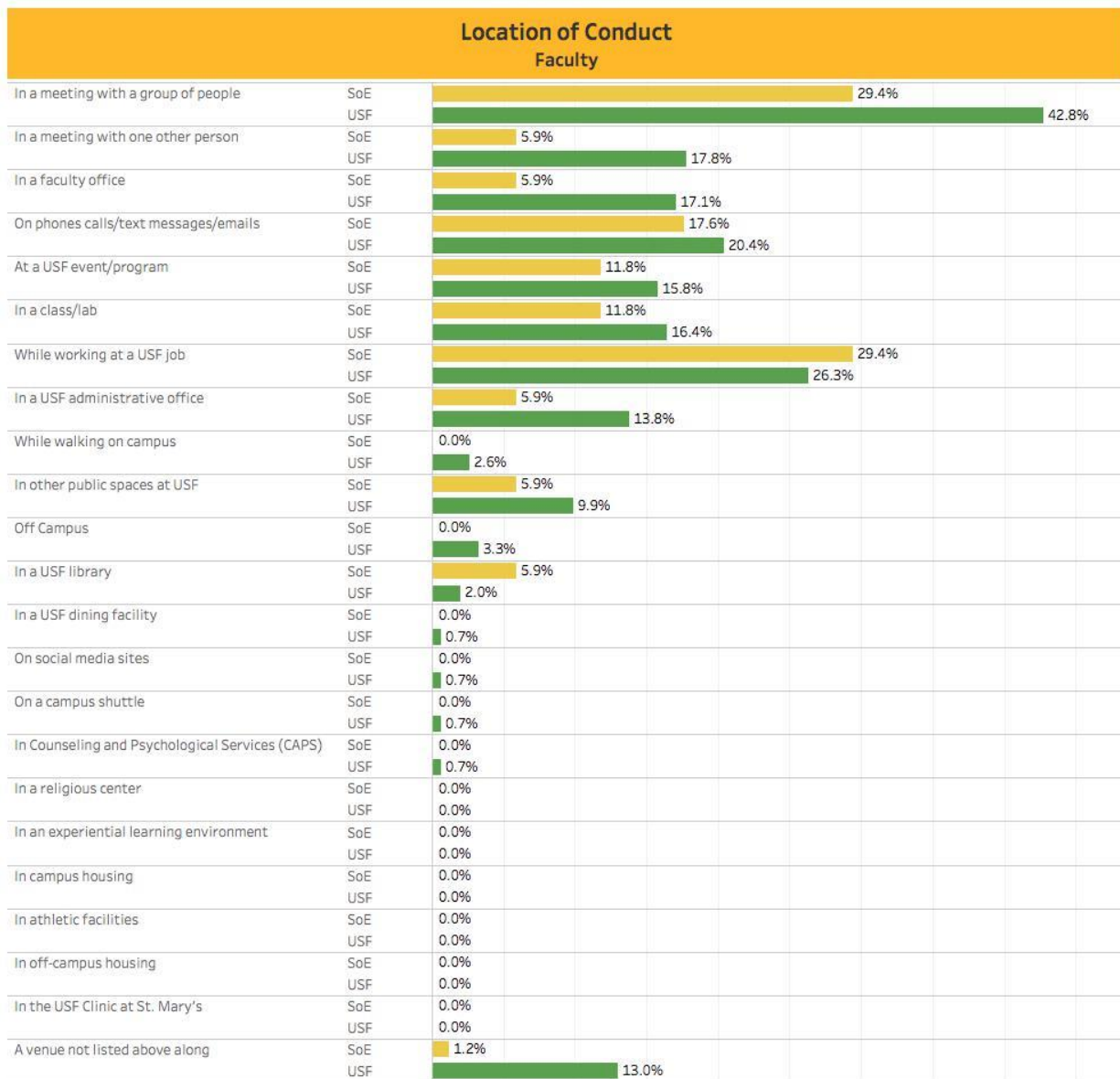
School of Education



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

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

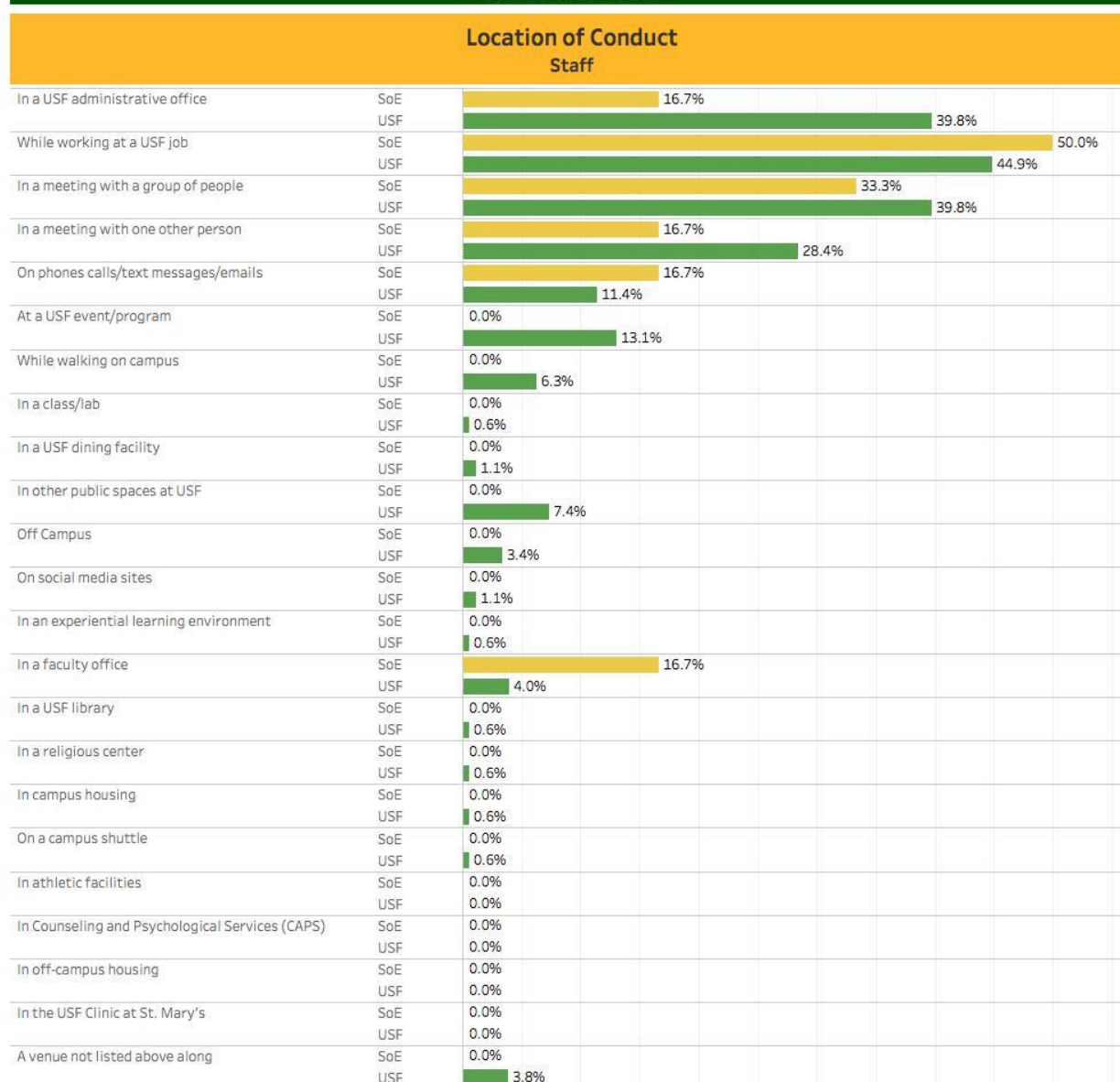
School of Education



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

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

School of Education



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

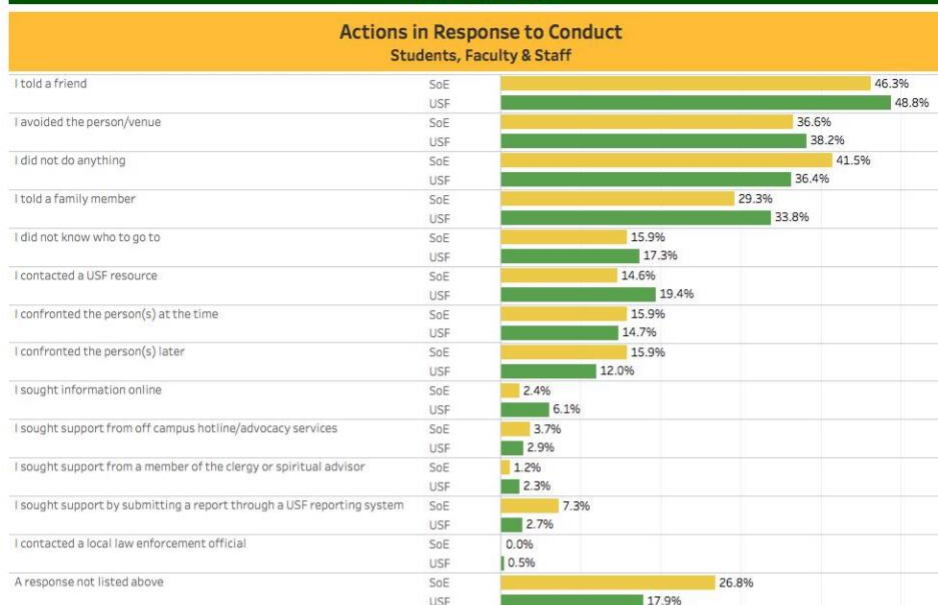
Actions in Response to Experienced Conduct

The respondents were also asked what their action was in response to the experienced exclusionary, intimidating, offensive, and/or hostile conduct. Within the School of Education population, the top reactions to such conduct were that they Told a Friend (46%), they Did Not Do Anything (42%), and/or they Avoided the Person/Venue (37%). Within the USF Overall population, the main reactions to such conduct were that they Told a Friend (49%), they Avoided

the Person/Venue (38%), and/or they Did Not Do Anything (36%). In the School of Education, 15% of respondents indicated that they Contacted a USF Resource as a course of action. Of these individuals, the top USF Resources contacted were a Faculty Member (36%), and a Staff Member (36%). In the USF Overall population, 19% of respondents indicated that they Contacted a USF Resource as a course of action. Of these individuals, the top USF Resource contacted was a Faculty Member (38%).

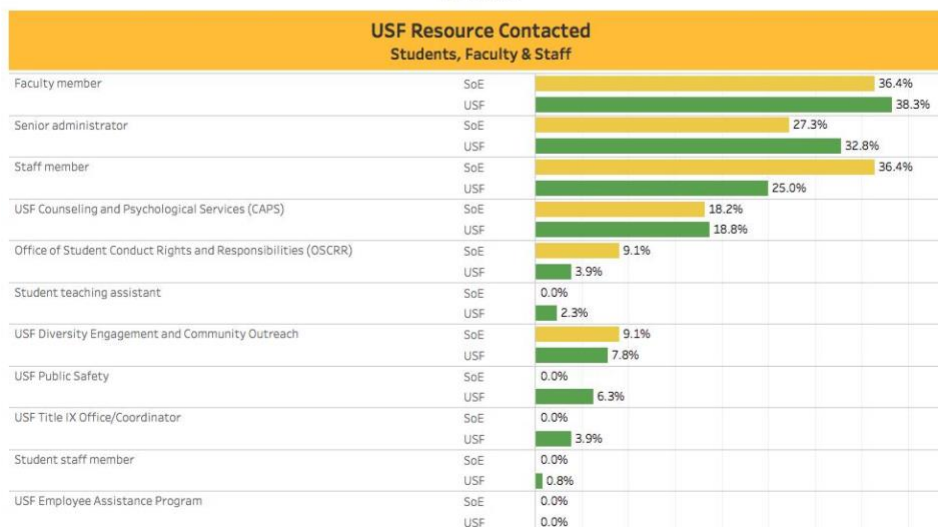
Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

School of Education



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

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



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

Reporting of Experienced Conduct

Of the School of Education population that experienced exclusionary, intimidating, offensive, and/or hostile conduct at USF, 76% did not report the incident. Of the USF Overall population that experienced such conduct, 80% did not report the incident.

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

School of Education

Reported Hostile Conduct Students, Faculty & Staff

	SoE		USF	
	n	%	n	%
Yes, I reported it.	20	24.4%	157	20.4%
No, I did not report it.	62	75.6%	612	79.6%
Grand Total	82	100.0%	769	100.0%

Reported Hostile Conduct Students, Faculty & Staff



The above visual shows the SoE 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

	SoE	USF
Yes, I reported the incident, but felt that it was not responded to appropriately.	6	53
Yes, I reported the incident and was satisfied with the outcome.	<5	23
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	25
Grand Total	11	101

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

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

In the School of Education 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. Twenty-three percent of the USF Overall population observed such conduct.

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

School of Education
Students, Faculty & Staff

Overall Observed Conduct Students, Faculty & Staff			Observed Conduct by Racial Identity Students, Faculty & Staff																																																												
Yes, observed conduct.	SoE	21.5%	No, did not observe conduct.	SoE	78.5%																																																										
	USF	22.5%		USF	77.5%																																																										
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 30%;"></th> <th style="width: 10%;">SoE</th> <th style="width: 10%;">USF</th> </tr> </thead> <tbody> <tr> <td rowspan="2">White</td> <td>Yes, observed conduct.</td> <td>30</td> <td>350</td> </tr> <tr> <td>No, did not observe conduct.</td> <td>129</td> <td>1157</td> </tr> <tr> <td rowspan="2">Asian/Asian American/South Asian</td> <td>Yes, observed conduct.</td> <td>17</td> <td>182</td> </tr> <tr> <td>No, did not observe conduct.</td> <td>57</td> <td>764</td> </tr> <tr> <td rowspan="2">Black/African American</td> <td>Yes, observed conduct.</td> <td>11</td> <td>60</td> </tr> <tr> <td>No, did not observe conduct.</td> <td>18</td> <td>171</td> </tr> <tr> <td rowspan="2">Latin@/Chican@ /Hispanic</td> <td>Yes, observed conduct.</td> <td>19</td> <td>102</td> </tr> <tr> <td>No, did not observe conduct.</td> <td>66</td> <td>394</td> </tr> <tr> <td rowspan="2">Other Person of Color</td> <td>Yes, observed conduct.</td> <td><5</td> <td>40</td> </tr> <tr> <td>No, did not observe conduct.</td> <td>13</td> <td>127</td> </tr> <tr> <td rowspan="2">Multiracial</td> <td>Yes, observed conduct.</td> <td>13</td> <td>148</td> </tr> <tr> <td>No, did not observe conduct.</td> <td>54</td> <td>459</td> </tr> <tr> <td rowspan="2">Missing/Unknown</td> <td>Yes, observed conduct.</td> <td><5</td> <td>27</td> </tr> <tr> <td>No, did not observe conduct.</td> <td><5</td> <td>53</td> </tr> <tr> <td colspan="2">Grand Total</td> <td>433</td> <td>4034</td> </tr> </tbody> </table>						SoE	USF	White	Yes, observed conduct.	30	350	No, did not observe conduct.	129	1157	Asian/Asian American/South Asian	Yes, observed conduct.	17	182	No, did not observe conduct.	57	764	Black/African American	Yes, observed conduct.	11	60	No, did not observe conduct.	18	171	Latin@/Chican@ /Hispanic	Yes, observed conduct.	19	102	No, did not observe conduct.	66	394	Other Person of Color	Yes, observed conduct.	<5	40	No, did not observe conduct.	13	127	Multiracial	Yes, observed conduct.	13	148	No, did not observe conduct.	54	459	Missing/Unknown	Yes, observed conduct.	<5	27	No, did not observe conduct.	<5	53	Grand Total		433	4034
		SoE	USF																																																												
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Observed Conduct by Position Status Students, Faculty & Staff

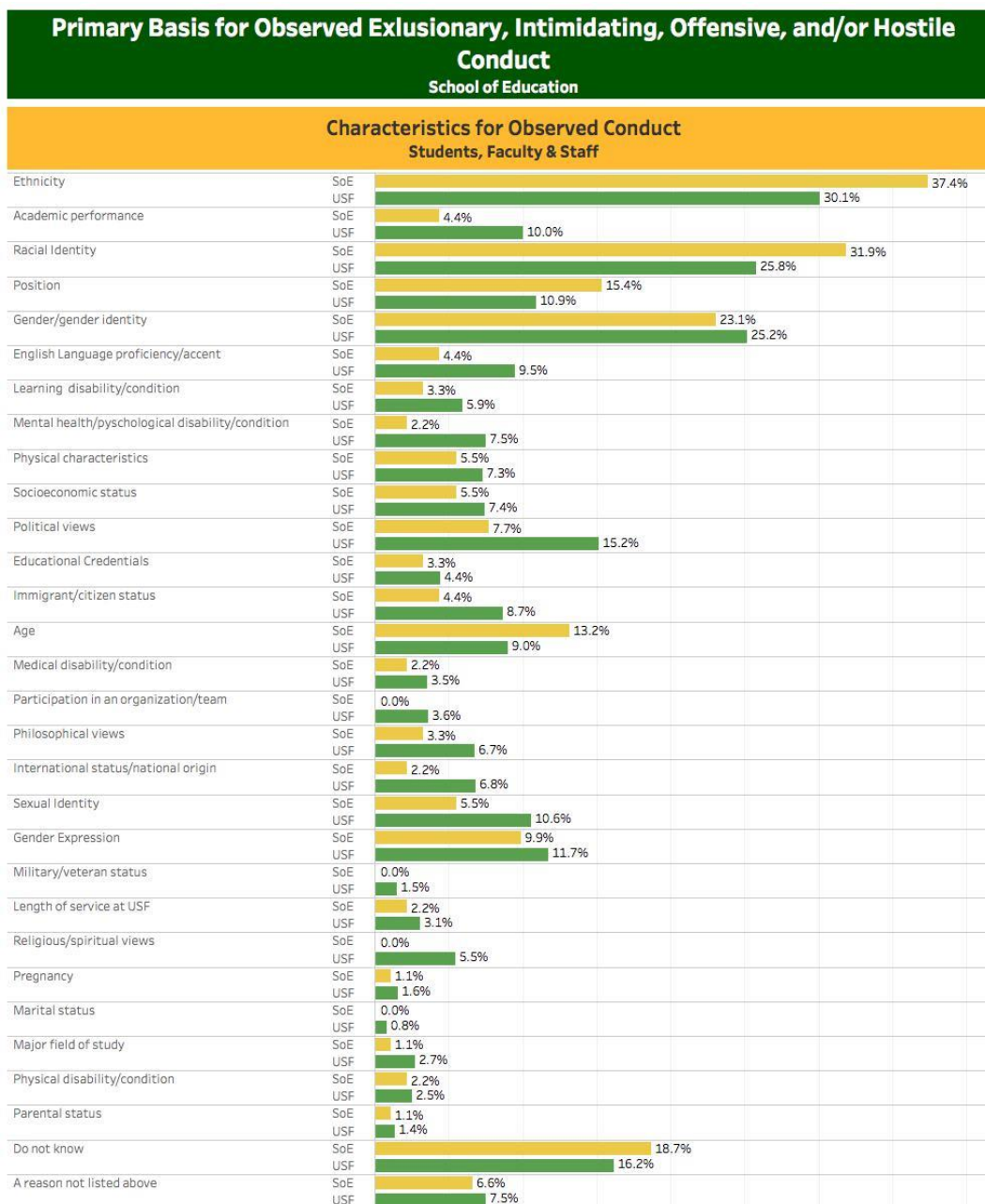
		SoE		USF	
		n	%	n	%
Undergraduate	Yes, observed conduct.	8	24.2%	446	22.4%
	No, did not observe conduct.	25	75.8%	1547	77.6%
	Total	33	100.0%	1993	100.0%
Graduate	Yes, observed conduct.	56	17.2%	121	14.1%
	No, did not observe conduct.	269	82.8%	738	85.9%
	Total	325	100.0%	859	100.0%
Faculty	Yes, observed conduct.	21	38.2%	146	27.3%
	No, did not observe conduct.	34	61.8%	389	72.7%
	Total	55	100.0%	535	100.0%
Staff	Yes, observed conduct.	8	40.0%	196	30.3%
	No, did not observe conduct.	12	60.0%	451	69.7%
	Total	20	100.0%	647	100.0%
Grand Total		433	100.0%	4034	100.0%

Observed Conduct by Gender Identity Students, Faculty & Staff			Observed Conduct by Sexual Identity Students, Faculty & Staff						
			SoE		USF				
			n	%	n	%	n	%	
Transpectrum	Yes, observed conduct.	<5	48						
	No, did not observe conduct.	15	80						
Woman	Yes, observed conduct.	65	627						
	No, did not observe conduct.	243	2031						
Man	Yes, observed conduct.	24	220						
	No, did not observe conduct.	81	998						
Missing/Unknown	Yes, observed conduct.	<5	14						
	No, did not observe conduct.	<5	16						
Grand Total		433	4034						

		SoE		USF	
		n	%	n	%
Heterosexual	Yes, observed conduct.	66	20.2%	635	20.4%
	No, did not observe conduct.	260	79.8%	2482	79.6%
	Total	326	100.0%	3117	100.0%
LGBQ	Yes, observed conduct.	25	26.9%	229	29.9%
	No, did not observe conduct.	68	73.1%	537	70.1%
	Total	93	100.0%	766	100.0%
Missing/Unknown	Yes, observed conduct.	<5	14.3%	45	29.8%
	No, did not observe conduct.	12	85.7%	106	70.2%
	Total	14	100.0%	151	100.0%
Grand Total		433	100.0%	4034	100.0%

Characteristics of Observed Conduct

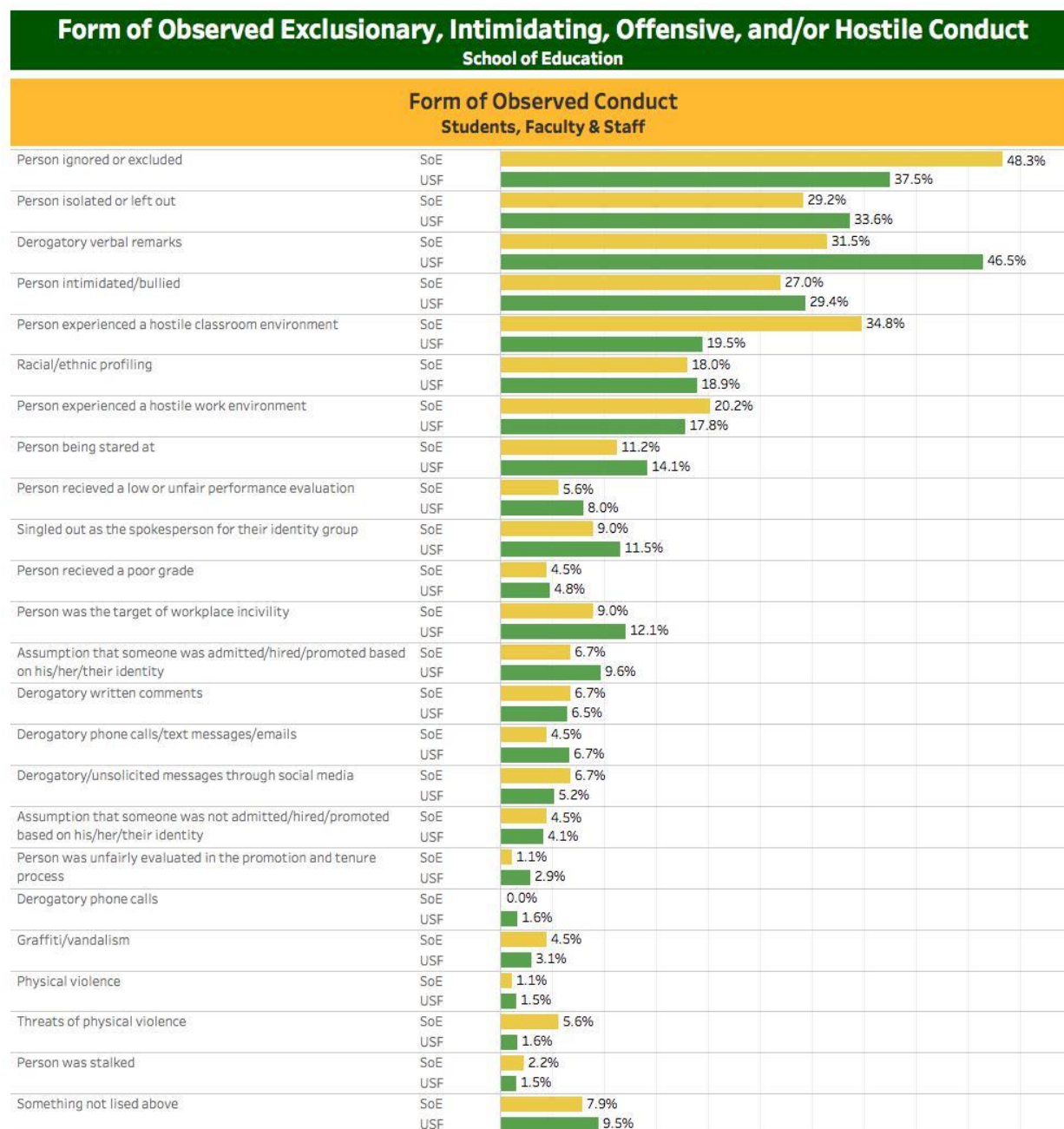
Respondents were asked to identify what they believed to be the basis of the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the School of Education, the top bases identified were Ethnicity (37%), and Racial Identity (32%). Within the USF Overall population, the top bases identified were Ethnicity (30%), Racial Identity (26%), and Gender/Gender Identity (25%).



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

Form of Observed Conduct

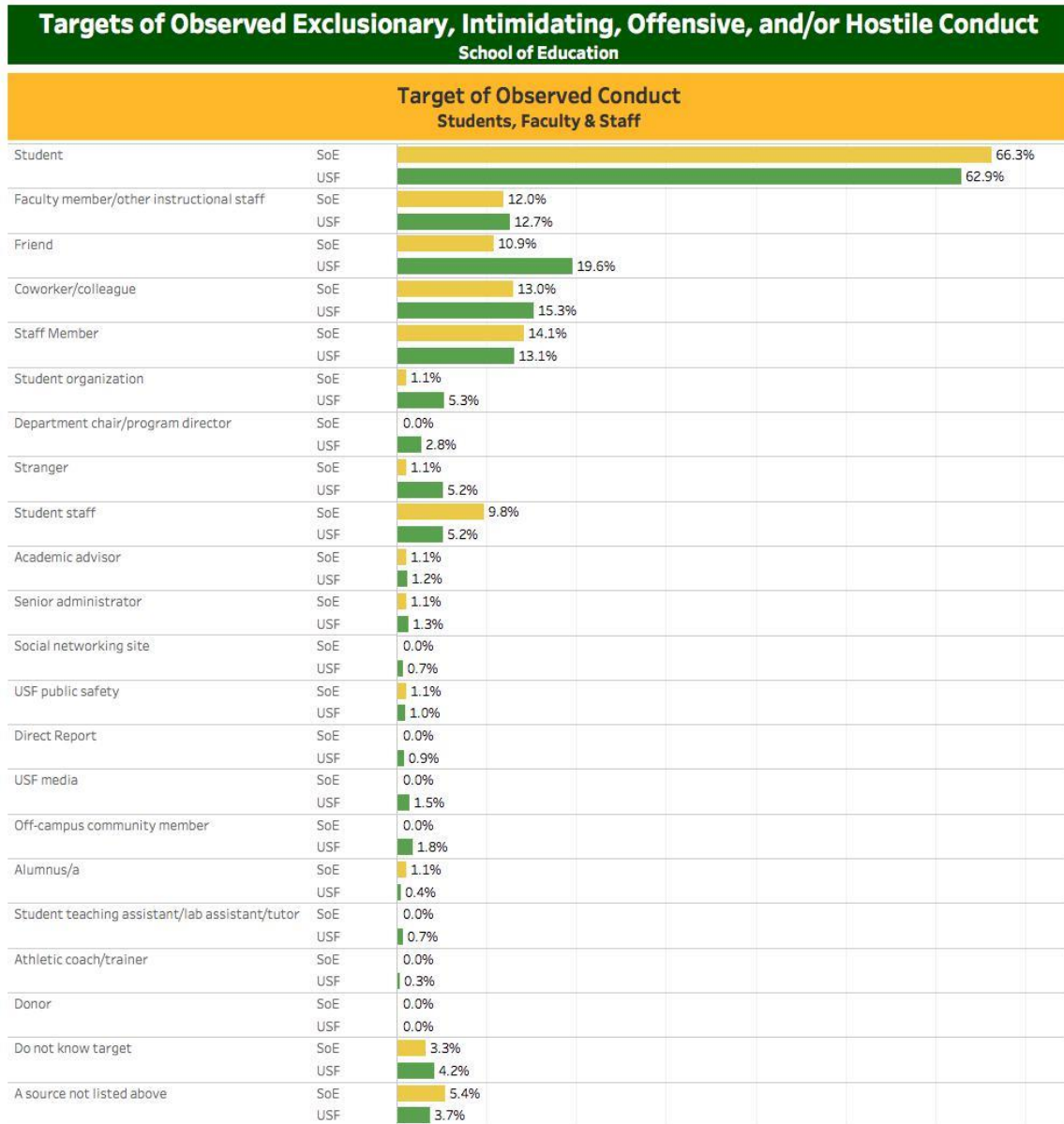
Respondents were asked to identify what they believed to be the forms of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Education, the top form of observed conduct was the Person Being Ignored/Excluded (48%). For the USF Overall population, the top form of observed conduct was Derogatory Verbal Remarks (47%).



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

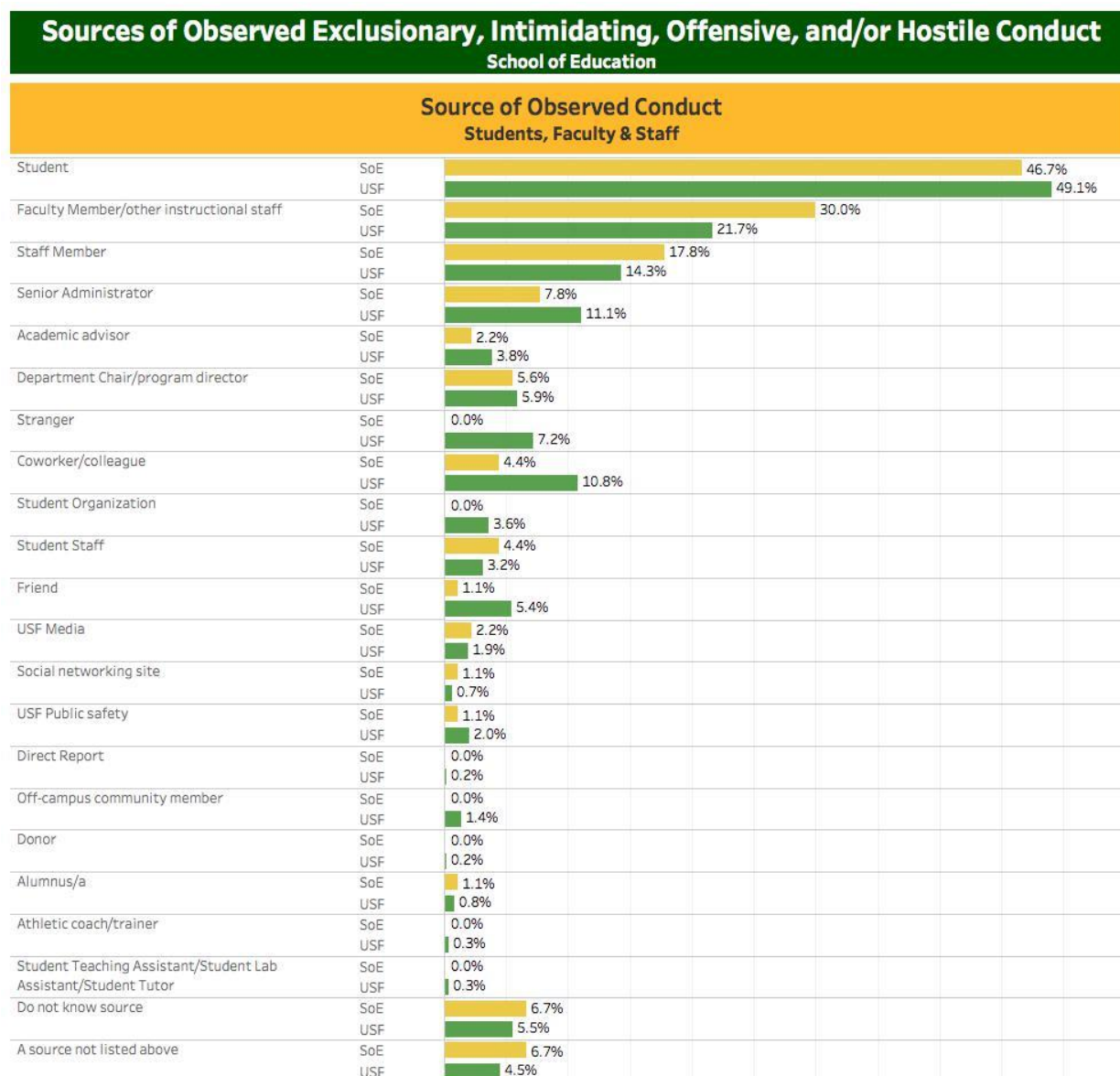
Target of Observed Conduct

Respondents were asked to identify who they believed to be the target of the observed exclusionary, intimidating, offensive and/or hostile conduct. For the School of Education, the top reported target of the observed conduct was a Student (66%). For the USF Overall population, the top reported target of the observed conduct was a Student (63%).



Source of Observed Conduct

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

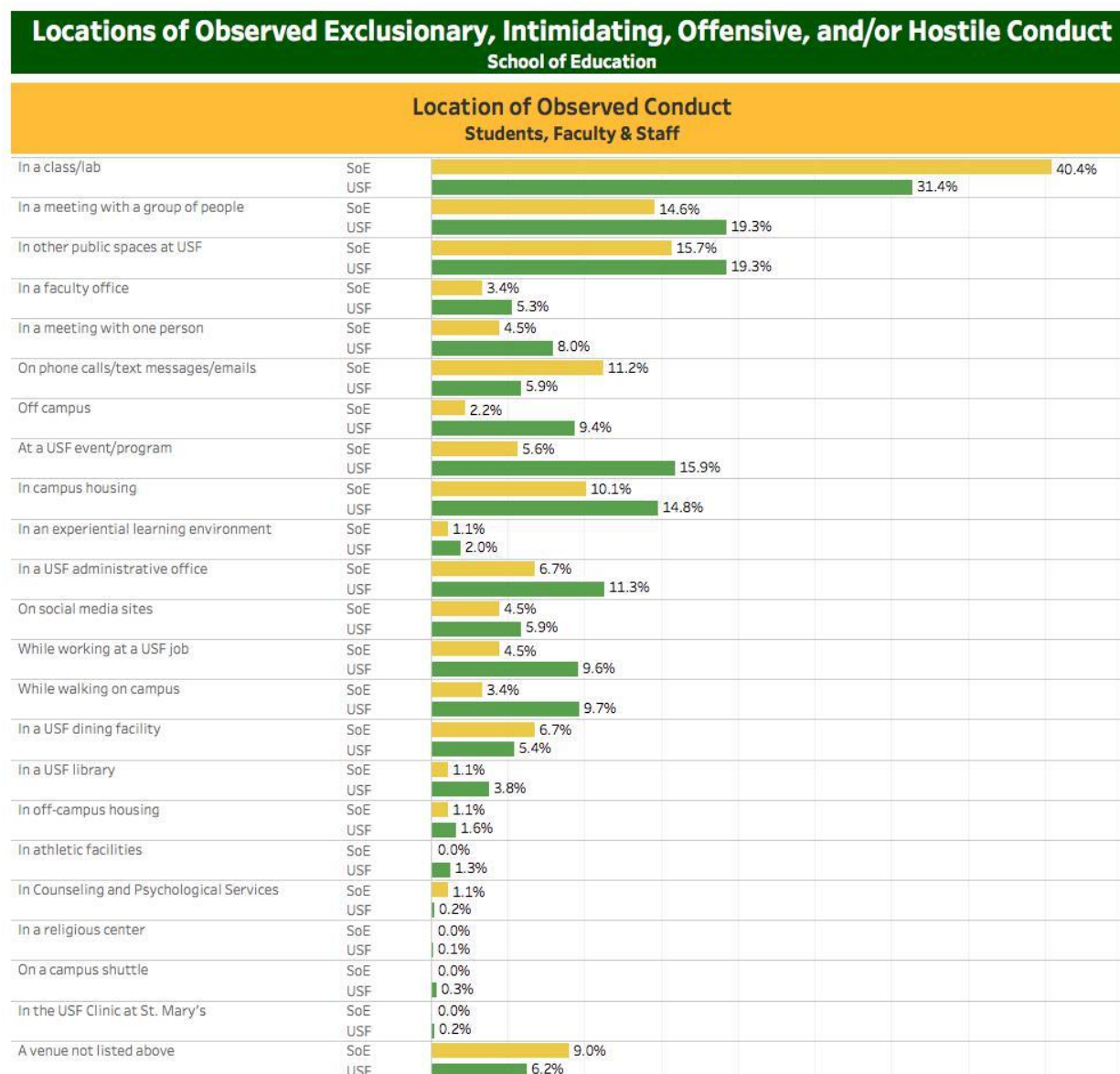


The above visual shows the SoE vs USF percentage totals by Source of Observed Conduct. The bar lengths illustrate the percentage differences.
Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Location of Observed Conduct

Respondents were asked to identify the location of the observed exclusionary, intimidating, offensive and/or hostile conduct. The top location of observed conduct for the School of

Education was in a Class/Lab (40%). The top location of observed conduct for the USF Overall population was also in a Class/Lab (31%).



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

Action in Response to Observed Conduct

Respondents were asked to identify what their action was in response to the observed exclusionary, intimidating, offensive and/or hostile conduct. Within the School of Education, the top actions in response to the observed conduct were that they Told a Friend (29%), and that they Did Not Do Anything (26%). Fifteen percent of the School of Education population that took an action in response to the observed conduct, Contacted a USF Resource. Of these 15%, the top

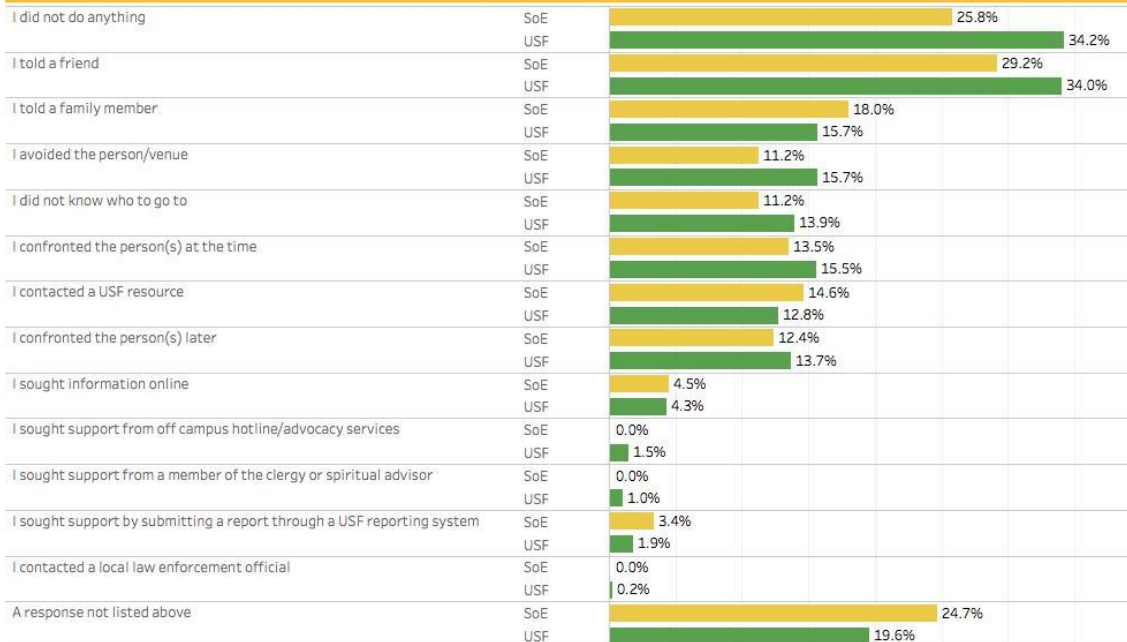
USF resources contacted was a Senior Administrator (46%), and a Faculty Member (46%). Within the USF Overall population, the top actions in response to the observed conduct were that they Told a Friend (34%), and that they Did Not Do Anything (34%). Thirteen percent of the USF Overall population that took an action in response to the observed conduct, Contacted a USF Resource. Of these 13%, the top USF resources contacted were a Senior Administrator (41%), and a Faculty Member (34%).

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

School of Education

Action in Response to Observed Conduct

Students, Faculty & Staff

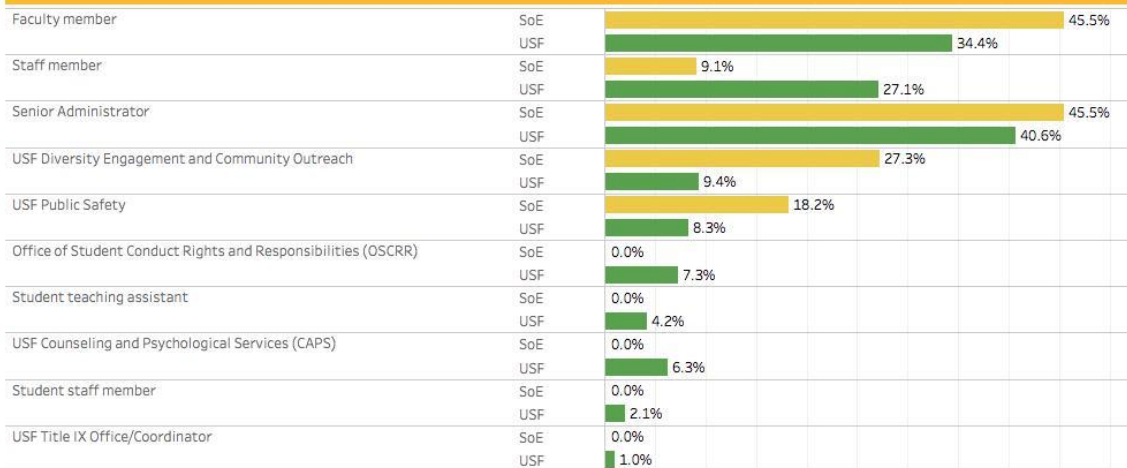


The above visual shows the SoE vs USF percentage totals by Action in Response to Observed Conduct. The bar lengths illustrate the percentage differences.
 Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

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

Contacted USF Resource

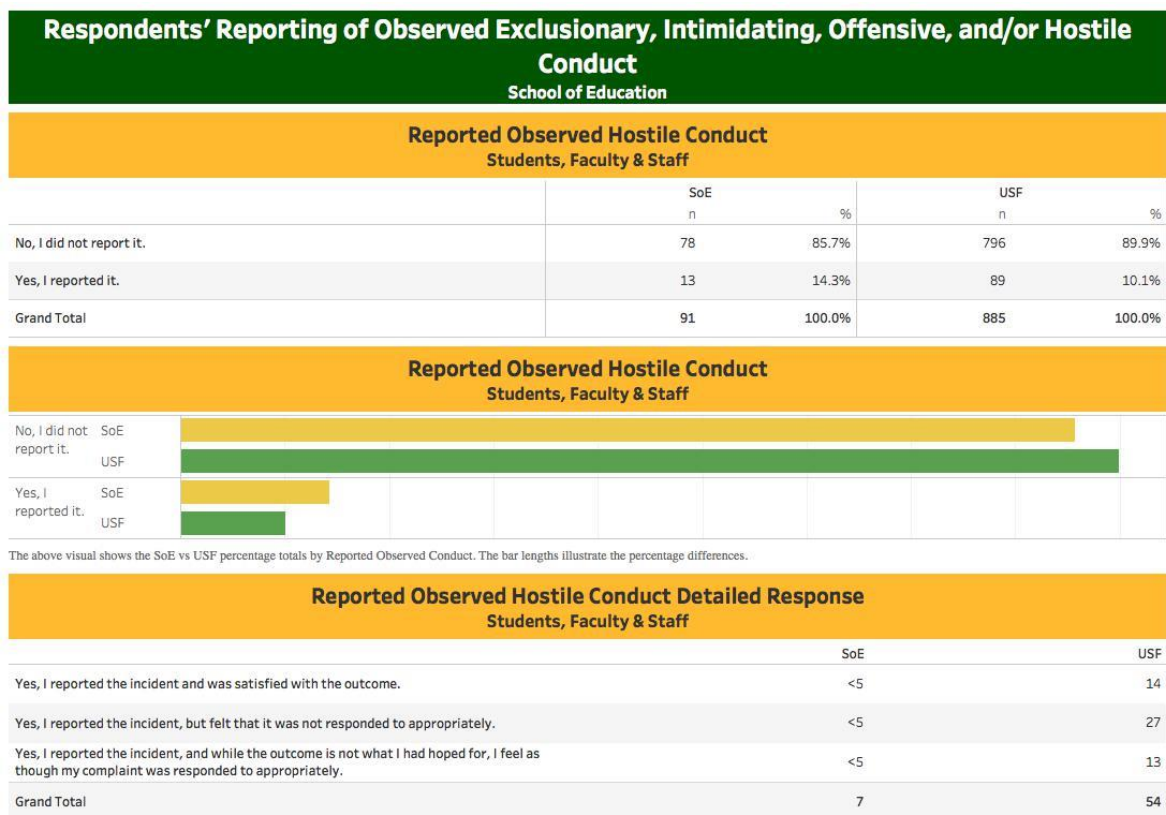
Students, Faculty & Staff



The above visual shows the SoE 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, 86% of the School of Education population did not report the incident. Similarly, 90% of the USF Overall population did not report the incident.



Unwanted Sexual Experiences

Any form of relationship violence, stalking, unwanted sexual interaction or unwanted sexual contact is considered a form of unwanted sexual conduct. Within the School of Education, 4% of respondents experienced unwanted sexual contact/conduct. In the USF Overall population, 8% of respondents experienced unwanted sexual contact/conduct.

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

Unwanted Sexual Contact/Conduct Students, Faculty & Staff

	SoE		USF	
	n	%	n	%
No, did not experience unwanted sexual contact/conduct.	417	96.1%	3716	91.7%
Yes, experienced unwanted sexual contact/conduct.	17	3.9%	330	8.1%
Missing/Unknown			6	0.1%
Grand Total	434	100.0%	4052	100.0%

Unwanted Sexual Contact/Conduct Students, Faculty & Staff

No, did not experience unwanted sexual contact/conduct.	SoE	96.1%					
	USF	91.7%					
Yes, experienced unwanted sexual contact/conduct.	SoE	3.9%					
	USF	8.1%					
Missing/Unknown	USF	0.1%					

The above visual shows the SoE 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 4% of School of Education respondents that reported experiencing unwanted sexual contact/conduct, 47% were Undergraduate Students, 88% were Women, 41% were Chican@/Latin@/Hispanic, and 33% were White. Of the 8% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 75% were Undergraduate Students, 84% were Women, 36% were White and 22% were Multiracial.

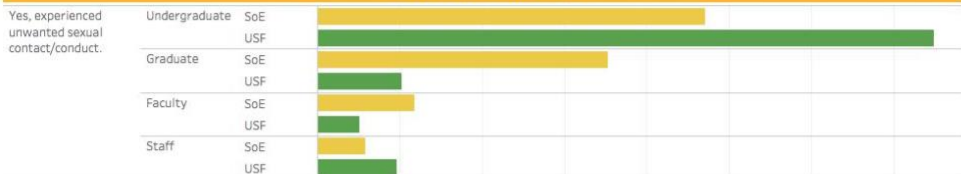
Respondents' Experiences of Unwanted Sexual Conduct While at USF by Demographic

Position Status, Gender Identity, Racial Identity
School of Education

Unwanted Sexual Conduct by Position Status Students, Faculty & Staff

		SoE	USF
Yes, experienced unwanted sexual contact/conduct.	Undergraduate	8	247
	Graduate	6	34
	Faculty	<5	17
	Staff	<5	32
Grand Total		17	330

Unwanted Sexual Conduct by Position Status Students, Faculty & Staff



The above visual shows the SoE 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

		SoE	USF
Yes, experienced unwanted sexual contact/conduct.	Woman	15	277
	Man	<5	32
	Transpectrum	<5	20
	Missing/Unknown	<5	<5
Grand Total		17	330

Unwanted Sexual Conduct by Gender Identity Students, Faculty & Staff



The above visual shows the SoE 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

		SoE	USF
Yes, experienced unwanted sexual contact/conduct.	White	6	120
	Asian/Asian American/South Asian	<5	54
	Multiracial	<5	72
	Latin@/Chican@/Hispanic	7	52
	Black/African American	<5	16
	Other Person of Color	<5	11
	Missing/Unknown	<5	5
Grand Total		17	330

Unwanted Sexual Conduct by Racial Identity Students, Faculty & Staff



The above visual shows the SoE 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 4% of School of Education respondents that reported experiencing unwanted sexual contact/conduct, 82% were Heterosexual, 18% were LGBQ, 77% had No Disability, 47% had a Christian Affiliation, and 41% had No Religious/Spiritual Affiliation. Of the 8% of USF Overall respondents that reported experiencing unwanted sexual contact/conduct, 63% were Heterosexual, 73% had No Disability, 50% had No Religious/Spiritual Affiliation, and 33% had a Christian Affiliation.

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

Sexual Identity, Disability Status and Religious Affiliation
School of Education

Unwanted Sexual Conduct by Sexual Identity

Students, Faculty & Staff

		SoE	USF
Yes, experienced unwanted sexual contact/conduct.	Heterosexual	14	208
	LGBQ	<5	112
	Missing/Unknown		10
Grand Total		17	330

Unwanted Sexual Conduct by Sexual Identity

Students, Faculty & Staff



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

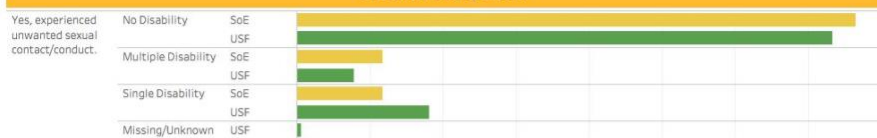
Unwanted Sexual Conduct by Disability Status

Students, Faculty & Staff

		SoE	USF
Yes, experienced unwanted sexual contact/conduct.	No Disability	13	242
	Multiple Disability	<5	26
	Single Disability	<5	60
	Missing/Unknown		<5
Grand Total		17	330

Unwanted Sexual Conduct by Disability Status

Students, Faculty & Staff



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

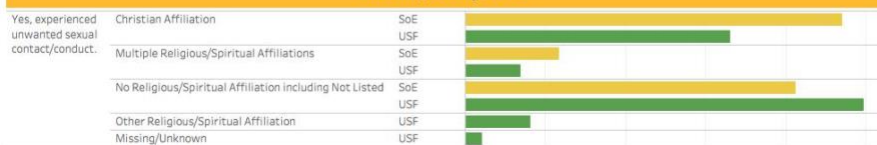
Unwanted Sexual Conduct by Religious Affiliation

Students, Faculty & Staff

		SoE	USF
Yes, experienced unwanted sexual contact/conduct.	Christian Affiliation	8	109
	Multiple Religious/Spiritual Affiliations	<5	23
	No Religious/Spiritual Affiliation including Not Listed	7	164
	Other Religious/Spiritual Affiliation		27
	Missing/Unknown		7
Grand Total		17	330

Unwanted Sexual Conduct by Religious Affiliation

Students, Faculty & Staff



The above visual shows the SoE 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 4% of School of Education respondents that experienced unwanted sexual contact/conduct, 71% experienced Unwanted Sexual Interaction, 41% experienced Stalking, 6% experienced Relationship Violence, and 0% experienced Unwanted Sexual Contact. Survey respondents were able to mark more than one field; therefore, the totals are greater than 100%. Of the 8% of USF Overall respondents that experienced unwanted sexual contact/conduct, 73% experienced Unwanted Sexual Interaction, 19% experienced Stalking, 14% experienced Relationship Violence, and 32% experienced Unwanted Sexual Contact.

Type of Unwanted Sexual Conduct Experienced					
School of Education					
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		
	SoE	USF		SoE	USF
No	433	4005	No	427	3988
Yes	<5	47	Yes	7	64
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		
	SoE	USF		SoE	USF
No	422	3810	No	434	3946
Yes	12	242	Yes		106

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

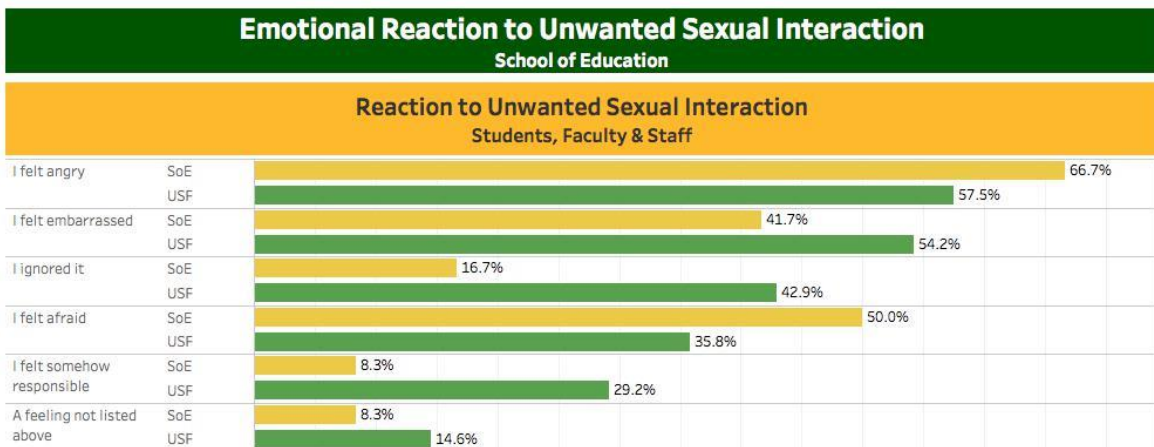
Unwanted Sexual Interaction by Demographics

Of the School of Education respondents that experienced Unwanted Sexual Interaction, 42% were Undergraduate and 42% were Graduate Students, 83% were Women, 75% were Heterosexual, 42% were White and 33% were Latin@/Chican@/Hispanic, 58% had No Religious/Spiritual Affiliation, and 75% had No Disability. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 74% were Undergraduate Students, 85% were Women, 61% were Heterosexual, 38% were White and 22% were Multiracial, 49% had No Religious/Spiritual Affiliation, and 74% had No Disability.

Unwanted Sexual Interaction Demographics School of Education					
Sexual Interaction by Position Students, Faculty & Staff			Sexual Interaction by Gender Students, Faculty & Staff		
	SoE	USF		SoE	USF
Undergraduate	5	180	Women	10	206
Graduate	5	26	Men	<5	19
Faculty	<5	11	Transspectrum	<5	16
Staff	<5	25	Missing/Unknown	<5	<5
Unwanted Sexual Interaction by Sexual Identity Students, Faculty & Staff			Unwanted Sexual Interaction by Disability Students, Faculty & Staff		
	SoE	USF		SoE	USF
Heterosexual	9	148	No Disability	9	178
LGBQ	<5	86	Single Disability	<5	43
Missing/Unknown		8	Multiple Disability	<5	19
			Missing/Unknown	<5	<5
Unwanted Sexual Interaction by Race Students, Faculty & Staff			Unwanted Sexual Interaction by Religion Students, Faculty & Staff		
	SoE	USF		SoE	USF
Asian/Asian American/South Asian	<5	42	Christian Affiliation	<5	79
Black/African American		12	Multiple Religious/Spiritual Affiliations	<5	16
Latin@/Chican@/Hispanic	<5	32	No Religious/Spiritual Affiliation including Not Listed	7	118
Missing/Unknown		<5	Other Religious/Spiritual Affiliation		24
Multiracial	<5	54	Missing/Unknown		5
Other Person of Color	<5	6			
White	5	93			

Emotional Reaction to Unwanted Sexual Interaction

Of the School of Education respondents that experienced Unwanted Sexual Interaction, the most common reaction was that they Felt Angry (67%). Of the USF Overall respondents that experienced Unwanted Sexual Interaction, the most common reaction was that they Felt Angry (58%).



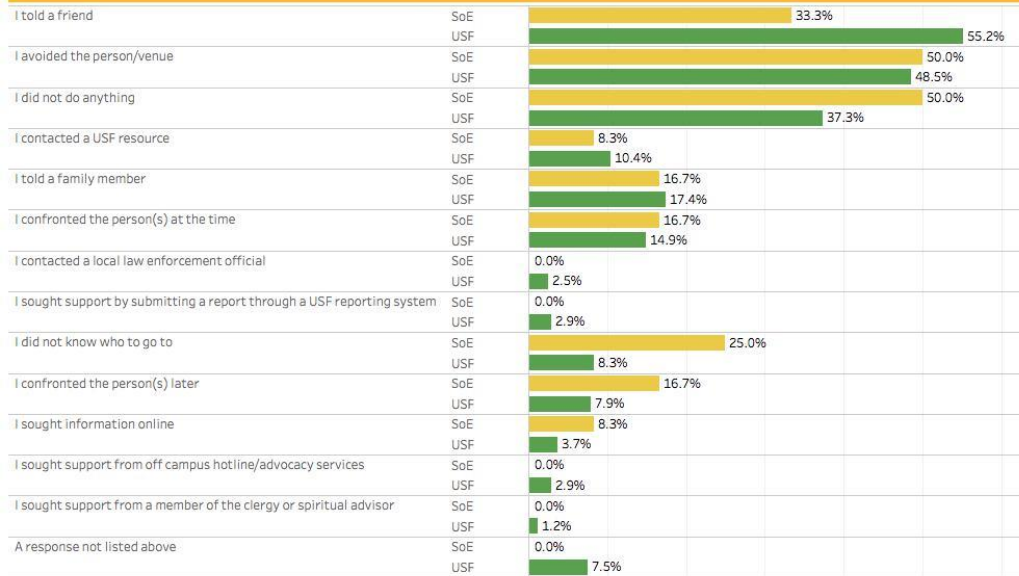
The above visual shows the SoE vs USF percentage totals by Reaction to Unwanted Sexual Interaction. The bar lengths illustrate the percentage differences. Note: Survey respondents were able to mark more than one field, therefore the total is greater than 100%.

Actions in Response to Unwanted Sexual Interaction

Of the School of Education respondents that experienced Unwanted Sexual Interaction, the top actions in response to such conduct were that they Avoided the Person/Venue (50%), and that they Did Not Do Anything (50%). Eight percent of respondents that experienced such conduct, indicated that they Contacted a USF Resource. The top, and only, USF resource contacted was a Senior Administrator (100%). Of the USF Overall respondents that experienced Unwanted Sexual Interaction, the top action in response to such conduct was that they Told a Friend (55%). Ten percent of USF Overall respondents that experienced such conduct, indicated that they Contacted a USF Resource. The top two USF resources contacted were USF Title IX Office/Coordinator (39%) and USF Counseling and Psychological Services (39%).

Actions in Response to Unwanted Sexual Interaction School of Education

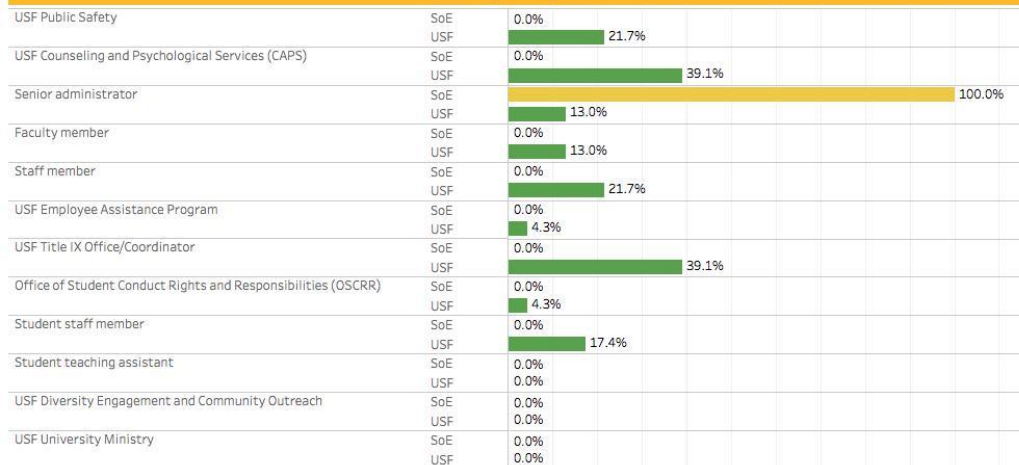
Actions in Response to Unwanted Sexual Interaction Students, Faculty & Staff



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

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

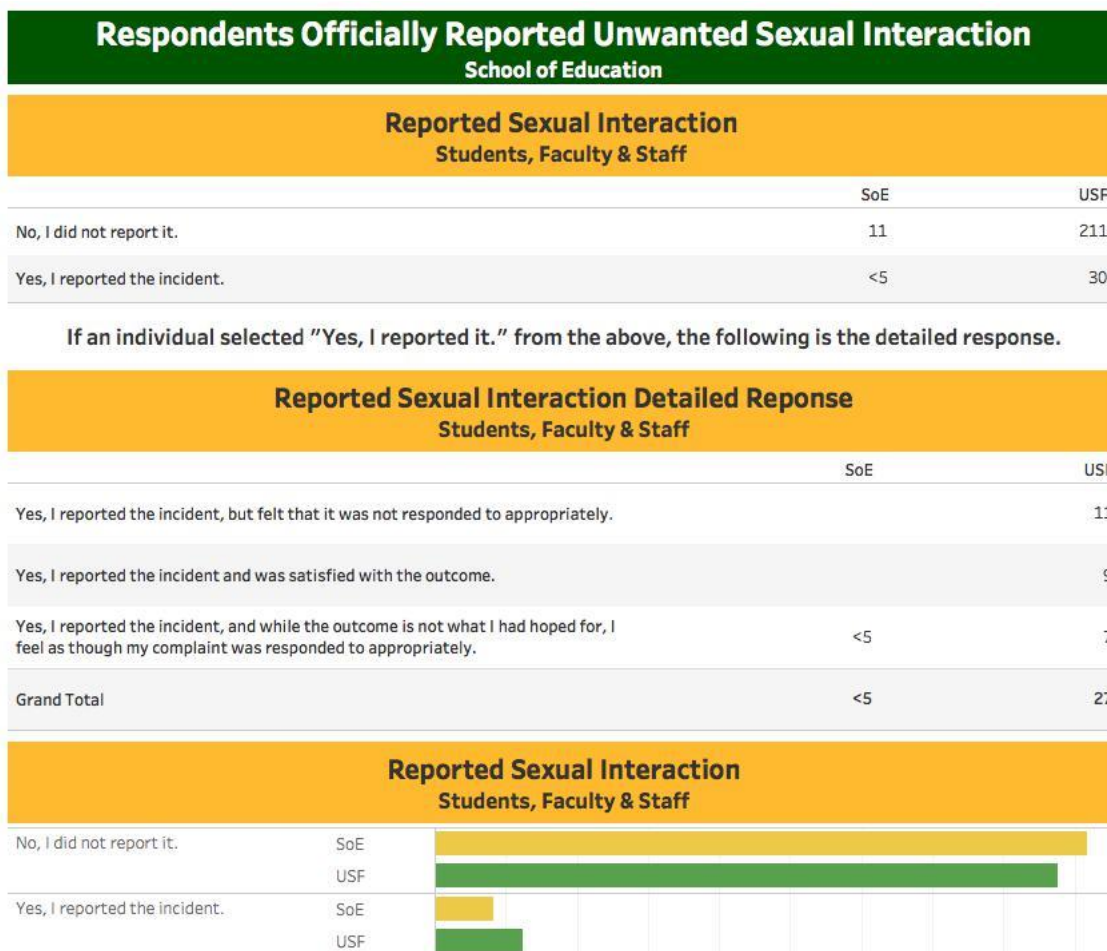
USF Resource Contacted Students, Faculty & Staff



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

Reporting of Unwanted Sexual Interaction

Of the School of Education respondents that experienced Unwanted Sexual Interaction, 92% did not report their experience. Of the USF Overall respondents that experienced Unwanted Sexual Interaction, 88% did not report their experience.



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

Knowledge of Sexual Misconduct:

In respect to sexual misconduct, respondents were asked their knowledge of unwanted sexual contact/conduct definitions, policies, and resources. The majority of School of Education respondents agreed to having a broad knowledge of definitions, policies, and resources surrounding unwanted sexual conduct. Several areas within the School of Education population negatively stood out, however. Thirty percent of School of Education 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”. Twenty-seven

percent of School of Education respondents “disagreed” or “strongly disagreed” with the statement, “I know how and where to report such incidents.” Twenty-five percent of School of Education respondents “disagreed” or “strongly disagreed” with the statement, “I am aware of prevention programs offered at USF.” Twenty-three percent of School of Education respondents “disagreed” or “strongly disagreed” with the statement, “I am generally aware of the campus resources listed on the USF Title IX website.” Finally, twenty-three percent of School of Education respondents “disagreed” or “strongly disagreed” with the statement, “I am familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking.” The majority of USF Overall respondents also agreed to having a broad knowledge of definitions, policies, and resources surrounding unwanted sexual conduct. The one area overall that did negatively stand out, however, was when respondents reacted to the statement “I know that information about the prevalence of sex offenses are available in the USF Annual Security and Fire Safety Report”. Twenty percent of USF Overall respondents “disagreed” or “strongly disagreed” with this statement.

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

School of Education
Students, Faculty & Staff

I am aware of the definition of Affirmative Consent Students, Faculty & Staff			I am generally aware of the role of USF Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct Students, Faculty & Staff		
	SoE	USF		SoE	USF
Strongly agree	241	2243	Strongly agree	157	1634
Agree	145	1439	Agree	181	1738
Neither agree nor disagree	23	196	Neither agree nor disagree	40	335
Disagree	22	135	Disagree	44	267
Strongly disagree	<5	26	Strongly disagree	8	53
Missing/Unknown	<5	13	Missing/Unknown	<5	25
Grand Total	434	4052	Grand Total	434	4052

I am aware of prevention programs offered at USF Students, Faculty & Staff			I know how and where to report such incidents Students, Faculty & Staff		
	SoE	USF		SoE	USF
Strongly agree	91	1223	Strongly agree	103	1192
Agree	154	1553	Agree	147	1572
Neither agree nor disagree	77	555	Neither agree nor disagree	63	601
Disagree	90	617	Disagree	103	584
Strongly disagree	20	90	Strongly disagree	14	79
Missing/Unknown	<5	14	Missing/Unknown	<5	24
Grand Total	434	4052	Grand Total	434	4052

I am familiar with the campus policies on addressing sexual misconduct, relationship violence, and stalking Students, Faculty & Staff			I am generally aware of the campus resources listed on the USF Title IX website Students, Faculty & Staff		
	SoE	USF		SoE	USF
Strongly agree	121	1334	Strongly agree	102	1203
Agree	152	1724	Agree	162	1704
Neither agree nor disagree	56	479	Neither agree nor disagree	66	547
Disagree	90	421	Disagree	89	491
Strongly disagree	9	70	Strongly disagree	12	70
Missing/Unknown	6	24	Missing/Unknown	<5	37
Grand Total	434	4052	Grand Total	434	4052

Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources					
School of Education					
Students, Faculty & Staff					
I have a responsibility to report such incidents when I see them occurring on- or off-campus			I understand that USF code of conduct and penalties differ from standards of conduct and penalties under the criminal law		
Students, Faculty & Staff			Students, Faculty & Staff		
	SoE	USF		SoE	USF
Strongly agree	235	2227	Strongly agree	143	1530
Agree	168	1463	Agree	164	1677
Neither agree nor disagree	20	274	Neither agree nor disagree	74	510
Disagree	5	38	Disagree	42	248
Strongly disagree	<5	17	Strongly disagree	9	49
Missing/Unknown	<5	33	Missing/Unknown	<5	38
Grand Total	434	4052	Grand Total	434	4052
I know that information about the prevalence of sex offenses are available in the USF Annual Security and Fire Safety Report			I know that USF sends a Public Safety Crime Bulletin to the campus community when such an incident occurs		
Students, Faculty & Staff			Students, Faculty & Staff		
	SoE	USF		SoE	USF
Strongly agree	107	1191	Strongly agree	190	1979
Agree	117	1402	Agree	163	1491
Neither agree nor disagree	76	620	Neither agree nor disagree	30	299
Disagree	112	677	Disagree	43	207
Strongly disagree	18	122	Strongly disagree	5	50
Missing/Unknown	<5	40	Missing/Unknown	<5	26
Grand Total	434	4052	Grand Total	434	4052

Perceived Environment

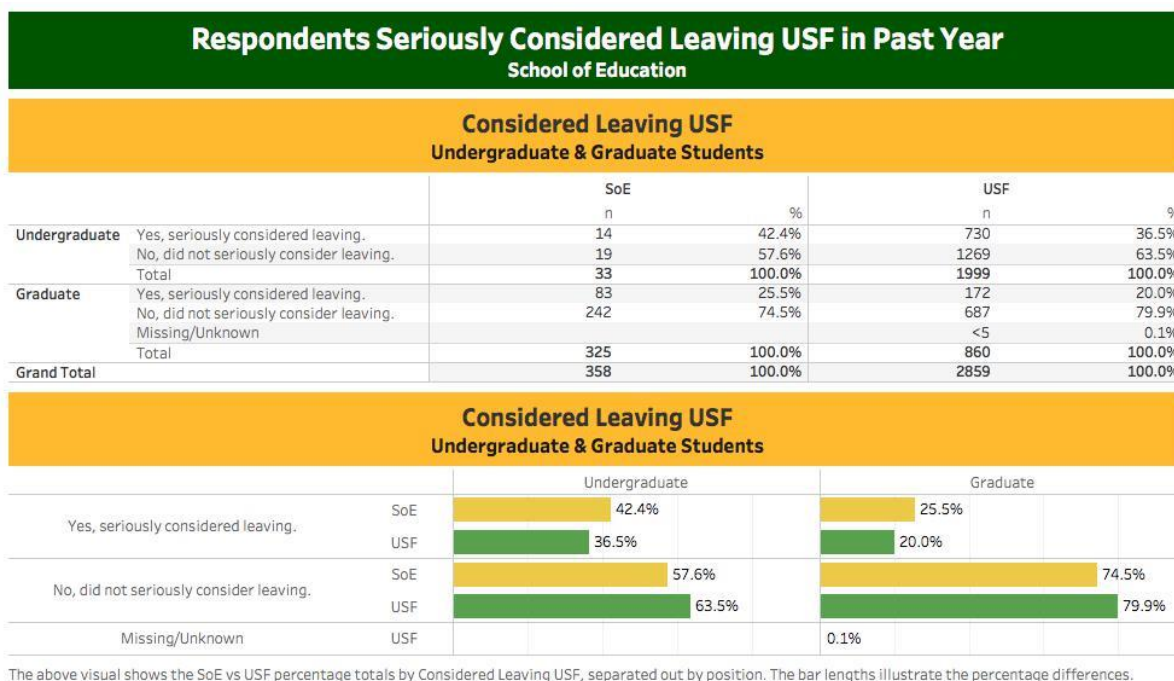
The final section of the report describes responses to survey items focused on the subgroups perceptions of the USF environment. This section will be divided out by Students, Faculty and Staff.

Students Perceived Environment

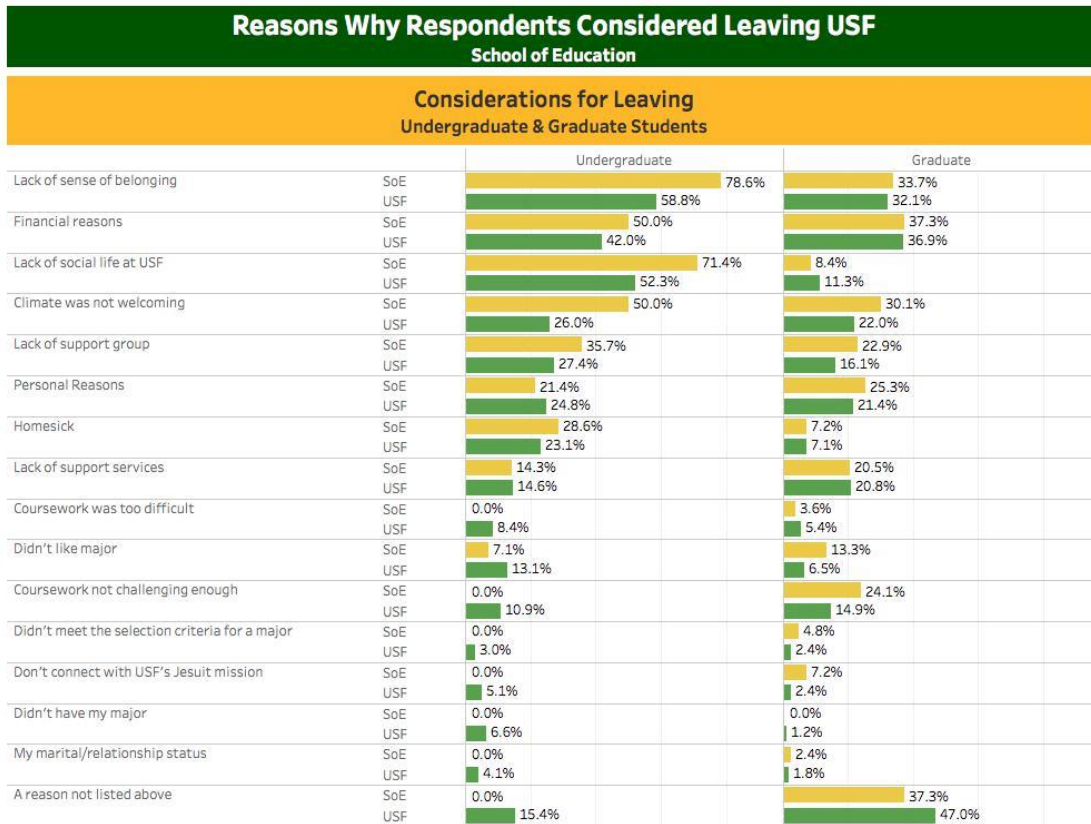
Considered Leaving USF

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

Student respondents, and twenty-six percent of School of Education Graduate Student respondents indicated that they had seriously considered leaving. In comparison, thirty-seven percent of USF Overall Undergraduate Student respondents, and twenty percent of USF Graduate Student respondents indicated that they had seriously considered leaving.



Of the 42% of School of Education Undergraduate Students that indicated they had seriously considered leaving USF, the top reason provided was a Lack of Sense of Belonging (79%). Of the 26% of School of Education Graduate Students that indicated they had seriously considered leaving USF, the top reasons provided were a Reason Not Listed Above (37%), and Financial Reasons (37%). Of the 37% of USF Undergraduate Students that indicated they had seriously considered leaving USF, the top reason provided was also a Lack of Sense of Belonging (59%). Of the 20% of USF Graduate Students that indicated they had seriously considered leaving USF, the top reasons provided were also a Reason Not Listed Above (47%), and Financial Reasons (37%).



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

Perception of Campus Climate

The survey queried student respondents about their perception of the climate in the classroom. The perception of climate in the classroom of student respondents within the School of Education, was generally positive. However, one area did leave room for improvement. Thirty-two percent of students in the School of Education “agreed” or “strongly agreed” with the statement “I think that faculty prejudice my ability based on their perception of my identity/background.” In comparison, 37% of students in the USF Overall population also “agreed” or “strongly agreed” with this statement.

Student Respondents' Perception of Campus Climate

School of Education

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

	SoE		USF	
	n	%	n	%
Strongly agree	47	13.1%	438	15.3%
Agree	68	19.0%	629	22.0%
Neither agree nor disagree	92	25.7%	747	26.1%
Disagree	87	24.3%	681	23.8%
Strongly disagree	58	16.2%	322	11.3%
Missing/Unknown	6	1.7%	42	1.5%
Grand Total	358	100.0%	2859	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	108	30.2%	806	28.2%
Agree	132	36.9%	1226	42.9%
Neither agree nor disagree	70	19.6%	513	17.9%
Disagree	35	9.8%	184	6.4%
Strongly disagree	9	2.5%	97	3.4%
Missing/Unknown	<5	1.1%	33	1.2%
Grand Total	358	100.0%	2859	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	161	45.0%	1013	35.4%
Agree	135	37.7%	1072	37.5%
Neither agree nor disagree	46	12.8%	554	19.4%
Disagree	8	2.2%	143	5.0%
Strongly disagree	5	1.4%	55	1.9%
Missing/Unknown	<5	0.8%	22	0.8%
Grand Total	358	100.0%	2859	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	95	26.5%	739	25.8%
Agree	106	29.6%	883	30.9%
Neither agree nor disagree	107	29.9%	899	31.4%
Disagree	30	8.4%	240	8.4%
Strongly disagree	13	3.6%	76	2.7%
Missing/Unknown	7	2.0%	22	0.8%
Grand Total	358	100.0%	2859	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, students in the School of Education reported feeling valued. This is consistent with the USF Overall student population.

Student Respondents' Feelings of Value									
"Please indicate the extent to which you agree with each of the following statements."									
School of Education									
I feel valued by USF faculty Undergraduate & Graduate Students				I feel valued by USF staff Undergraduate & Graduate Students					
	SoE		USF			SoE		USF	
	n	%	n	%		n	%	n	%
Strongly agree	145	40.5%	917	32.1%	Strongly agree	116	32.4%	831	29.1%
Agree	153	42.7%	1339	46.8%	Agree	144	40.2%	1267	44.3%
Neither agree nor disagree	41	11.5%	419	14.7%	Neither agree nor disagree	78	21.8%	530	18.5%
Disagree	11	3.1%	135	4.7%	Disagree	8	2.2%	164	5.7%
Strongly disagree	6	1.7%	32	1.1%	Strongly disagree	10	2.8%	41	1.4%
Missing/Unknown	<5	0.6%	17	0.6%	Missing/Unknown	<5	0.6%	26	0.9%
Grand Total	358	100.0%	2859	100.0%	Grand Total	358	100.0%	2859	100.0%
I feel valued by USF senior administrators Undergraduate & Graduate Students				I feel valued by faculty in the classroom Undergraduate & Graduate Students					
	SoE		USF			SoE		USF	
	n	%	n	%		n	%	n	%
Strongly agree	76	21.2%	609	21.3%	Strongly agree	157	43.9%	942	32.9%
Agree	88	24.6%	916	32.0%	Agree	153	42.7%	1425	49.8%
Neither agree nor disagree	126	35.2%	879	30.7%	Neither agree nor disagree	34	9.5%	359	12.6%
Disagree	42	11.7%	308	10.8%	Disagree	9	2.5%	83	2.9%
Strongly disagree	21	5.9%	116	4.1%	Strongly disagree	<5	0.8%	18	0.6%
Missing/Unknown	5	1.4%	31	1.1%	Missing/Unknown	<5	0.6%	32	1.1%
Grand Total	358	100.0%	2859	100.0%	Grand Total	358	100.0%	2859	100.0%
I feel valued by other students in classroom Undergraduate & Graduate Students				I feel valued by other students outside the classroom Undergraduate & Graduate Students					
	SoE		USF			SoE		USF	
	n	%	n	%		n	%	n	%
Strongly agree	137	38.3%	751	26.3%	Strongly agree	92	25.7%	679	23.7%
Agree	147	41.1%	1315	46.0%	Agree	119	33.2%	1187	41.5%
Neither agree nor disagree	47	13.1%	598	20.9%	Neither agree nor disagree	114	31.8%	725	25.4%
Disagree	20	5.6%	135	4.7%	Disagree	20	5.6%	172	6.0%
Strongly disagree	<5	0.8%	33	1.2%	Strongly disagree	6	1.7%	45	1.6%
Missing/Unknown	<5	1.1%	27	0.9%	Missing/Unknown	7	2.0%	51	1.8%
Grand Total	358	100.0%	2859	100.0%	Grand Total	358	100.0%	2859	100.0%

Graduate Student Perceptions

Graduate students, specifically, were asked how they felt about their experience at USF. Overall, Graduate Students in the School of Education reported very positive perceptions on advising and their department/program. This is consistent with the USF Graduate Student population. However, there were three areas with room for improvement. Twenty-seven percent of School of Education Graduate Students “disagreed” or “strongly disagreed” with the statement “There are adequate opportunities for me to interact with other university faculty outside of my department.” Twenty-three percent of USF Graduate Students “disagreed” or “strongly disagreed” with this statement. Twenty-five percent of School of Education Graduate Students “disagreed” or “strongly disagreed” with the statement “My department/program has provided me opportunities to serve the department or university in various capacities outside of teaching or research.” Seventeen percent of USF Graduate Students “disagreed” or “strongly disagreed” with this statement. Finally, Twenty-one percent of School of Education Graduate Students

“disagreed” or “strongly disagreed” with the statement “My department/program faculty members encourage me to produce publications and present research.” Sixteen percent of USF Graduate Students “disagreed” or “strongly disagreed” with this statement.

Graduate Student Respondents' Perceptions of Advising						
"As a graduate student I feel..."						
School of Education						
I am satisfied with the quality of advising I have received from my department/program Graduate Students				I have adequate access to advising Graduate Students		
	SoE		USF			
	n	%	n	%	n	%
Strongly agree	104	32.0%	220	25.6%	115	35.4%
Agree	128	39.4%	316	36.7%	126	38.8%
Neither agree nor disagree	42	12.9%	168	19.5%	42	12.9%
Disagree	31	9.5%	105	12.2%	29	8.9%
Strongly disagree	19	5.8%	45	5.2%	11	3.4%
Missing/Unknown	<5	0.3%	6	0.7%	<5	0.6%
Grand Total	325	100.0%	860	100.0%	325	100.0%
I have adequate support from my advisor/chair to complete my program Graduate Students				My advisor/chair provides clear expectations Graduate Students		
	SoE		USF			
	n	%	n	%	n	%
Strongly agree	125	38.5%	271	31.5%	117	36.0%
Agree	125	38.5%	310	36.0%	118	36.3%
Neither agree nor disagree	39	12.0%	169	19.7%	47	14.5%
Disagree	22	6.8%	77	9.0%	26	8.0%
Strongly disagree	14	4.3%	26	3.0%	16	4.9%
Missing/Unknown			7	0.8%	<5	0.3%
Grand Total	325	100.0%	860	100.0%	325	100.0%
My advisor/chair responds to my emails, calls, or voicemails in a prompt manner Graduate Students						
	SoE		USF			
	n	%	n	%	n	%
Strongly agree			142	43.7%	285	33.1%
Agree			124	38.2%	330	38.4%
Neither agree nor disagree			31	9.5%	169	19.7%
Disagree			17	5.2%	46	5.3%
Strongly disagree			9	2.8%	17	2.0%
Missing/Unknown			<5	0.6%	13	1.5%
Grand Total			325	100.0%	860	100.0%

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

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

	SoE		USF	
	n	%	n	%
Strongly agree	132	40.6%	326	37.9%
Agree	136	41.8%	386	44.9%
Neither agree nor disagree	34	10.5%	90	10.5%
Disagree	17	5.2%	36	4.2%
Strongly disagree	5	1.5%	16	1.9%
Missing/Unknown	<5	0.3%	6	0.7%
Grand Total	325	100.0%	860	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	128	39.4%	319	37.1%
Agree	133	40.9%	378	44.0%
Neither agree nor disagree	43	13.2%	100	11.6%
Disagree	17	5.2%	38	4.4%
Strongly disagree	<5	0.6%	15	1.7%
Missing/Unknown	<5	0.6%	10	1.2%
Grand Total	325	100.0%	860	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	58	17.8%	180	20.9%
Agree	82	25.2%	259	30.1%
Neither agree nor disagree	95	29.2%	212	24.7%
Disagree	64	19.7%	141	16.4%
Strongly disagree	25	7.7%	60	7.0%
Missing/Unknown	<5	0.3%	8	0.9%
Grand Total	325	100.0%	860	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	87	26.8%	206	24.0%
Agree	99	30.5%	239	27.8%
Neither agree nor disagree	91	28.0%	281	32.7%
Disagree	25	7.7%	79	9.2%
Strongly disagree	19	5.8%	43	5.0%
Missing/Unknown	<5	1.2%	12	1.4%
Grand Total	325	100.0%	860	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	65	20.0%	209	24.3%
Agree	89	27.4%	268	31.2%
Neither agree nor disagree	99	30.5%	233	27.1%
Disagree	46	14.2%	93	10.8%
Strongly disagree	23	7.1%	44	5.1%
Missing/Unknown	<5	0.9%	13	1.5%
Grand Total	325	100.0%	860	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

	SoE		USF	
	n	%	n	%
Strongly agree	74	22.8%	195	22.7%
Agree	88	27.1%	266	30.9%
Neither agree nor disagree	81	24.9%	247	28.7%
Disagree	54	16.6%	97	11.3%
Strongly disagree	26	8.0%	46	5.3%
Missing/Unknown	<5	0.6%	9	1.0%
Grand Total	325	100.0%	860	100.0%

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

	SoE		USF	
	n	%	n	%
Strongly agree	146	44.9%	308	35.8%
Agree	128	39.4%	331	38.5%
Neither agree nor disagree	32	9.8%	161	18.7%
Disagree	8	2.5%	27	3.1%
Strongly disagree	9	2.8%	20	2.3%
Missing/Unknown	<5	0.6%	13	1.5%
Grand Total	325	100.0%	860	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. Undergraduate and Graduate Students have been

combined due to the small population of School of Education Undergraduate Students. Overall, students within the School of Education reported having a very positive academic experience. However, there was one area with a high percentage of negativity. Thirty-eight percent of School of Education Undergraduate and Graduate Student respondents “agreed” or “strongly agreed” with the statement, “Few of my courses this year have been intellectually stimulating.” Forty-nine percent of USF Overall student respondents “agreed” or “strongly agreed” with this statement.

Academic Experience at USF					
School of Education					
I am performing up to my full academic potential Undergraduate & Graduate Students			Few of my courses this year have been intellectually stimulating Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Strongly Agree	126	795	Strongly Agree	65	465
Agree	178	1432	Agree	71	941
Neither agree nor disagree	30	342	Neither agree nor disagree	50	414
Disagree	22	256	Disagree	111	734
Strongly Disagree	<5	29	Strongly Disagree	58	287
Missing/Unknown		5	Missing/Unknown	<5	18
Grand Total	358	2859	Grand Total	358	2859
I am satisfied with my academic experience at USF Undergraduate & Graduate Students			I am satisfied with the extent of my intellectual development since enrolling at USF Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Strongly Agree	122	710	Strongly Agree	144	829
Agree	174	1512	Agree	160	1468
Neither agree nor disagree	39	425	Neither agree nor disagree	35	388
Disagree	16	151	Disagree	13	130
Strongly Disagree	5	39	Strongly Disagree	<5	25
Missing/Unknown	<5	22	Missing/Unknown	<5	19
Grand Total	358	2859	Grand Total	358	2859
I have performed academically as well as I anticipated I would Undergraduate & Graduate Students					
	SoE	USF			
Strongly Agree	126	708			
Agree	179	1247			
Neither agree nor disagree	37	538			
Disagree	10	295			
Strongly Disagree	<5	54			
Missing/Unknown	<5	17			
Grand Total	358	2859			

Academic Experience at USF					
School of Education					
My academic experience has had a positive influence on my intellectual growth and interest in ideas Undergraduate & Graduate Students			My interest in ideas and intellectual matters has increased since coming to USF Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Strongly Agree	168	999	Strongly Agree	165	1071
Agree	149	1389	Agree	136	1287
Neither agree nor disagree	26	335	Neither agree nor disagree	40	359
Disagree	6	89	Disagree	14	108
Strongly Disagree	6	19	Strongly Disagree	<5	18
Missing/Unknown	<5	28	Missing/Unknown		16
Grand Total	358	2859	Grand Total	358	2859
Thinking ahead, it is likely that I will leave USF without meeting my academic goal Undergraduate & Graduate Students			I intend to graduate from USF Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Strongly Agree	8	128	Strongly Agree	271	1836
Agree	6	151	Agree	71	729
Neither agree nor disagree	26	376	Neither agree nor disagree	10	227
Disagree	88	723	Disagree	<5	35
Strongly Disagree	230	1472	Strongly Disagree		16
Missing/Unknown		9	Missing/Unknown	5	16
Grand Total	358	2859	Grand Total	358	2859

Institutional Initiatives

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

Student Respondents' Perceptions of Institutional Initiatives

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

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

Providing equity and inclusion training for students Undergraduate & Graduate Students			Providing equity and inclusion training for students Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	213	1783	Would positively influence climate	82	450
Has no influence on climate	22	268	Would have no influence on climate	10	86
Negatively influences climate		39	Would negatively influence climate	<5	12
Missing/Unknown	123	769	Missing/Unknown	265	2311
Grand Total	358	2859	Grand Total	358	2859
Providing equity and inclusion training for staff Undergraduate & Graduate Students			Providing equity and inclusion training for staff Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	216	1771	Would positively influence climate	81	462
Has no influence on climate	20	256	Would have no influence on climate	5	67
Negatively influences climate	<5	35	Would negatively influence climate	<5	15
Missing/Unknown	121	797	Missing/Unknown	269	2315
Grand Total	358	2859	Grand Total	358	2859
Providing equity and inclusion training for faculty Undergraduate & Graduate Students			Providing equity and inclusion training for faculty Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	213	1773	Would positively influence climate	80	456
Has no influence on climate	22	250	Would have no influence on climate	5	62
Negatively influences climate	<5	27	Would negatively influence climate	<5	14
Missing/Unknown	122	809	Missing/Unknown	269	2327
Grand Total	358	2859	Grand Total	358	2859
Providing access to counseling for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	257	2133	Would positively influence climate	47	239
Has no influence on climate	16	159	Would have no influence on climate	5	23
Negatively influences climate		20	Would negatively influence climate	<5	18
Missing/Unknown	85	547	Missing/Unknown	304	2579
Grand Total	358	2859	Grand Total	358	2859
Providing access to counseling for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing access to counseling for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	236	1947	Would positively influence climate	57	339
Has no influence on climate	18	201	Would have no influence on climate	10	43
Negatively influences climate	<5	22	Would negatively influence climate	<5	23
Missing/Unknown	102	689	Missing/Unknown	287	2454
Grand Total	358	2859	Grand Total	358	2859
Providing due process for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing due process for people who have experienced harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	238	1956	Would positively influence climate	56	328
Has no influence on climate	22	192	Would have no influence on climate	<5	34
Negatively influences climate	<5	24	Would negatively influence climate	<5	24
Missing/Unknown	97	687	Missing/Unknown	294	2473
Grand Total	358	2859	Grand Total	358	2859

Student Respondents' Perceptions of Institutional Initiatives

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

School of Education

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

Providing due process for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students			Providing due process for people accused of harassment or other discriminatory behavior Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	213	1845	Would positively influence climate	61	351
Has no influence on climate	28	229	Would have no influence on climate	8	52
Negatively influences climate	<5	42	Would negatively influence climate	6	31
Missing/Unknown	113	743	Missing/Unknown	283	2425
Grand Total	358	2859	Grand Total	358	2859
Providing a person to address student complaints of bias by faculty/staff in learning environments Undergraduate & Graduate Students			Providing a person to address student complaints of bias by faculty/staff in learning environments Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	210	1707	Would positively influence climate	81	494
Has no influence on climate	21	240	Would have no influence on climate	7	63
Negatively influences climate	<5	32	Would negatively influence climate	<5	22
Missing/Unknown	123	880	Missing/Unknown	268	2280
Grand Total	358	2859	Grand Total	358	2859
Providing a person to address student complaints of bias by other students in learning environments Undergraduate & Graduate Students			Providing a person to address student complaints of bias by other students in learning environments Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	199	1702	Would positively influence climate	79	463
Has no influence on climate	27	245	Would have no influence on climate	10	73
Negatively influences climate	5	41	Would negatively influence climate	<5	24
Missing/Unknown	127	871	Missing/Unknown	266	2299
Grand Total	358	2859	Grand Total	358	2859
Increasing opportunities for cross-cultural dialogue among students Undergraduate & Graduate Students			Increasing opportunities for cross-cultural dialogue among students Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	215	1787	Would positively influence climate	75	473
Has no influence on climate	21	211	Would have no influence on climate	7	48
Negatively influences climate		25	Would negatively influence climate	<5	10
Missing/Unknown	122	836	Missing/Unknown	272	2328
Grand Total	358	2859	Grand Total	358	2859
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students Undergraduate & Graduate Students			Increasing opportunities for cross-cultural dialogue between faculty, staff, and students Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	215	1703	Would positively influence climate	77	521
Has no influence on climate	20	230	Would have no influence on climate	6	55
Negatively influences climate	<5	23	Would negatively influence climate	<5	14
Missing/Unknown	122	903	Missing/Unknown	272	2269
Grand Total	358	2859	Grand Total	358	2859
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum Undergraduate & Graduate Students			Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	237	1770	Would positively influence climate	57	431
Has no influence on climate	15	253	Would have no influence on climate	6	54
Negatively influences climate	<5	27	Would negatively influence climate	<5	12
Missing/Unknown	103	809	Missing/Unknown	293	2362
Grand Total	358	2859	Grand Total	358	2859

Student Respondents' Perceptions of Institutional Initiatives

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

School of Education

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

Providing effective faculty mentorship of students Undergraduate & Graduate Students			Providing effective faculty mentorship of students Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	229	1811	Would positively influence climate	64	467
Has no influence on climate	15	196	Would have no influence on climate	6	35
Negatively influences climate	<5	22	Would negatively influence climate	<5	12
Missing/Unknown	111	830	Missing/Unknown	285	2345
Grand Total	358	2859	Grand Total	358	2859

Providing effective faculty academic advising Undergraduate & Graduate Students			Providing effective faculty academic advising Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	247	1912	Would positively influence climate	51	355
Has no influence on climate	17	208	Would have no influence on climate	<5	31
Negatively influences climate	<5	22	Would negatively influence climate	<5	12
Missing/Unknown	92	717	Missing/Unknown	302	2461
Grand Total	358	2859	Grand Total	358	2859

Providing immediate access for students to CASA Undergraduate & Graduate Students			Providing immediate access for students to CASA Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	196	1788	Would positively influence climate	67	343
Has no influence on climate	31	292	Would have no influence on climate	14	56
Negatively influences climate	<5	26	Would negatively influence climate	<5	17
Missing/Unknown	130	753	Missing/Unknown	276	2443
Grand Total	358	2859	Grand Total	358	2859

Providing diversity training for student staff Undergraduate & Graduate Students			Providing diversity training for student staff Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	219	1810	Would positively influence climate	78	399
Has no influence on climate	15	241	Would have no influence on climate	<5	50
Negatively influences climate	<5	25	Missing/Unknown	272	2393
Missing/Unknown	123	783	Would negatively influence climate	<5	17
Grand Total	358	2859	Grand Total	358	2859

Providing affordable child care Undergraduate & Graduate Students			Providing affordable child care Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	167	1308	Would positively influence climate	110	801
Has no influence on climate	29	283	Would have no influence on climate	8	101
Negatively influences climate		27	Would negatively influence climate	<5	24
Missing/Unknown	162	1241	Missing/Unknown	236	1933
Grand Total	358	2859	Grand Total	358	2859

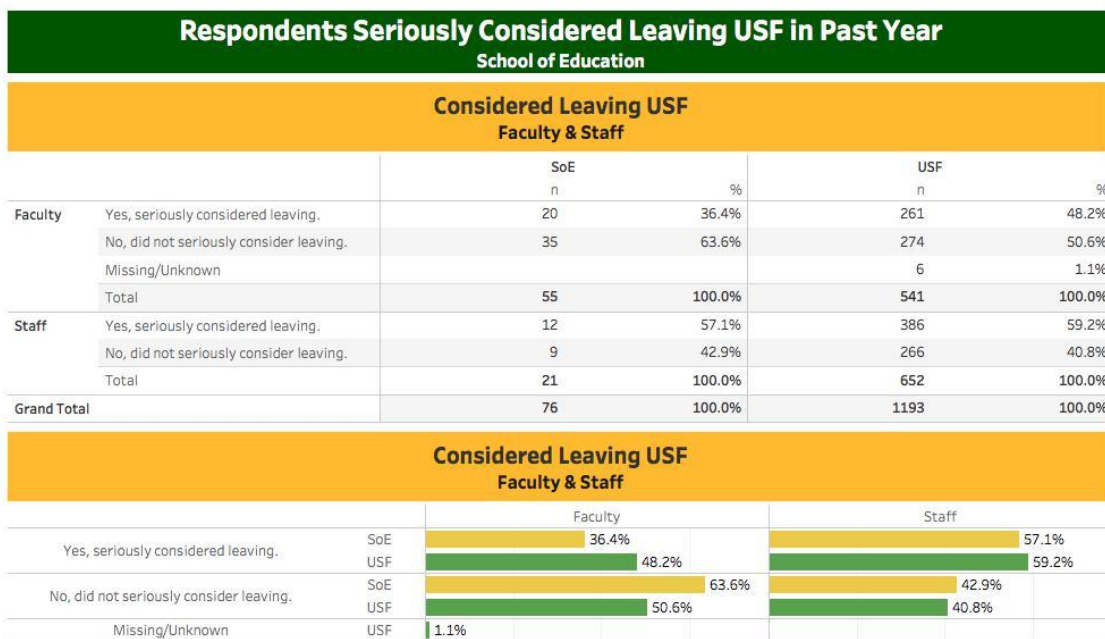
Providing support/resources for spouse/partner employment Undergraduate & Graduate Students			Providing support/resources for spouse/partner employment Undergraduate & Graduate Students		
	SoE	USF		SoE	USF
Positively influences climate	170	1352	Would positively influence climate	101	718
Has no influence on climate	26	296	Would have no influence on climate	15	119
Negatively influences climate	17		Would negatively influence climate	<5	20
Missing/Unknown	162	1194	Missing/Unknown	240	2002
Grand Total	358	2859	Grand Total	358	2859

Faculty and Staff Perceived Environment

Employees Perceived Environment

Considered Leaving USF

The survey asked respondents if they had ever seriously considered leaving USF, and if they had, they were then asked why. Within the School of Education, 36% of Faculty respondents, and 57% of Staff respondents stated that they had seriously considered leaving USF in the past year. Within the USF Overall population, 48% of Faculty respondents, and 59% of Staff respondents stated that they had seriously considered leaving USF in the past year.



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

Of the 36% School of Education Faculty respondents that indicated they had seriously considered leaving USF, the top reason provided was the Lack of Benefits (40%), and A Reason Not Listed Above (40%). The top reason provided by USF Faculty respondents, was the Cost of Living in the Bay Area (39%). Of the 57% of School of Education Staff respondents that indicated they had seriously considered leaving USF, the top reason provided was Limited Opportunities for Advancement (67%). The top reason provided by USF Staff respondents, was also Limited Opportunities for Advancement (53%).

Reasons Why Respondents Considered Leaving USF

School of Education

Considerations for Leaving Faculty & Staff

		Faculty		Staff	
Increased workload	SoE	35.0%		50.0%	
	USF	34.5%		30.6%	
Campus climate was unwelcoming	SoE	25.0%		16.7%	
	USF	31.8%		19.7%	
Insitutional support	SoE	35.0%		16.7%	
	USF	23.4%		8.8%	
Tension with supervisor/manager	SoE	10.0%		8.3%	
	USF	19.5%		32.5%	
Tension with coworkers	SoE	35.0%		33.3%	
	USF	23.0%		20.5%	
Cost of living in the bay area	SoE	25.0%		25.0%	
	USF	39.1%		43.6%	
Limited opportunities for advancement	SoE	35.0%		66.7%	
	USF	33.3%		53.2%	
Low salary/pay rate	SoE	35.0%		41.7%	
	USF	31.8%		41.3%	
Financial instability of the institution	SoE	30.0%		0.0%	
	USF	15.7%		15.6%	
Recruited or offered a position at another institution/organization	SoE	20.0%		41.7%	
	USF	14.6%		18.2%	
Family responsibilities	SoE	15.0%		25.0%	
	USF	11.1%		14.5%	
Interested in a position at another institution	SoE	20.0%		41.7%	
	USF	27.6%		28.8%	
Lack of benefits	SoE	40.0%		0.0%	
	USF	13.0%		4.7%	
Local community did not meet my (my family) needs	SoE	0.0%		0.0%	
	USF	4.2%		2.3%	
Lack of professional development opportunities	SoE	15.0%		33.3%	
	USF	16.1%		22.1%	
Personal reasons	SoE	10.0%		16.7%	
	USF	3.8%		9.4%	
Local community climate was not welcoming	SoE	0.0%		0.0%	
	USF	3.1%		2.3%	
Relocation	SoE	0.0%		0.0%	
	USF	1.9%		7.5%	
Spouse or partner unable to find suitable	SoE	5.0%		8.3%	
	USF	2.7%		1.3%	
Spouse or partner relocated	SoE	5.0%		0.0%	
	USF	0.8%		1.0%	
A reason not listed above	SoE	40.0%		33.3%	
	USF	31.8%		18.7%	

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

Unfair Employment Practices

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

percent of USF Faculty respondents, and twenty-five percent of USF Staff respondents indicated experiencing unfair hiring practices.

Employee Respondents' Experience of Unfair Employment Practices							
School of Education							
Unfair Procedures or Practices related to promotion, tenure, reappointment, or reclassification Faculty & Staff			Unfair Employment-Related Discipline/Action Faculty & Staff				
		SoE	USF				
Faculty	Yes	8	134	Faculty	Yes	7	94
	No	46	396		No	48	431
	Missing/Unknown	<5	11		Missing/Unknown		
Staff	Yes	<5	152	Staff	Yes	<5	108
	No	17	488		No	17	534
	Missing/Unknown	<5	12		Missing/Unknown	<5	
Grand Total		76	1193	Grand Total		76	1193

Unfair Hiring Practices Faculty & Staff					
		SoE		USF	
		n	%	n	%
Faculty	Yes	13	23.6%	131	24.2%
	No	41	74.5%	404	74.7%
	Missing/Unknown	<5	1.8%	6	1.1%
Staff	Yes	5	23.8%	163	25.0%
	No	16	76.2%	485	74.4%
	Missing/Unknown			<5	0.6%
Grand Total		76	100.0%	1193	100.0%

Faculty Perceived Environment

Overall Workplace

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

- 35% of the School of Education Faculty “disagreed” or “strongly disagreed” with the statement, “I have job security.” Thirty-three percent of the USF Faculty “disagreed” or “strongly disagreed” with the statement.
- 27% of the School of Education Faculty “disagreed” or “strongly disagreed” with the statement, “The performance evaluation process is clear.” Thirty-three percent of the USF Faculty “disagreed” or “strongly disagreed” with the statement.
- 24% of the School of Education Faculty “agreed” or “strongly agreed” with the statement, “I think that faculty in my department/program prejudge my abilities based on

their perception of my identity/background.” Twenty-one percent of the USF Faculty “agreed” or “strongly agreed” with the statement.

Faculty Respondents' Perception of Workplace
“Please indicate the extent to which you agree with each of the following statements.”
 School of Education

I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background Faculty			I think that my department chair/program director prejudges my abilities based on their perception of my identity/background Faculty		
	SoE	USF		SoE	USF
Strongly agree	<5	41	Strongly agree	<5	34
Agree	9	72	Agree	8	46
Neither agree nor disagree	16	143	Neither agree nor disagree	13	125
Disagree	16	158	Disagree	14	171
Strongly disagree	9	119	Strongly disagree	15	150
Missing/Unknown	<5	8	Missing/Unknown	<5	15
Grand Total	55	541	Grand Total	55	541

I believe that USF encourages free and open discussion of difficult topics Faculty		
	SoE	USF
Strongly agree	16	88
Agree	23	189
Neither agree nor disagree	8	137
Disagree	5	85
Strongly disagree	<5	35
Missing/Unknown	<5	7
Grand Total	55	541

Faculty Respondents' Perception of Workplace			
"As a faculty member at USF, I feel..."			
School of Education			
My colleagues include me in opportunities that will help my career as much as they do others in my position		The performance evaluation process is clear	
Faculty		Faculty	
	SoE	USF	
Strongly agree	5	62	Strongly agree
Agree	20	200	Agree
Neither agree nor disagree	19	179	Neither agree nor disagree
Disagree	5	57	Disagree
Strongly disagree	<5	34	Strongly disagree
Missing/Unknown	<5	9	Missing/Unknown
Grand Total	55	541	Grand Total
USF provides me with resources to pursue professional development		Positive about my career opportunities at USF	
Faculty		Faculty	
	SoE	USF	
Strongly agree	8	154	Strongly agree
Agree	26	231	Agree
Neither agree nor disagree	12	72	Neither agree nor disagree
Disagree	<5	46	Disagree
Strongly disagree	5	30	Strongly disagree
Missing/Unknown	<5	8	Missing/Unknown
Grand Total	55	541	Grand Total
I would recommend USF as a good place to work		I have job security	
Faculty		Faculty	
	SoE	USF	
Strongly agree	16	99	Strongly agree
Agree	22	254	Agree
Neither agree nor disagree	12	113	Neither agree nor disagree
Disagree	<5	42	Disagree
Strongly disagree	<5	25	Strongly disagree
Missing/Unknown	<5	8	Missing/Unknown
Grand Total	55	541	Grand Total

Feelings of Value

Overall, the Faculty in the School of Education indicated feeling valued. However, there were a couple areas that leave room for improvement.

- 33% of the School of Education Faculty “disagreed” or “strongly disagreed” with the statement, “I feel valued by USF Senior Administrators.” Thirty-three percent of the USF Faculty also “disagreed” or “strongly disagreed” with the statement.

- 20% of the School of Education Faculty “disagreed” or “strongly disagreed” with the statement, “I feel valued by my department chair/program director.” Only 12% percent of the USF Faculty “disagreed” or “strongly disagreed” with the statement.

Faculty Respondents’ Feelings of Value					
“Please indicate the extent to which you agree with each of the following statements.”					
School of Education					
I feel valued by faculty in my department/program Faculty			I feel valued by my department chair/program director Faculty		
	SoE	USF		SoE	USF
Strongly agree	20	168	Strongly agree	24	209
Agree	22	217	Agree	15	180
Neither agree nor disagree	<5	78	Neither agree nor disagree	<5	81
Disagree	5	47	Disagree	9	38
Strongly disagree	<5	27	Strongly disagree	<5	27
Missing/Unknown	<5	<5	Missing/Unknown	<5	6
Grand Total	55	541	Grand Total	55	541
I feel valued by other faculty at USF Faculty			I feel valued by students in the classroom Faculty		
	SoE	USF		SoE	USF
Strongly agree	20	124	Strongly agree	29	230
Agree	19	223	Agree	19	228
Neither agree nor disagree	11	131	Neither agree nor disagree	<5	50
Disagree	<5	39	Disagree	<5	15
Strongly disagree	<5	19	Strongly disagree	<5	7
Missing/Unknown	<5	5	Missing/Unknown	<5	11
Grand Total	55	541	Grand Total	55	541
I feel valued by USF senior administrators Faculty					
	SoE	USF		SoE	USF
Strongly agree	10	74			
Agree	12	115			
Neither agree nor disagree	13	160			
Disagree	12	93			
Strongly disagree	6	84			
Missing/Unknown	<5	15			
Grand Total	55	541			

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

I feel that my research/scholarship is valued			I feel that my teaching is valued		
Faculty	SoE	USF	Faculty	SoE	USF
Strongly agree	14	75	Strongly agree	23	161
Agree	15	166	Agree	19	231
Neither agree nor disagree	19	172	Neither agree nor disagree	7	79
Disagree	<5	71	Disagree	<5	42
Strongly disagree	<5	43	Strongly disagree	<5	21
Missing/Unknown	<5	14	Missing/Unknown	<5	7
Grand Total	55	541	Grand Total	55	541

I feel that my service contributions are valued		
Faculty	SoE	USF
Strongly agree	21	120
Agree	16	182
Neither agree nor disagree	11	128
Disagree	<5	71
Strongly disagree	<5	31
Missing/Unknown	<5	9
Grand Total	55	541

Work-Life Balance

Thirty-one percent of Faculty respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “USF provides adequate resources to help me manage work-life balance.” Thirty-two 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..."
School of Education

USF provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation)		
Faculty	SoE	USF
Strongly agree	<5	21
Agree	5	119
Neither agree nor disagree	29	219
Disagree	10	107
Strongly disagree	7	67
Missing/Unknown	<5	8
Grand Total	55	541

Salary/Benefits

Faculty respondents in the School of Education indicated that they were generally satisfied with salary. However, there were two areas of concern within benefits/subsidies.

- Twenty-two percent of School of Education Faculty respondents “disagreed” or “strongly disagreed” with the statement, “Child care subsidy is competitive.” Sixteen percent of USF Faculty respondents “disagreed” or “strongly disagreed” with the statement.
- Twenty percent of School of Education Faculty respondents “disagreed” or “strongly disagreed” with the statement, “Retirement/supplemental benefits are competitive.” Nineteen percent of USF Faculty respondents “disagreed” or “strongly disagreed” with the statement.

Faculty Respondents' Perception of Salary and Benefits					
"As a faculty member at USF, I feel..."					
School of Education					
Salaries for tenure-track faculty positions are competitive Faculty			Salaries for adjunct professors are competitive Faculty		
	SoE	USF		SoE	USF
Strongly agree	<5	49	Strongly agree	9	39
Agree	13	160	Agree	18	155
Neither agree nor disagree	32	244	Neither agree nor disagree	15	193
Disagree	<5	56	Disagree	5	96
Strongly disagree	<5	23	Strongly disagree	<5	44
Missing/Unknown	<5	9	Missing/Unknown	<5	14
Grand Total	55	541	Grand Total	55	541
Health insurance benefits are competitive Faculty			Child care subsidy is competitive Faculty		
	SoE	USF		SoE	USF
Strongly agree	7	78	Strongly agree		19
Agree	21	232	Agree	6	87
Neither agree nor disagree	20	149	Neither agree nor disagree	34	330
Disagree	<5	45	Disagree	6	47
Strongly disagree	<5	24	Strongly disagree	6	38
Missing/Unknown	<5	13	Missing/Unknown	<5	20
Grand Total	55	541	Grand Total	55	541
Retirement/supplemental benefits are competitive Faculty					
	SoE	USF			
Strongly agree	<5	46			
Agree	10	161			
Neither agree nor disagree	28	214			
Disagree	5	69			
Strongly disagree	6	33			
Missing/Unknown	5	18			
Grand Total	55	541			

Perception of Institutional Initiatives

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

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

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

Providing flexibility for calculating the tenure clock Faculty			Providing flexibility for calculating the tenure clock Faculty		
	SoE	USF		SoE	USF
Positively influences climate	24	220	Would positively influence climate	11	80
Has no influence on climate	6	78	Would have no influence on climate	5	20
Negatively influences climate	<5	9	Would negatively influence climate	<5	12
Missing/Unknown	24	234	Missing/Unknown	38	429
Grand Total	55	541	Grand Total	55	541

Providing recognition and rewards for including diversity issues in courses across the curriculum Faculty			Providing recognition and rewards for including diversity issues in courses across the curriculum Faculty		
	SoE	USF		SoE	USF
Positively influences climate	32	236	Would positively influence climate	11	98
Has no influence on climate	<5	56	Would have no influence on climate	<5	22
Negatively influences climate	18	18	Would negatively influence climate	<5	10
Missing/Unknown	20	231	Missing/Unknown	40	411
Grand Total	55	541	Grand Total	55	541

Providing access to counseling for people who have experienced harassment or other discriminatory behavior Faculty			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Faculty		
	SoE	USF		SoE	USF
Positively influences climate	36	348	Would positively influence climate	10	59
Has no influence on climate	<5	33	Would have no influence on climate	<5	<5
Negatively influences climate		<5	Would negatively influence climate	<5	6
Missing/Unknown	18	158	Missing/Unknown	42	472
Grand Total	55	541	Grand Total	55	541

Providing due process for people who have experienced harassment or other discriminatory behavior Faculty			Providing due process for people who have experienced harassment or other discriminatory behavior Faculty		
	SoE	USF		SoE	USF
Positively influences climate	35	336	Would positively influence climate	9	76
Has no influence on climate	<5	20	Would have no influence on climate	<5	6
Negatively influences climate		<5	Would negatively influence climate	<5	<5
Missing/Unknown	18	181	Missing/Unknown	44	455
Grand Total	55	541	Grand Total	55	541

Providing equity and inclusion training for faculty Faculty			Providing equity and inclusion training for faculty Faculty		
	SoE	USF		SoE	USF
Positively influences climate	34	241	Would positively influence climate	10	111
Has no influence on climate	<5	55	Would have no influence on climate	<5	18
Negatively influences climate		14	Would negatively influence climate		6
Missing/Unknown	19	231	Missing/Unknown	42	406
Grand Total	55	541	Grand Total	55	541

Providing faculty with toolkits to create an inclusive classroom environment for various identities Faculty			Providing faculty with toolkits to create an inclusive classroom environment for various identities Faculty		
	SoE	USF		SoE	USF
Positively influences climate	28	209	Would positively influence climate	12	145
Has no influence on climate	<5	49	Would have no influence on climate	<5	22
Negatively influences climate		16	Would negatively influence climate	<5	8
Missing/Unknown	25	267	Missing/Unknown	39	366
Grand Total	55	541	Grand Total	55	541

Faculty Respondents' Perceptions of Institutional Initiatives

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

School of Education

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

Providing faculty with supervisory training Faculty			Providing faculty with supervisory training Faculty		
	SoE	USF		SoE	USF
Positively influences climate	18	161	Would positively influence climate	12	131
Has no influence on climate	7	79	Would have no influence on climate	7	36
Negatively influences climate		22	Would negatively influence climate	<5	11
Missing/Unknown	30	279	Missing/Unknown	34	363
Grand Total	55	541	Grand Total	55	541

Providing access to counseling for people accused of harassment or other discriminatory behavior Faculty			Providing access to counseling for people accused of harassment or other discriminatory behavior Faculty		
	SoE	USF		SoE	USF
Positively influences climate	28	278	Would positively influence climate	14	114
Has no influence on climate	<5	34	Would have no influence on climate	<5	11
Negatively influences climate		<5	Would negatively influence climate		<5
Missing/Unknown	26	227	Missing/Unknown	37	412
Grand Total	55	541	Grand Total	55	541

Providing due process for people accused of harassment or other discriminatory behavior Faculty			Providing due process for people accused of harassment or other discriminatory behavior Faculty		
	SoE	USF		SoE	USF
Positively influences climate	29	290	Would positively influence climate	9	96
Has no influence on climate	5	30	Would have no influence on climate	<5	12
Negatively influences climate		<5	Would negatively influence climate	<5	<5
Missing/Unknown	21	219	Missing/Unknown	44	429
Grand Total	55	541	Grand Total	55	541

Providing mentorship for new faculty Faculty			Providing mentorship for new faculty Faculty		
	SoE	USF		SoE	USF
Positively influences climate	36	320	Would positively influence climate	7	90
Has no influence on climate	<5	32	Would have no influence on climate	<5	<5
Negatively influences climate		<5	Would negatively influence climate	<5	<5
Missing/Unknown	18	186	Missing/Unknown	46	443
Grand Total	55	541	Grand Total	55	541

Providing a clear process to resolve conflict Faculty			Providing a clear process to resolve conflict Faculty		
	SoE	USF		SoE	USF
Positively influences climate	31	259	Would positively influence climate	10	140
Has no influence on climate	<5	22	Would have no influence on climate	<5	9
Negatively influences climate		<5	Would negatively influence climate		6
Missing/Unknown	22	257	Missing/Unknown	44	386
Grand Total	55	541	Grand Total	55	541

Providing a fair process to resolve conflict Faculty			Providing a fair process to resolve conflict Faculty		
	SoE	USF		SoE	USF
Positively influences climate	31	266	Would positively influence climate	9	139
Has no influence on climate	<5	20	Would have no influence on climate	<5	7
Negatively influences climate		<5	Would negatively influence climate	<5	<5
Missing/Unknown	22	254	Missing/Unknown	43	392
Grand Total	55	541	Grand Total	55	541

Faculty Respondents' Perceptions of Institutional Initiatives

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

School of Education

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

Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty Faculty			Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty Faculty		
	SoE	USF		SoE	USF
Positively influences climate	27	189	Would positively influence climate	10	103
Has no influence on climate	<5	65	Would have no influence on climate	<5	32
Negatively influences climate		29	Would negatively influence climate	<5	17
Missing/Unknown	25	258	Missing/Unknown	42	389
Grand Total	55	541	Grand Total	55	541

Providing affordable child care Faculty			Providing affordable child care Faculty		
	SoE	USF		SoE	USF
Positively influences climate	24	204	Would positively influence climate	15	174
Has no influence on climate	<5	47	Would have no influence on climate	<5	12
Negatively influences climate		<5	Would negatively influence climate		6
Missing/Unknown	28	287	Missing/Unknown	37	349
Grand Total	55	541	Grand Total	55	541

Providing support/resources for spouse/partner employment Faculty			Providing support/resources for spouse/partner employment Faculty		
	SoE	USF		SoE	USF
Positively influences climate	22	183	Would positively influence climate	15	159
Has no influence on climate	<5	48	Would have no influence on climate	<5	28
Negatively influences climate		11	Would negatively influence climate		7
Missing/Unknown	29	299	Missing/Unknown	37	347
Grand Total	55	541	Grand Total	55	541

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

Tenured and Tenure-Track Perceived Environment

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

- 79% of Tenured and Tenure-Track Faculty respondents in the School of Education “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, 51% “agreed” or “strongly agreed” with the statement.

- 69% of Tenured and Tenure-Track Faculty respondents in the School of Education “agreed” or “strongly agreed” with the statement, “As a faculty member at USF, I feel (or felt) burdened by service responsibilities beyond those of my colleagues with similar performance expectations.” Within the USF Tenured and Tenure-Track Faculty respondents, 54% “agreed” or “strongly agreed” with the statement.
- 44% of Tenured and Tenure-Track Faculty respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) the criteria for tenure and promotion are clear.” Only 15% of the USF Tenured and Tenure-Track Faculty respondents “disagreed” or “strongly disagreed” with the statement.
- 42% of Tenured and Tenure-Track Faculty respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) faculty opinions are taken seriously by senior administration.” Within the USF Tenured and Tenure-Track Faculty respondents, 51% “disagreed” or “strongly disagreed” with the statement.
- 37% of Tenured and Tenure-Track Faculty respondents in the School of Education “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.” This was compared to 23% of USF Tenured and Tenure-Track Faculty that “disagreed” or “strongly disagreed” with the statement.
- 26% of Tenured and Tenure-Track Faculty respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) supported and mentored during the tenure-track years.” Only 18% of USF Tenured and Tenure-Track Faculty respondents “disagreed” or “strongly disagreed” with the statement.
- 26% of Tenured and Tenure-Track Faculty respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As a faculty member at USF, I feel (or felt) USF is supportive of taking extended leave.” Within the USF Tenured and Tenure-Track Faculty respondents, 8% “disagreed” or “strongly disagreed” with the statement.
- 26% of Tenured and Tenure-Track Faculty respondents in the School of Education “agreed” or “strongly agreed” with the statement, “As a faculty member at USF, I feel (or felt) faculty members in my department who use family accommodations policies are disadvantaged in promotion and/or tenure.” Within the USF Tenured and Tenure-Track Faculty respondents, 5% “agreed” or “strongly agreed” with the statement.

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

The criteria for tenure and promotion are clear Tenured/Tenure-Track Faculty			The tenure standards/promotion standards are applied equally to faculty in my school/college Tenured/Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	<5	55	Strongly agree	<5	47
Agree	6	128	Agree	7	85
Neither agree nor disagree	<5	32	Neither agree nor disagree	6	70
Disagree	6	31	Disagree	<5	30
Strongly disagree	<5	7	Strongly disagree	<5	21

Supported and mentored during the tenure-track years Tenured/Tenure-Track Faculty			USF policies for delay of the tenure-clock are used by all faculty Tenured/Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	<5	59	Strongly agree	<5	10
Agree	8	94	Agree	<5	30
Neither agree nor disagree	<5	54	Neither agree nor disagree	9	151
Disagree	<5	34	Disagree	5	41
Strongly disagree	<5	12	Strongly disagree	<5	17

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

Research is valued by USF Tenured/Tenure-Track Faculty			Teaching is valued by USF Tenured/Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	6	43	Strongly agree	13	116
Agree	9	112	Agree	<5	105
Neither agree nor disagree	<5	44	Neither agree nor disagree	<5	20
Disagree	<5	35	Disagree	<5	11
Strongly disagree		19	Strongly disagree		<5

Service contributions are valued by USF Tenured/Tenure-Track Faculty			Pressured to change my research/scholarship agenda to achieve tenure/promotion Tenured/Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	11	73	Strongly agree		12
Agree	6	114	Agree	<5	20
Neither agree nor disagree		30	Neither agree nor disagree		55
Disagree	<5	24	Disagree	10	94
Strongly disagree		6	Strongly disagree	6	67

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

Burdened by service responsibilities beyond those of my colleagues with similar performance expectations Tenured/Tenure-Track Faculty			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		
	SoE	USF		SoE	USF
Strongly agree	9	68	Strongly agree	6	56
Agree	<5	67	Agree	9	73
Neither agree nor disagree	<5	44	Neither agree nor disagree	<5	69
Disagree	<5	57	Disagree	<5	45
Strongly disagree	<5	16	Strongly disagree		8

USF is supportive of taking extended leave (e.g., FMLA, parental) Tenured/Tenure-Track Faculty			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		
	SoE	USF		SoE	USF
Strongly agree	<5	38	Strongly agree		6
Agree	<5	67	Agree	5	6
Neither agree nor disagree	9	126	Neither agree nor disagree	10	125
Disagree	5	11	Disagree	<5	64
Strongly disagree		9	Strongly disagree	<5	45

Tenured and Tenure-Track Respondents' Perception of Workplace "As a faculty member at USF, I feel (or felt)..." School of Education					
Faculty opinions are taken seriously by senior administrators Tenured/Tenure-Track Faculty			Faculty opinions are valued within USF committees Tenured/Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	<5	<5	Strongly agree	<5	11
Agree	6	52	Agree	11	95
Neither agree nor disagree	<5	67	Neither agree nor disagree	<5	70
Disagree	6	68	Disagree	<5	48
Strongly disagree	<5	58	Strongly disagree		26
I would like more opportunities to participate in substantive committee assignments Tenured/Tenure-Track Faculty			I have opportunities to participate in substantive committee assignments Tenured/Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree		10	Strongly agree	<5	41
Agree		51	Agree	11	99
Neither agree nor disagree	10	99	Neither agree nor disagree	<5	73
Disagree	7	58	Disagree	<5	28
Strongly disagree	<5	33	Strongly disagree		10

Non-Tenure-Track Perceived Environment

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

- 47% of Non-Tenure-Track Faculty respondents in the School of Education “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, 59% “disagreed” or “strongly disagreed” with the statement.
- 39% of Non-Tenure-Track Faculty respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) the criteria for contract renewal are clear.” Within the USF Non-Tenure-Track Faculty respondents, 37% “disagreed” or “strongly disagreed” with the statement.
- 31% of Non-Tenure-Track Faculty respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As an employee with non-tenure-track appointment at USF I feel (or felt) the criteria used for contract renewal are applied equally to all positions.” Within the USF Non-Tenure-Track Faculty respondents, 32% “disagreed” or “strongly disagreed” with the statement.
- 28% of Non-Tenure-Track Faculty respondents in the School of Education “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.

- 28% of Non-Tenure-Track Faculty respondents in the School of Education “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, 39% “disagreed” or “strongly disagreed” with the statement.
- 25% of Non-Tenure-Track Faculty respondents in the School of Education “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, 38% “disagreed” or “strongly disagreed” with the statement.
- 22% of Non-Tenure-Track Faculty respondents in the School of Education “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, 34% “agreed” or “strongly agreed” with the statement.

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

The criteria for contract renewal are clear Non-Tenure-Track Faculty			The criteria used for contract renewal are applied equally to all positions Non-Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	7	24	Strongly agree	6	15
Agree	6	81	Agree	6	44
Neither agree nor disagree	7	71	Neither agree nor disagree	12	131
Disagree	9	70	Disagree	6	58
Strongly disagree	5	37	Strongly disagree	5	35
Missing/Unknown	<5	<5	Missing/Unknown	<5	<5

There are clear expectations of my responsibilities Non-Tenure-Track Faculty			I have job security Non-Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	10	53	Strongly agree	<5	9
Agree	19	124	Agree	6	42
Neither agree nor disagree		42	Neither agree nor disagree	10	64
Disagree	<5	48	Disagree	6	83
Strongly disagree	<5	18	Strongly disagree	11	85
Missing/Unknown	<5	<5	Missing/Unknown	<5	<5

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

Research is valued by USF Non-Tenure-Track Faculty			Teaching is valued by USF Non-Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	10	53	Strongly agree	18	111
Agree	16	113	Agree	10	104
Neither agree nor disagree	<5	81	Neither agree nor disagree	<5	40
Disagree	<5	22	Disagree	<5	19
Strongly disagree	<5	15	Strongly disagree	<5	12
Missing/Unknown	<5	<5	Missing/Unknown	<5	<5

Service is valued by USF Non-Tenure-Track Faculty		
	SoE	USF
Strongly agree	17	97
Agree	10	103
Neither agree nor disagree	<5	47
Disagree	<5	23
Strongly disagree	<5	10
Missing/Unknown	<5	7

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

Burdened by service responsibilities beyond those of my colleagues with similar performance expectations Non-Tenure-Track Faculty			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		
	SoE	USF		SoE	USF
Strongly agree	<5	28	Strongly agree	<5	43
Agree	<5	28	Agree	6	58
Neither agree nor disagree	12	104	Neither agree nor disagree	16	111
Disagree	9	86	Disagree	6	61
Strongly disagree	7	31	Strongly disagree	<5	11
Missing/Unknown	<5	10	Missing/Unknown	<5	<5

Pressured to do extra work that is uncompensated Non-Tenure-Track Faculty			Non-Tenure-Track Faculty opinions are taken seriously by senior administrators Non-Tenure-Track Faculty		
	SoE	USF		SoE	USF
Strongly agree	<5	43	Strongly agree	5	15
Agree	5	55	Agree	11	62
Neither agree nor disagree	12	94	Neither agree nor disagree	8	98
Disagree	9	66	Disagree	<5	63
Strongly disagree	5	25	Strongly disagree	7	48
Missing/Unknown	<5	<5	Missing/Unknown	<5	<5

Non-Tenure-Track Faculty opinions are taken seriously by tenured/tenure-track faculty Non-Tenure-Track Faculty		
	SoE	USF
Strongly agree	<5	17
Agree	8	75
Neither agree nor disagree	13	85
Disagree	5	73
Strongly disagree	<5	35
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 School of Education Staff respondents' perceptions were generally positively skewed. However, there were a number of areas with room for improvement.

Workplace areas for improvement:

- 57% of Staff respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel there are clear procedures on how I can advance at USF.” Within the USF Staff respondents, 48% “disagreed” or “strongly disagreed” with the statement.
- 29% of Staff respondents in the School of Education “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I feel I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.” Within the USF Staff respondents, 17% “agreed” or “strongly agreed” with the statement.
- 24% of Staff respondents in the School of Education “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I feel I think that my direct supervisor prejudices my abilities based on their perception of my identity/background.” Within the USF Staff respondents, 14% “agreed” or “strongly agreed” with the statement.
- 33% of Staff respondents in the School of Education “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I feel I think that faculty prejudice my abilities based on their perception of my identity/background.” Within the USF Staff respondents, 20% “agreed” or “strongly agreed” with the statement.
- 29% of Staff respondents in the School of Education “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, 28% “disagreed” or “strongly disagreed” with the statement.
- 24% of Staff respondents in the School of Education “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, 36% “disagreed” or “strongly disagreed” with the statement.

Staff Respondents' Perception of Workplace						
School of Education						
	I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background Staff		I think that my direct supervisor prejudices my abilities based on their perception of my identity/background Staff		I think that faculty prejudices my abilities based on their perception of my identity/background Staff	
	SoE	USF	SoE	USF	SoE	USF
Strongly agree	<5	25	<5	28	<5	33
Agree	<5	84	<5	64	6	100
Neither agree nor disagree	5	152	<5	135	6	227
Disagree	7	241	8	234	5	179
Strongly disagree	<5	141	<5	180	<5	101
Missing/Unknown		9		11		12

Staff Respondents' Perception of Workplace

School of Education

My direct supervisor provides me with job/career advice or guidance when I need it Staff			I have colleagues/coworkers who give me job/career advice or guidance when I need it Staff		
	SoE	USF		SoE	USF
Strongly agree	8	180	Strongly agree	6	174
Agree	10	218	Agree	10	290
Neither agree nor disagree	<5	130	Neither agree nor disagree	<5	115
Disagree	<5	85	Disagree	<5	46
Strongly disagree		36	Strongly disagree		19
Missing/Unknown		<5	Missing/Unknown		8

I am included in opportunities that will help my career as much as others in similar positions Staff		
	SoE	USF
Strongly agree	<5	140
Agree	9	232
Neither agree nor disagree	7	151
Disagree	<5	97
Strongly disagree	<5	27
Missing/Unknown		5

Staff Respondents' Perception of Workplace School of Education

Staff opinions are valued on USF committees Staff			Staff opinions are valued by USF faculty Staff			Staff opinions are valued by USF administration Staff		
	SoE	USF		SoE	USF		SoE	USF
Strongly agree	<5	59	Strongly agree	<5	34	Strongly agree	<5	46
Agree	<5	204	Agree	<5	133	Agree	6	190
Neither agree nor disagree	7	247	Neither agree nor disagree	6	256	Neither agree nor disagree	7	220
Disagree	5	102	Disagree	7	144	Disagree	5	124
Strongly disagree	<5	34	Strongly disagree	<5	78	Strongly disagree	<5	61
Missing/Unknown	<5	6	Missing/Unknown	<5	7	Missing/Unknown	<5	11

There are clear expectations of my responsibilities Staff			There are clear procedures on how I can advance at USF Staff			Positive about my career opportunities at USF Staff		
	SoE	USF		SoE	USF		SoE	USF
Strongly agree	6	100	Strongly agree	<5	31	Strongly agree	<5	66
Agree	8	344	Agree	<5	101	Agree	7	177
Neither agree nor disagree	<5	105	Neither agree nor disagree	6	205	Neither agree nor disagree	7	216
Disagree	<5	74	Disagree	6	199	Disagree	<5	125
Strongly disagree		25	Strongly disagree	6	111	Strongly disagree	<5	57
Missing/Unknown	<5	<5	Missing/Unknown	5		Missing/Unknown		11

I would recommend USF as a good place to work Staff			I have job security Staff		
	SoE	USF		SoE	USF
Strongly agree	<5	140	Strongly agree	<5	109
Agree	10	323	Agree	9	295
Neither agree nor disagree	5	144	Neither agree nor disagree	6	150
Disagree	<5	31	Disagree	<5	75
Strongly disagree	<5	9	Strongly disagree	<5	18
Missing/Unknown		5	Missing/Unknown		5

Staff Respondents' Perception of the Workplace School of Education

The performance appraisal process is clear Staff			The performance appraisal process is productive Staff		
	SoE	USF		SoE	USF
Strongly agree	6	115	Strongly agree	<5	75
Agree	8	278	Agree	7	162
Neither agree nor disagree	5	124	Neither agree nor disagree	6	170
Disagree	<5	76	Disagree	<5	140
Strongly disagree		51	Strongly disagree	<5	96
Missing/Unknown		8	Missing/Unknown		9

Feelings of value areas for improvement:

- 48% of Staff respondents in the School of Education “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, 34% “disagreed” or “strongly disagreed” with the statement.
- 33% of Staff respondents in the School of Education “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.

- 33% of Staff respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel I believe that my department encourages free and open discussion of difficult topics.” Within the USF Staff respondents, 23% “disagreed” or “strongly disagreed” with the statement.
- 29% of Staff respondents in the School of Education “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.

Staff Respondents’ Feelings of Value								
School of Education								
I feel valued by coworkers in my department Staff			I feel valued by coworkers outside my department Staff			I feel valued by my direct supervisor Staff		
	SoE	USF		SoE	USF		SoE	USF
Strongly agree	<5	233	Strongly agree	<5	159	Strongly agree	9	262
Agree	13	318	Agree	13	333	Agree	8	245
Neither agree nor disagree	<5	62	Neither agree nor disagree	5	114	Neither agree nor disagree	<5	71
Disagree		30	Disagree		36	Disagree		51
Strongly disagree		6	Strongly disagree		<5	Strongly disagree	<5	17
Missing/Unknown	<5	<5	Missing/Unknown		6	Missing/Unknown	<5	6

I feel valued by USF students Staff			I feel valued by USF faculty Staff			I feel valued by USF senior administrators Staff		
	SoE	USF		SoE	USF		SoE	USF
Strongly agree	<5	140	Strongly agree	<5	79	Strongly agree	8	86
Agree	8	255	Agree	10	250	Agree	7	207
Neither agree nor disagree	6	221	Neither agree nor disagree	6	232	Neither agree nor disagree	<5	204
Disagree	<5	20	Disagree	<5	62	Disagree	<5	108
Strongly disagree		6	Strongly disagree		21	Strongly disagree		35
Missing/Unknown	<5	10	Missing/Unknown		8	Missing/Unknown	<5	12

Staff Respondents’ Feelings of Value								
School of Education								
I believe that my department encourages free and open discussion of difficult topics Staff			I feel that my skills are valued Staff			I feel that my work is valued Staff		
	SoE	USF		SoE	USF		SoE	USF
Strongly agree	<5	106	Strongly agree	<5	142	Strongly agree	<5	146
Agree	6	226	Agree	10	345	Agree	8	335
Neither agree nor disagree	<5	164	Neither agree nor disagree	<5	73	Neither agree nor disagree	8	90
Disagree	5	103	Disagree	<5	72	Disagree	<5	61
Strongly disagree	<5	44	Strongly disagree		15	Strongly disagree		13
Missing/Unknown		9	Missing/Unknown		5	Missing/Unknown		7

Work-Life Balance

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

- 43% of Staff respondents in the School of Education “agreed” or “strongly agreed” with the statement, “As a staff member at USF, I feel I perform more work than colleagues with similar performance expectations.” Within the USF Staff respondents, 38% “agreed” or “strongly agreed” with the statement.
- 24% of Staff respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “As a staff member at USF, I feel USF provides adequate resources to help me manage work-life balance.” Within the USF Staff respondents, 12% “disagreed” or “strongly disagreed” with the statement.
- 24% of Staff respondents in the School of Education “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			
School of Education			
My direct supervisor provides adequate support for me to manage work-life balance		USF provides adequate resources to help me manage a work-life balance	
Staff		Staff	
	SoE	USF	
Strongly agree	6	235	Strongly agree
Agree	11	233	Agree
Neither agree nor disagree	<5	108	Neither agree nor disagree
Disagree	<5	45	Disagree
Strongly disagree		20	Strongly disagree
Missing/Unknown	<5	11	Missing/Unknown
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations		I perform more work than colleagues with similar performance expectations	
Staff		Staff	
	SoE	USF	
Strongly agree	<5	48	Strongly agree
Agree	<5	118	Agree
Neither agree nor disagree	6	215	Neither agree nor disagree
Disagree	7	197	Disagree
Strongly disagree	<5	62	Strongly disagree
Missing/Unknown		12	Missing/Unknown
Grand Total	21	652	Grand Total
			21
			652

Workload and Support

Staff respondents from the School of Education indicated they were generally pleased with workloads and support received. However, there were still several areas with room for improvement.

- 48% of Staff respondents in the School of Education “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, 64% “agreed” or “strongly agreed” with the statement.
- 48% of Staff respondents in the School of Education “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, 45% “agreed” or “strongly agreed” with the statement.
- 33% of Staff respondents in the School of Education “agreed” or “strongly agreed” with the statement “As a staff member at USF, I feel I am pressured by departmental work requirements that occur outside of my normally scheduled hours.” Within the USF Staff respondents, 28% “agreed” or “strongly agreed” with the statement.
- 24% of Staff respondents in the School of Education “disagreed” or “strongly disagreed” with the statement “As a staff member at USF, I feel USF policies support flexible work schedules.” Within the USF Staff respondents, 21% “disagreed” or “strongly disagreed” with the statement.

Staff Respondents' Perception of Workload & Support					
School of Education					
I am able to complete my assigned duties during scheduled hours		My workload was increased without additional compensation due to other staff departures		I am pressured by departmental work requirements that occur outside of my normally scheduled hours	
Staff		Staff		Staff	
	SoE	USF		SoE	USF
Strongly agree	<5	141	Strongly agree	<5	137
Agree	8	252	Agree	6	159
Neither agree nor disagree	8	91	Neither agree nor disagree	6	145
Disagree	<5	111	Disagree	<5	155
Strongly disagree		48	Strongly disagree	<5	49
Missing/Unknown	9		Missing/Unknown	7	
I am given a reasonable time frame to complete assigned responsibilities			There is a hierarchy within staff positions that allows some voices to be valued more than others		
Staff			Staff		
	SoE	USF		SoE	USF
Strongly agree	<5	126	Strongly agree	<5	169
Agree	9	331	Agree	8	250
Neither agree nor disagree	8	113	Neither agree nor disagree	5	125
Disagree		57	Disagree	6	78
Strongly disagree		13	Strongly disagree		23
Missing/Unknown		12	Missing/Unknown		7

Staff Respondents' Perception of Workload & Support
School of Education

USF provides me with resources to pursue training/professional development opportunities Staff			My supervisor provides me with resources to pursue training/professional development opportunities Staff			USF is supportive of taking extended leave Staff		
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	SoE	USF		SoE	USF		SoE	USF
Strongly agree	<5	151	Strongly agree	5	152	Strongly agree	<5	157
Agree	11	336	Agree	7	284	Agree	8	235
Neither agree nor disagree	5	107	Neither agree nor disagree	6	121	Neither agree nor disagree	9	225
Disagree	<5	48	Disagree	<5	67	Disagree		21
Strongly disagree	<5	8	Strongly disagree	<5	21	Strongly disagree		7
Missing/Unknown		<5	Missing/Unknown		7	Missing/Unknown	<5	7

My supervisor is supportive of my taking leave Staff			Staff in my department/program who use family accommodation policies are disadvantaged in promotions or evaluations Staff			USF's policies are fairly applied across USF Staff		
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	SoE	USF		SoE	USF		SoE	USF
Strongly agree	9	249	Strongly agree		16	Strongly agree	<5	76
Agree	11	270	Agree		38	Agree	<5	178
Neither agree nor disagree	<5	92	Neither agree nor disagree	13	331	Neither agree nor disagree	13	353
Disagree		26	Disagree	<5	164	Disagree	<5	30
Strongly disagree		9	Strongly disagree	<5	99	Strongly disagree		10
Missing/Unknown		6	Missing/Unknown	<5	<5	Missing/Unknown	<5	5

USF's policies support flexible work schedules Staff		
	SoE	USF
Strongly agree	<5	78
Agree	8	265
Neither agree nor disagree	6	168
Disagree	<5	100
Strongly disagree	<5	37
Missing/Unknown		<5

My direct supervisor allows me to change my work schedule if needed Staff		
	SoE	USF
Strongly agree	6	195
Agree	10	270
Neither agree nor disagree	<5	120
Disagree	<5	45
Strongly disagree		17
Missing/Unknown		5

Salary/Benefits:

Staff respondents in the School of Education were generally satisfied with salary and benefits. However, there was one area with room for improvement. Thirty-eight percent of Staff respondents in the School of Education “disagreed” or “strongly disagreed” with the statement, “Staff salaries are competitive.” Thirty-eight percent of USF Staff respondents also “disagreed” or “strongly disagreed” with this statement.

Staff Respondents' Perception of Salary and Benefits								
School of Education								
Staff salaries are competitive Staff			Vacation and personal time benefits are competitive Staff		Health insurance benefits are competitive Staff			
	SoE	USF		SoE	USF		SoE	USF
Strongly agree	<5	46	Strongly agree	<5	104	Strongly agree	<5	195
Agree	5	189	Agree	11	286	Agree	11	327
Neither agree nor disagree	5	164	Neither agree nor disagree	6	136	Neither agree nor disagree	6	92
Disagree	6	169	Disagree	<5	78	Disagree	<5	25
Strongly disagree	<5	81	Strongly disagree		46	Strongly disagree		9
Missing/Unknown	<5	<5	Missing/Unknown	<5	<5	Missing/Unknown		<5
Child care benefits are competitive Staff			Retirement benefits are competitive Staff					
	SoE	USF		SoE	USF			
Strongly agree	<5	82	Strongly agree	<5	151			
Agree	6	175	Agree	7	289			
Neither agree nor disagree	11	346	Neither agree nor disagree	10	158			
Disagree	<5	25	Disagree	<5	33			
Strongly disagree		16	Strongly disagree		14			
Missing/Unknown	<5	8	Missing/Unknown	<5	7			

Perception of Institutional Initiatives

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

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

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

Providing equity and inclusion training for faculty Staff			Providing equity and inclusion training for faculty Staff		
	SoE	USF		SoE	USF
Positively influences climate	13	357	Would positively influence climate	<5	148
Has no influence on climate	<5	55	Would have no influence on climate		16
Negatively influences climate		<5	Would negatively influence climate		17
Missing/Unknown	7	238	Missing/Unknown	17	471
Providing supervisors/managers with supervisory training Staff			Providing supervisors/managers with supervisory training Staff		
	SoE	USF		SoE	USF
Positively influences climate	13	400	Would positively influence climate	<5	133
Has no influence on climate	<5	48	Would negatively influence climate		13
Missing/Unknown	7	204	Would have no influence on climate		6
			Missing/Unknown	18	500
Providing faculty supervisors with supervisory training Staff			Providing faculty supervisors with supervisory training Staff		
	SoE	USF		SoE	USF
Positively influences climate	6	331	Would positively influence climate	9	179
Has no influence on climate	<5	47	Would negatively influence climate		12
Negatively influences climate	<5	<5	Would have no influence on climate		14
Missing/Unknown	12	272	Missing/Unknown	12	447
Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff			Providing access to counseling for people who have experienced harassment or other discriminatory behavior Staff		
	SoE	USF		SoE	USF
Positively influences climate	16	454	Would positively influence climate		91
Has no influence on climate	<5	31	Would negatively influence climate		11
Negatively influences climate		<5	Would have no influence on climate		6
Missing/Unknown	<5	166	Missing/Unknown	21	544
Providing access to counseling for people accused of harassment or other discriminatory behavior Staff			Providing access to counseling for people accused of harassment or other discriminatory behavior Staff		
	SoE	USF		SoE	USF
Positively influences climate	14	412	Would positively influence climate	<5	123
Has no influence on climate	<5	30	Would negatively influence climate		14
Negatively influences climate		<5	Would have no influence on climate		13
Missing/Unknown	6	207	Missing/Unknown	19	502
Providing due process for people who have experienced harassment or other discriminatory behavior Staff			Providing due process for people who have experienced harassment or other discriminatory behavior Staff		
	SoE	USF		SoE	USF
Positively influences climate	14	441	Would positively influence climate	<5	103
Has no influence on climate		30	Would negatively influence climate		12
Negatively influences climate		<5	Would have no influence on climate		6
Missing/Unknown	7	180	Missing/Unknown	18	531
Providing due process for people accused of harassment or other discriminatory behavior Staff			Providing due process for people accused of harassment or other discriminatory behavior Staff		
	SoE	USF		SoE	USF
Positively influences climate	15	418	Would positively influence climate	<5	110
Has no influence on climate		34	Would have no influence on climate		11
Negatively influences climate		<5	Would negatively influence climate		15
Missing/Unknown	6	196	Missing/Unknown	19	516

Staff Respondents' Perception of Institutional Initiatives

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

School of Education

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

Providing mentorship for new staff Staff			Providing mentorship for new staff Staff		
	SoE	USF		SoE	USF
Positively influences climate	11	333	Would positively influence climate	7	221
Has no influence on climate		21	Would negatively influence climate		9
Missing/Unknown	10	298	Would have no influence on climate		13
			Missing/Unknown	14	409
Providing a clear process to resolve conflicts Staff			Providing a clear process to resolve conflicts Staff		
	SoE	USF		SoE	USF
Positively influences climate	12	356	Would positively influence climate	6	183
Has no influence on climate		25	Would negatively influence climate		15
Missing/Unknown	9	271	Would have no influence on climate		11
			Missing/Unknown	15	443
Providing a fair process to resolve conflicts Staff			Providing a fair process to resolve conflicts Staff		
	SoE	USF		SoE	USF
Positively influences climate	12	359	Would positively influence climate	5	186
Has no influence on climate		24	Would negatively influence climate		13
Negatively influences climate		<5	Would have no influence on climate		9
Missing/Unknown	9	268	Missing/Unknown	16	444
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty Staff			Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty Staff		
	SoE	USF		SoE	USF
Positively influences climate	16	296	Would positively influence climate	<5	151
Has no influence on climate		71	Would have no influence on climate		38
Negatively influences climate		14	Would negatively influence climate		16
Missing/Unknown	5	271	Missing/Unknown	20	447
Providing career development opportunities for staff Staff			Providing career development opportunities for staff Staff		
	SoE	USF		SoE	USF
Positively influences climate	12	436	Would positively influence climate	5	118
Has no influence on climate	<5	23	Would negatively influence climate		10
Negatively influences climate		<5	Would have no influence on climate		10
Missing/Unknown	8	192	Missing/Unknown	16	514
Providing affordable child care Staff			Providing affordable child care Staff		
	SoE	USF		SoE	USF
Positively influences climate	9	352	Would positively influence climate	7	174
Has no influence on climate	<5	33	Would have no influence on climate		19
Missing/Unknown	11	267	Would negatively influence climate		11
			Missing/Unknown	14	448
Providing support/resources for spouse/partner employment Staff			Providing support/resources for spouse/partner employment Staff		
	SoE	USF		SoE	USF
Positively influences climate	9	287	Would positively influence climate	5	169
Has no influence on climate	<5	59	Would have no influence on climate	<5	56
Negatively influences climate		<5	Would negatively influence climate		12
Missing/Unknown	11	302	Missing/Unknown	14	415

Qualitative Response Analysis

Undergraduate Students

The overall perception of the campus climate within the qualitative comments from the School of Education Undergraduate population, was negatively skewed. There were limited comments due to the small population of Undergraduate Students. Two negative themes did clearly develop; however, they did offer the following positive comments as well:

- “I feel much safer on campus than I do in other parts of the city. I also feel like a much wider demographic of people are represented here at USF than at other places in the city.”
- “Critical Diversity Studies and the Education Program are PHENOMENAL in addressing structural inequalities present in the system.”
- “I think USF does a great job in following the values of Jesuit, Catholic mission.”
- “...Jesuit values embedded in the environment and in our education is great and has a positive influence on students.”
- “I think that USF effectively cultivates a campus culture rooted in Jesuit values. I have been encouraged to listen, understand, and learn rather than judge. That is valuable.”
- “I really like how the faculty is understanding about our lives outside of the academic setting and work with us to understand if we are unable to perform as well as we can due to outside reasons.”

The first theme was experiencing a lack of community and connection at USF. Respondents offered the following:

- “I felt there was a lack of school spirit and sense of community which is a very important component to me.”
- “I had a tough time making friends and couldn't find any clubs I really connected to.”
- “The school doesn't provide as many opportunities or doesn't seem to encourage as much school spirit as many other campuses do. It is also quite expensive and failed to help me with financial aide and with the raise in tuition I almost had to leave.”
- “...Living on campus did not have the sense of community that I wanted. It was a very disconnected campus. Everyone would go to class and if they wanted to hang out, they would hang out OUTSIDE of campus instead of on campus. USF lacked a strong campus life. People don't just hang out in the quad area by St. Ignatious. I only ever seen that a few days of the school year when it was hot. While there are those fun events, like Fright Night or the Spring Carnival, what is the point when those events are so late into the year? By then everyone would already have their friends to go with. I only made my friends that I have now, in my fourth year, through my job. I did not make friends through this campus.”
- “...Didn't really find my "group", didn't really love being here as much as everyone else did, and I found myself thinking that I'd rather be home than here.”

The second theme was diversity issues, and a lack of representation at USF. Respondents offered the following:

1. "I have noticed that many people's best friends look like them. I will often see cliques of friends in the dining hall sitting together that are all white, all black, all Latino etc., whatever the ethnicity or race might be. This may not count as overt harassment, but I do think that it is telling of a certain degree of instability within the social climate of this school. I am not sure what this anecdotal/observational evidence means (if anything), or how it could/should be interpreted. It may be reflective of the broader culture here in the united states rather than something specific to USF, or even within the control of USF."
2. "Providing diversity training for faculty, staff, administration AND ESPECIALLY students is so fundamentally important."
3. "Yes because there is a mix of cultures here but there is also a dominant race and that dominate race doesn't make me feel like I am at home, so going to a neighborhood that is my culture makes me feel comfortable."
4. "I know a variety of people, primarily students of color and/or of low socioeconomic status, who are not properly being represented and addressed by USF. First and foremost, there is a lot of bureaucracy involved with getting measures passed. In addition, why is our mascot a Spanish conquistador? Doesn't that go against everything we, as a school, are supposedly ""for""? 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."
5. "As a person of color, non traditional student, with a family, and way below the median income for San Francisco, I notice a lack of econmic [sic] diversity among students I've met in class, due to the cost of tuition."

Graduate Students

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

- "HESA faculty are very supportive in and out of the classroom in any aspect of your life."
- "THEY HAVE PROVIDED ME INTERSHIP OPPORTUNITIES."
- "Dr. Popal is the best!"
- "...Most of my professor are professional, wonderful, and helpful..."
- "I love the school counseling master's program, the advisors are amazing!"
- "Carmen Pacheco-Cueba has been a fantastic advisor/support person to my cohort the past few years..."
- "The faculty and staff at USF have been a tremendous part of my journey while reading for my degree. I feel my HRE group is more like family at this point. Dr Meera Pathmarajah, Dr. Bajaj and Dr. Argenal are most helpful and accommodating!"
- "Dr. Ayers has been an amazing mentor! He is one of the best parts of my program."

- “The Department of Leadership Studies and the School of Education are superb - and have offered me the education that I only dreamt of when applying. I am so appreciative and grateful for Dr. Genevieve Negron-Gonzales, Dr. Danfeng Koon, Dr. Darrick Smith, and Dr. Desiree Zerquera for their leadership, guidance, support, and approach to working with students. Their welcoming demeanor and approach is why I've pushed through the adversities while being a student of color in graduate school. I ask that you please share this information with them.”
- “I have been with USF since Fall 14 pursuing Bachelor's and now Master's. Excellent environment.”
- “Overall, I have had only wonderful experiences during my time at USF. Staff have always been prompt with their responses to emails and phone calls and I genuinely feel like they want to help me achieve my professional goals.”
- “I feel welcomed and accepted to this San Jose campus community. The professors have been extremely helpful and provided assurance and guidance. Thanks.”
- “I've been impressed at how a lot of my classes seem to refer to giving back to the community and working with folks with lower SES. This is something I truly appreciate about the campus, and I appreciate how it's done without being explicitly described as linked to the religion.”
- “...I appreciate that my program chair and the dean address the political climate that may affect our students and campus negatively through emails. It lets me know that they (USF) cares about us and our community.”
- “I believe that USF's School of Education is amazing and actively work to fulfill the mission. the administrators, staff and faculty are amazing.”
- “USF cultivates a campus culture rooted in the values of our Jesuit Catholic Mission because we focus on social justice and diversity and many of our classes are focused on that.”
- “I have received deep support and acceptance from my advisor. My cohort is supportive and accepting and this climate absolutely comes from the top down. We are taught and led well.”
- “USF has helped me to find and accept my true self in a safe and supportive environment.”

There were also three major negative themes that emerged within the qualitative data. The first major theme, which was also supported by the quantitative analysis, was the School of Education Graduate Student respondents' issues with diversity and inclusion. Respondents offered the following:

- “Inclusivity seems to just be a word and not something that is actually put into action here.”
- “racial microaggressions”
- “An incident in class where inclusiveness, critical thought, and critical care for all parties was not practiced.”
- “Student behavior in some classes has been disrespectful and unprofessional. Professors including Program Coordinator often use profanity. Have felt singled out due to my race.”

- “Due to the rhetorical nature of the classes, I didn't see myself within the curriculum at times. Many of the conversations I had during class time I felt left out because my identities weren't represented...”
- “The climate in my program is toxic. In my classes my peers are welcome to scream at each other and threaten each other, and my professor considers this healthy. My peers are allowed to air out their personal problems in class, and tell students of one race that they do not belong in our program. I'm disgusted with USF.”
- “...As a dark skinned woman of color, this entire experience was a rather disheartening and disempowering experience, the opposite of what this institution claims to stand for.”
- “My intersectionality doesn't align with mainstream White America, so I feel underrepresented. There are lack of resources for immigrant students like myself in terms of financial aid and mentorship. My accent leads to communication apprehension [sic] and I have applied to jobs on campus where supervisors haven't picked me for language reasons, given that English isn't my native language.”
- “Racist incident happened, and it was like pulling teeth to get administrators to properly address it, which caused me some serious anxiety whenever on campus...”
- “Class climate was not excepting to differing (conservative) views and my life experiences were vastly different than my peers (socioeconomic and world view).”
- “There was an incident where information was quickly distributed and at first glance, one student felt their personal demographic was being attacked without reading completely and critically engaging in a conversation taking place. As a result, it felt as though my intentions were being questioned and comfort needed to be placed for this particular student. It made me seriously consider my being there at USF and consider a masters program that was more along the lines of my political beliefs.”
- “During class discussions related to white privilege, I have felt singled out and harassed due to my race, white. These discussions were not facilitated well, if at all, by Professors/Instructors. On more than one occasion the Professor/Instructor made the situation worse with comments how he guided the conversation causing an uncomfortable almost bullying type of climate within the cohort. The end of my first year I changed cohorts due to these experiences.”
- “Students in our OD class created an unwelcoming atmosphere [sic] and me and the two other African Americans felt uncomfortable.”
- “While USF prides itself on being an inclusive community, it does not take seriously the needs of those who are not of the sociology-economic class.”
- “...When asked to complete an assignment with a group, I was not included in the group discussion. The white students quickly organized and supported one another. The professor massaged the white students' ideas more than my comments. I was the only black male in the class.”
- “Diversity is strong, but opinions of others are as well. Many people come from backgrounds where they weren't introduced to as many new identities and it shows--takes adjustment.”

- “I believe all student employees should have to undergo diversity training, especially if they work in a residence hall. A focus on students with disabilities would be helpful because there seems to be a lack of knowledge.”
- “USF is an enclave of Whiteness and privilege near what used to be a vibrant African American Community known as the Western Addition...”
- “... I find that this part of USF is not integrated in the IME Department, as evidenced by the unethical, immoral, and inhumane behavior on the part of the IME deans and faculty towards students of color. Very disheartening.”
- “...when a racist act happened on campus with multiple students, the response was slow and less than supportive of minority students. It was not until there was campus outrage that the University started to take appropriate actions.”

Ideas offered by respondents for improving in this area:

- “Yes, most of the racism that I've experienced has been inside the classroom by other classmates. Please find a way to address this, if possible.”
- “Provide more advocacy for students of color by way of an Ombudsman. Provide a way for holding IME faculty and deans accountable and to ensure they are following through with their job responsibilities. Provide protection and safety for students of color who come forward with concerns, so as to prevent retaliation from the IME department or department that the student belongs to. Provide IME faculty with professional training and help them obtain skills for how to operate as professionals and work better with students of color. Provide more academic support to students of color and working professionals.”
- “Respond quicker to racial issues on campus, keep a social justice frame of mind instead of espousing one.”
- “As a student of color, we need have more faculty and staff who reflect my identities. I deserve to be taught and supported by someone who looks like me and I don't have that. More financial scholarships should be afforded for students to be able to afford tuition.”
- “I think every department faculty needs to be educated on working with diverse student populations. Faculty should understand that just because an African American student raising their voice when they are passionate about something that they aren't being aggressive.”
- “The multicultural center should have a larger budget to be able to continue with their inclusive programming in educating the campus community.”
- “Take a stance AGAINST events that are clearly racist.”
- “Invest financially in Department Training around administrative support of marginalized identities in tangible (hard-skill) ways.”
- “Know that not everyone thinks and believes the same things, we all have different backgrounds. Care about everyone, be available and listen even if you don't agree. I don't want to belong to a monolithic school culture. Make school programming and policies that is more accessible to the working class.”

The second major theme, which was also supported by the quantitative analysis, was the School of Education Graduate Student respondents' disappointment with their program/department.

Respondents offered the following:

- “I was unsatisfied with my major, because they kept changing things. Courses were dropped for low enrollment, the projected sequence of courses and timeline was changed, etc. So, I just switched to another concentration in the school of education.”
- “Faculty's lack of professionalism/Program's lack of rigor and prestige.”
- “I felt that the curriculum was failing to prepare me.”
- “Don't feel optimistic about program's ability to lead me towards improving work performance or future job prospects.”
- “coursework felt irrelevant.”
- “lack of communication from department, unorganized, unclear information.”
- “Faculty are selfish and do not complete tasks and commitments [sic] as promised.”
- “I initially started in a different major than where I am today. My initial program kept changing things for us, like the projected timeline of courses was changed, they would drop courses, they made us take third yr courses in our second yr...? It was really frustrating. So, I switched majors.”
- “Highly unorganized and a lot of mixed messaging. I got ping ponged around a lot. Very unwelcoming.”
- “The quality of my School of Education program is seriously underwhelming. For the cost of attending this school, my education seems a joke, and the only value in attending USF is in the piece of paper I will receive at the end. In terms, of content and skills acquisition, I would be better served by pinterest and youtube.”
- “My program ‘promised’ a social justice component but I have yet to understand or see what that is. I felt the program here at USF stood out and was unique, but it has not fulfilled those criteria.”
- “Because courses are not challenging.”
- “The counseling psychology department made drastic decisions to change the coursework for the summer term greatly impacting the students without considering them or including them in the decision process! The department handles students grievances very poorly.”
- “I felt that professors in the School of Ed, especially for Gen Ed classes were not up to the caliber of expectations for a Doctoral program. I felt that adjunct faculty were not often prepared. School of Ed O and L program also significantly lacked choice of options for classes being offered forcing us to pick classes that were not aligned with our interests. Having two classes offered for Advanced research methods is unacceptable.”
- “I feel like I am wasting my time. The professors in my department seem like they don't really care about the subjects and are putting on a front. Don't feel like I have access to completing the major in a reasonable amount of time or guidance on what comes next. The classes are also too easy, and I don't get feedback on my work. It makes me feel like my work is not important enough to warrant a check-in or a conversation to guide me in the right direction.”
- “One of my class is challenging not because I am unable to do the work but because I was not getting anything from it. I was looking for depth and got breath. I need content, and context and got nothing. Faculty is inflexible.”
- “...I am paying a lot of money to go here and it feels as though my professors are not prepared to teach. I have received emails as late at 10pm the night before to tell me about an assignment due the next day in class, and did not receive a syllabus until the 3rd week

of school. I would not necessarily recommend USF as an institution in which to pursue post-baccalaureate degrees.”

- “I feel like my department is going through some directional changes. There seems to be a lack of clear direction that the program is going toward. It's often talked about amongst other grad students.”
- “There is a lack of clear communication. There have been times that a question has been asked by several classmates and the answer is different for each time.”
- “The coursework for the credential program often feels like a waste of time and money. For example, I am in my Student Teaching II&III class and pay thousands of dollars to sit and talk. I have not learned anything! It is especially frustrating because the satellite campus is far from my work and I encounter traffic both ways. Given my very full work load, this adds to my frustration, especially because the class is not meaningful.”

Ideas offered by respondents for improving in this area:

- “...I think online/hybrid classes need more support and better communication from instructors is needed for a better learning experience.”
- “I wish at orientation that we were given more of a description of how each semester will operate.”
- “Having a person in charge of complaints or comments that is anonymous and effective all year long.”
- “More accountability for hiring adjunct professors and designing courses, providing greater challenges to students academically, greater connection to SF.”
- “Don't let teachers teach things they have not mastered or continuously mess up. Require retraining for specific cultural insensitivities.”
- “Yes, please provide more research/publication opportunities for Ed.D. students. Not just conferences, workshops, etc. I would love to work with a professor of program to get more research experience and also build my resume.”
- “...Stop hiring adjunct staff, they aren't as good and it's obvious to me which faculty are adjunct and I don't appreciate paying the same for a less qualified or exciting professor.”

The third major theme, which had mixed results in the quantitative analysis, was the School of Education Graduate Student respondents' frustration with advising, and the lack of support they experienced. Students' frustrations came out much clearer in the qualitative analysis.

Respondents offered the following:

- “Lack of advising from faculty.”
- “The advisors have all been disappointing in the education program. There were 3 times where my graduation has been pushed back because of misinformation or mistakes. It is ridiculous and a waste of time and absolutely disappointing. I will never recommend.”
- “Campus advisor is not helpful.”
- “Lack of university support. No advisory support. Found help outside USF that helped support my work.”
- “My administrator/advisor is passive aggressive and uncommunicative. She stopped replying to all emails that I sent her which made it incredibly difficult to get the information I needed about the program. I had to contact the dean in order to get the

information I needed. Yet this administrator is still directly involved in my success in this program. I am concerned that her involvement is having a negative impact on my success as a student.”

- “The coursework 2nd semester has been incredibly challenging and there is minimal understanding or support from teachers. I have mostly adjunct professors this year and I think my experience first semester was more positive and welcoming...”
- “There is not enough support from faculty around classwork advising and overall research advising. Faculty seem to be busy and do not make enough time to connect with students.”
- “The advisors for the education program have been extremely disappointing. Quality of education we are receiving from professors. I have spoken with multiple classmates who have all expressed disappointment and frustration.”
- “My instructor is non-responsive to email questions regarding course content. I have emailed her twice regarding upcoming assignments. Once she did not respond for a week- (the day before the essay due), and only after I sent her a follow-up email. I emailed asking why I received only partial credit on another assignment (b/c no reason was specified as to why), that was 12 days ago. I have yet to hear a response. This is particularly frustrating given I am paying 9k for a semester. I would have thought SFU would ensure a higher standard for their faculty.”
- “The advising structure needs serious revision at USF. I feel totally unsupported and totally lost most of the time with no clear direction or understanding of expectations. Most of the time I am meeting with professors who are not my advisor because they are the only ones who respond to emails and who have gotten to know me as a student.”
- “...together as a program I do not feel I get support or a better understanding of this program. Students can clearly tell that instructors, advisors, and coordinators do not communicate with each other and it sucks because the students invest A LOT of money in this program. With the tuition being so expensive, students did a lot of research to pick USF and feel their investment is not receiving a great return.”
- “Do I even have a dedicated advisor? As far as I know, my Sacramento campus has three permanent administrators, none of whom has been able to serve as an advisor to me. When I have asked questions, they have not been able to answer them or even point me to someone who could.”
- “Responsiveness varies greatly from professor to professor. Some are excellent, others are nearly impossible to reach.”
- “Apparently my advisor left this year so I was assigned a new advisor. In both cases I had to reach out to the advisors as there was no introduction or communication.”
- “Advising is deplorable. We are constantly informed of new, MANDATORY requirements needed to graduate. Advisors seem to have little care or interest regarding student work/life balance or mental health. Advisors seem to be entirely concerned with pushing students out to graduate rather than aiding student success.”

- “There is no way to talk about how faculty treat you while you are in the dissertation process. Lack of support, no follow through and no recourse when the faculty do not do what you are paying them for...”
- “My advisor and several of my professors never seem to have the time or interest. When I have emailed my professors, they rarely get back to me in a timely manner. Most do not keep regular office hours on campus. This concerns me as I get closer to writing my dissertation.”

Ideas offered by respondents for improving in this area:

- “As a doctoral student, I would like to have more guidance on publication and research presentation.”
- “The advising in our department can be much improved in supporting research interests. Opportunities are presented to expand level of understanding. I would like to see an increased level of opportunities for getting involved in research.”
- “There is no real structure to the advising piece within IME. I think that students would benefit more from having scheduled times rather than have all students going to one advising session--that is not very personalized.”
- “Being assigned to one advisor, especially if assigned to one who is non-responsive, is an unrealistic model. The advising needs to be restructured where students are able to go to more than one faculty member for advising/help and not be dependent on one person. It is completely limiting when only one person is able to approve things like IRB forms and they are unreachable or do not know you because no relationship has been formed. I personally have been lost in an endless cycle of no support from the university for a month and had to reach out to people with no affiliation to USF for help. Without outside resources, there would be no way I would be successful at USF when I should be able to rely on my university for help.”

Faculty

The overall perception of the campus climate within the qualitative comments from the School of Education Faculty population, was skewed negative. However, there were some positive comments as well. Respondents offered the following:

- “I joined USF this year from another institution, and the USF climate is much warmer than my former place of employment.”
- “I have felt respected and heard...”
- “...Positive: great learning cultures; high quality...”
- “I feel the social justice focus of the Jesuits stands out at USF.”
- “USF is very effective in cultivating a campus culture rooted in the values of our Jesuit, Catholic mission. I have experienced this both as a faculty and as a parent of two of my children who completed their undergraduate degrees at USF.”
- “I love the people I work with in the school of education- very good, kind and driven people.”

There were two major themes that emerged within the qualitative data for Faculty respondents, that were supported by the quantitative analysis as well. The first theme was issues of diversity and race. Respondents offered the following comments:

- “I heard offensive racist remarks by students.”
- “Black male faculty are excluded from full time employment thus representation - just look at the composition of the leadership and the Deans. This is a joke - I don't even know why there is a survey.”
- “several experiences. key one that reoccurs is being confused for other colleagues on the basis of a shared racial/ethnic identity. this occurs frequently.”
- “The prior Dean did not listen to faculty concerns, and pushed a lot of faculty of color out of the university, especially African-American faculty and other faculty of color - if not directly, then certainly because of the poor climate that was created under his leadership. Our new Dean is much better. She is a trusted leader whose compassion and personhood is appreciated by most in the School of Education.”
- “On several occasions, I witnessed my colleague (a young, African American women) being excluded from meetings which should have included her and her expertise, and generally isolated from others in her office environment.”
- “Exclusion is happening on many levels.”
- “Because this was an influential staff member I did not say anything because I did not want to take on a senior staff member. the person was making fun of faculty for being lazy and not able to write. he then asked my colleague (a female person of color) to get water for him.”
- “I had a series of images of social justice art work on the classroom that I was teaching over the summer. On one of the images featuring a piece of art work that depicted an African American woman, someone had written on the picture, "Who is this? Diana Ross? HAHHAHAHA? and then scribbled over it. I noticed it in between one of our class sessions and I took the picture down right away.”
- “Someone on the UPRC made comments negative about a candidate's accent.”
- “Why can't they find African American male faculty simply because they stack these committees with people who look like them and they are uncomfortable with Black males.”
- “I know folks in student life who were overlooked or harshly critiqued or not offered job opportunities because they were vocal about issues. they also were people of color.”
- “I have noticed in the comments students make or in the writing of their papers that there is a lack of acknowledging one's own privilege, as well as a disparaging feeling about other students pain, especially around issues of race.”
- “Yes, I think I have had more positive experiences than many faculty of color at USF, who have been victims of micro-aggressions.”

Ideas offered by respondents for improving in this area:

- “I think every student and staff member needs to do through diversity training, where they learn about white privilege.”
- “Topics of diversity should be integrated into all class instruction and emulated within the classroom environment.”
- “Hiring more diverse faculty, maybe with specific money designated to that goal...”

- “Offer additional support for African American students (both grad and undergrad).”
- “Recognize and do more to value and retain part time faculty and people of color.”
- “Being more proactive to address campus climate issues and not waiting until issues happen. providing more training for staff, faculty and throughout students' experiences around their biases and how to work with diverse others and how to challenge oppression within society.”

The second theme, which was clearly represented in the quantitative analysis as well, was issues with the treatment of non-tenure-track faculty. Respondents offered the following:

- “I believe there is little effort by the Department Chair to support Adjunct Faculty. Favoritism is often displayed toward some students and not others by the Chair, and toward Adjunct Faculty as well. My Program Director, however, is terrific and very supportive. I would appreciate regular information from the Department about activities, and information.”
- “As adjunct earlier communication is needed about whether or not we will be teaching the following semester so we can plan accordingly.”
- “I love my work and feel that I make strong contributions to my students and department, but my position feels continually tenuous and that uncertainty is a constant source of anxiety and stress.”
- “I am not asked for my feedback; tenured faculty get priority over me.”
- “Attempts at communication with administration have turned out to be a complete waste of time and energy.”
- “There is consistent lack of opportunities for adjunct faculty in particular. This happens despite part time faculty teaching the majority of courses and having the most contact with students. Their [sic] is no job security, PHP is applied haphazardly, and there is no compensation for many of the duties performed outside of the classroom such as service.”
- “Contracts are unrealistic. The job requires more time than allotted.”
- “I believe all part-time adjunct faculty feel their employment lacks job security. It's a very unfortunate for hard working faculty members, who continually have to seek employment at multiple universities in order to maintain a steady income.”
- “I feel as though my position and my value to the University depends more on student enrollment than on other skills that I hold, such as the ability to teach, manage, write, etc. Generally, I feel that my position is tenuous, which causes me to continually think of a back-up career plan in the event that my contract is not renewed.”
- “As an adjunct, I feel that I am not completely aware of all the procedures and norms on campus.”
- “Term faculty do not know if they have job security and are working very hard to support the students and campus. There needs to be more commitment to working with community and social justice efforts as part of Ignatian spirit that the campus embraces that should be included and equal to our teaching load.”
- “There is no job security for adjunct faculty and little opportunity for advancement. There are situations where someone who has been teaching for a few years obtains PHP and someone who has been teaching much longer has been passed over but continually [sic] rehired. It is truly sad to see this kind of exploitation of professionals happening and

general lack of concern on the part of the administration, board of trustees and full time faculty.”

- “Term faculty have limited job security.”

Ideas offered by respondents for improving in this area:

- “Faculty mentorship and a coaching voice would go a long way. Again, the department and university does not care about adjuncts, period.”
- “As an adjunct faculty member it is difficult to contact someone to express interest in teaching. I’m mostly contacted when there is an emergency or immediate fill needed. I think the process should be more streamlined (possible through an online system to submit requests) with seniority in mind. (461)

In addition to the major areas of concern above, there were also a number of negative comments that fell into the following three categories: lack of child care assistance, feelings of not being valued as Faculty members, and wanting phased out retirement packages.

Staff

The overall perception of the campus climate within the qualitative comments from the School of Education Staff population, was negatively skewed. Compared to the Staff in other schools, respondents offered much fewer comments. However, there were several positive comments as well. Respondents offered the following:

- “My new direct supervisor is wonderful, and I feel incredibly supported by her....”
- “I would recommend USF is a good place to work within certain departments and with certain administrators/supervisors. For me, USF generally has been a very positive place to work....”
- “Overall I think USF is a good place to work and I enjoy being here.”

There was one major theme that emerged within the qualitative data for Staff respondents, that was supported by the quantitative analysis as well. The theme was not feeling valued or heard. Respondents offered the following:

- “Staff are highly educated and at times we are seen as clerical help, instead of the knowledgeable and devoted individuals that we are. We care about USF and our students.”
- “Staff are not seen as individuals that contribute to the success of our programs, our students. The climate is that faculty are superior. If you don't have a Doctoral Degree you are seen as lesser than and your contributions are taken for granted.”
- “At multiple meetings over the last several years, I have experienced silencing or dismissive comments as a result of my gender and perhaps age. I have witnessed other colleagues be silenced and have seen leaders at the university participate in that silencing. I have also experienced comments from faculty (as a staff) that were dismissive.”
- “I have had several experiences at USF where my opinion and contributions have been undervalued by faculty and senior leadership. Though I have an advanced degree in my

field from an Ivy League school, I often feel as though the staff are treated like the children and the faculty are the adults at USF. I have had this happen a number of times with one particular faculty member who has an explosive personality, and often uses divisive, threatening language and tone with me in person, on the phone, and especially in emails.”

- “I just feel like i'm never heard in the group.”
- “...I don't know how well staff opinions are valued or at least it doesn't seem valued equally...”
- “I have been in multiple situations over the last year where a senior administrator, or fellow staff members spoke over, silenced or ignored other comments from staff. Depending on the situation I have tried to speak up in the moment, but at times have done nothing depending on the position of the other administrator. In many of these meetings, I have witnessed female staff have to frame things in just the right way to be heard and not perceived as aggressive.”

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

- “Go beyond taking feedback. For leadership to take courage in addressing issue of being risk-averse and only hearing from people with seniority. Equitably distribute job responsibilities.”
- “Active [sic] listen to the community. Be less numbers-driven. Recruit the diverse body of students that you report to recruit (including African American students), and recruit from within the Bay Area. Practice the transparency and equity that you report to. Value and promote employees who do their jobs well and work hard and don't promote employees who do their jobs poorly and do very little work. Acknowledge that there exists a hierarchy between faculty and staff and take action. Create pathways for promotion/advancement for staff.”
- “People committed to social justice can often times also be unreasonable and really tough to work with! Conversations on the diversity of ideas may be helpful. Recognizing we are all in this together may help shed some light on these issues.”
- “Increase accountability of various departments. IT, Career Services, Alumni Services, etc, all need improvement. Faculty and staff have no idea what services are available, what units do what, etc. Staff are not valued as important contributors to the school. Environmental Sustainability is poor, and I don't know where to go to suggest improvements. Reward good work and help identify areas for improvement and help guide staff toward making those improvements.”
- “Hire for diversity, anti bias training and inclusivity training at the highest levels of the institution so that senior administration can work on inclusion in meetings and in all environments.”

Conclusion

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