EXECUTIVE SUMMARY

2002 USF Campus Climate Survey

A Report on the Attitudes and Experiences of

USF Faculty and Staff

By

James C. Cavendish, Principal Investigator
Associate Professor
Department of Sociology
University of South Florida
4202 East Fowler Ave., CPR 209
Tampa, FL 33620
813-974-2633

With Graduate Students:

Jessica Barber, Penny Blackwell, Muriel Cook, Beth Eschenfelder, Terry Johnson,
Jennie Lai, Ana Melgar, John Bryce Merrill, and Virgie Peters

Date of submission: January, 2004
In consultation with Planning Partners:

Lisa Costas, Athletic Council  
Jose Hernandez, Latino Faculty and Staff Association  
Diane Briscoe, Black Faculty and Staff Association  
Lyette Pate, Committee on Black Affairs  
Arlene Swartz, Title IX Committee  
Eric Wheeler, USPS Senate  

Marion Becker, Equal Opportunity Committee  
Jennifer Baggerly, Committee on Issues of Sexual Orientation and Gender Identity  
Gregory Paveza, Faculty Senate  
Sue Viens, Committee on Women’s Status  
David Baird, A&P Council  

&

Members of the Provost’s Steering Committee

Bertha Peoples Alexander, Associate Director, Budget and Policy Analysis  
Robert Chang, Vice Provost  
Trudie Frecker, Associate Vice President, Human Resources  
Wilma Henry, Associate Vice President, Student Affairs  
Jose Hernandez, Director of Diversity  
Sheila Holbrook, Executive Assistant, Administrative Services  
Olga Joanow, Associate General Counsel  
Deborah Love, Associate Vice President, Diversity and Equal Opportunity Affairs  
Sandy Lovins, Director of Human Resources  
Marvin Williams, Associate Dean, Diversity Initiatives, College of Medicine  
R.B. Friedlander, Interim General Counsel (at time of survey)  
S. David Stamps, Provost (at time of survey)  
Tennyson Wright, Vice Provost (at time of survey)  

In Cooperation with:

USF’s Office of Information Technologies
2002 USF Campus Climate Survey

EXECUTIVE SUMMARY

The University of South Florida (USF) 2002 Campus Climate Survey was designed to provide quantitative and qualitative information about perceptions, levels of satisfaction and specific experiences among faculty and staff on the USF Tampa campus in the areas of diversity, equity and inclusivity in campus life. Several methods were utilized to administer the survey: e-mail/intranet, mail, and one-on-one interviews for those participants needing special assistance. Full-time faculty and staff (A&P, or Administrative and Professional, and USPS, or University Support Personnel) at the Tampa campus were surveyed during September – October 2002. The survey included both closed and open-ended questions concerning attitudes relative to diversity, climate, morale, individual experiences at USF, issues faced by women and minorities, and general demographic information.

The main objective of this research initiative was to use the results of the survey as a part of a strategic planning process to enhance diversity and the overall campus climate at the University of South Florida Tampa campus. Overall the survey results add insight into USF faculty and staff experiences and perceptions and offer a wide variety of research topics requiring in-depth exploration.

Among the most significant findings presented in this report are the following:

**Characteristics and Representativeness of Survey Respondents**

A total of 1,827 out of 5,029 faculty, A&P, and USPS employees on the Tampa campus responded to the survey for an overall response rate of 36.3%. 1,664 employees responded to the online survey, and another 163 filled out the pencil and paper survey and returned it through campus mail. A response rate of 36.3% is a respectable response rate for surveys administered primarily online, and a good rate for campus climate surveys of this nature. In other words, we can be reasonably confident that the responses of the 1,827 individuals who responded to the survey are reflective of the attitudes and perceptions of the larger USF employee population.

Survey respondents come from every university division and represent every major demographic characteristic of the USF employee population. The highest percentage of respondents indicate that they are affiliated with the College of Arts and Sciences (272 respondents or 16.8% of all respondents), followed by Administrative Services (214 or 13.2%), Health Sciences (164 or 10.1%), other administrative offices (141 or 8.7%), Student Affairs (134 or 8.3%), and Education (128 or 7.9%). In terms of race, 1,229 (or 74.4% of) respondents indicate that they are White, 164 (or 9.9%) report being Black,
114 (or 6.9%) report being Hispanic, 41 (or 2.5%) report being Asian, and another 104 (or 6.3%) report some other race (e.g., Middle Eastern, Native American, multiracial, etc.). Because these proportions are relatively consistent with their proportions in the larger USF population, we can also be reasonably confident that the survey responses of the various university divisions and of various racial and ethnic groups are representative of the attitudes and perceptions of these groups within the larger USF employee population.

The only group that appears to be over-represented in the survey is women. In other words, women responded to the survey with greater frequency than we anticipated based on their numbers in the USF employee population. Instead of there being an almost equal number of female respondents as male (which is what we were expecting), a total of 1,019 (or 61.6%) of the 1,655 respondents who reported their sex stated they are women (women represent 53% of USF employees), and only 636 (or 38.4%) of respondents reported being male. This finding is particularly surprising given that males tend to out-respond females on web-based surveys in general. The over-representation of women in the USF campus climate survey leads us to believe that women at USF are either more interested in the topic than men, or are more likely to be in work positions that made the completion of the online survey easier.

**Attitudes Relative to Diversity and Climate at USF in General**

In order to determine respondents’ attitudes about whether USF provides adequate opportunities to increase understanding of diverse groups, respondents were asked to report their level of agreement with the statement “USF provides opportunities that promote better understanding of.....” followed by a listing of eight different groups. Although respondents evaluated USF’s efforts in promoting understanding of some groups slightly more favorably than for other groups, for 7 of the 8 groups mentioned, a majority (over 50%) of respondents reported that they either agreed or agreed strongly that USF provides such opportunities. Racial and ethnic minorities, women, and people with disabilities are among the groups respondents feel are best served by USF’s efforts to promote understanding of diverse groups.

Respondents agree/strongly agree that USF provides opportunities to increase understanding of:

- 73% racial and ethnic minorities
- 72% women
- 67% people with disabilities
- 62% people of different religious backgrounds
- 61% non-native English speaking people
- 56% people of different political affiliations
- 52% people of different economic backgrounds
- 42% gay and lesbian individuals

These data indicate that a variety of groups especially those from different economic backgrounds, as well as gay, lesbians and bisexual would benefit from USF’s efforts to increase the understanding of diverse groups. It is these two groups that most respondents...
identify as being under-represented in programs and initiatives designed to increase respect for diversity.

Respondents’ ratings of USF’s efforts to foster understanding of diverse groups are, in part, dependent on the gender and race of the respondent him/herself. Women, for instance, are less likely than men to be satisfied with USF’s initiatives to encourage understanding of women.

- Whereas 69.1% of women either agreed (53.2) or strongly agreed (15.9%) that “USF provides opportunities that promote understanding of women,”
- 78.4% of men either agreed (46.3%) or strongly agreed (32.1%) with the statement.

Similarly, although the majority of racial and ethnic minorities agree that USF is doing a good job promoting understanding of various racial and ethnic groups, Blacks report least favorable evaluations, followed by Asians, Latinos, and Whites. The following breakdown represents the percentage of each group that agrees with the statement “USF provides opportunities that promote better understanding of racial and ethnic minorities.”

- 54.4% of Blacks agree
- 68.3% of Asians agree,
- 68.8% of Latinos agree,
- 77% of Whites agree.

Arab/Middle Eastern respondents give relatively low ratings to USF’s efforts to enhance respect for people of different economic, religious, and political backgrounds and beliefs. This latter finding is not surprising in light of the climate in our nation following the events of September 11, 2001.

In sum, survey respondents are not in complete agreement about where efforts to increase respect for diversity should be targeted. Many female respondents call for additional education and understanding of women, whereas many Blacks and Arab Americans call for additional initiatives on behalf of racial, ethnic, religious, and/or political minorities.

Respondents, in general, agree that it is easy at USF to get to know people of different racial and ethnic backgrounds.

- A full 72.4% of respondents either agree or strongly agree with the statement “At USF getting to know people with racial/ethnic backgrounds different from my own has been easy.”
- 27.6% either disagreed or disagreed strongly with the same statement.

What’s particularly noteworthy and positive about the data on this specific question item is that the level of agreement does not systematically vary across the sexes, racial and ethnic groups, between people of different sexual orientations, or between those with and without a disability. In other words, people of different sexes, races and ethnicities, sexual orientations, and disability status share virtually the same level of ease in getting to know people of different races on this campus.
Respondents indicate very high levels of comfort in sharing their work environment with people of diverse backgrounds, with slightly lower comfort levels around openly gay, lesbian, or bisexual co-workers. In contrast, gay, lesbian, and bisexual co-workers not only meet, but also exceed, every other category of respondents in terms of their own comfort working and associating with diverse colleagues.

Climate in the University and the Work Unit
Respondents in general report strong feelings of acceptance at both the university level and the level of their work unit. Feelings of acceptance are somewhat higher in their immediate work environment than at the university in general, a finding attributable perhaps to the fact that such feelings are often generated in more close-knit groups. Although men and women are equally likely to feel accepted at USF, other segments of respondents report lower feelings of acceptance. Black and Arab/Middle Eastern respondents are less likely than Whites, Asians, or Latinos to report feeling accepted at the university and in their immediate work environments. Feelings of acceptance at USF also appear to differ for those of different sexual orientations and disability statuses. In comparison to heterosexuals, gay, lesbian, and bisexual respondents give significantly lower mean scores on feelings of acceptance at the university and in their work environments. In comparison to those without disabilities, those with a disability give slightly lower ratings on feelings of acceptance at the university in general and in their immediate work environments. These findings suggest that efforts to promote stronger feelings of acceptance among the USF employee population should be targeted toward Blacks, Arab Americans, gays, lesbians and bisexuals, and those with disabilities.

USF’s Support for Racial and Ethnic Diversity
When asked whether USF is taking sufficient steps to support racial/ethnic/national diversity among the faculty/staff and students, respondents voice moderate levels of agreement, with more respondents agreeing with these statements than disagreeing. Respondents voice the highest level of satisfaction with USF’s support of diversity among students, moderate levels of satisfaction with its support of diversity among staff, and lowest levels of satisfaction with its support of diversity among faculty.

When asked whether they believe “USF has visible leadership…to foster diversity on campus” or whether “USF provides activities to promote multicultural understanding,” respondents again report higher levels of agreement than disagreement. Respondents’ attitudes on these issues appear to vary across racial groups, however. Specifically, Arab/Middle Eastern respondents and Blacks are the least likely to agree either that USF has visible leadership or that it is taking sufficient steps to foster diversity, and in some cases their average scores reveal an overall level of dissatisfaction among these two groups. Blacks are also less likely than whites to agree either that USF is taking sufficient steps to support racial/ethnic/national diversity among the staff, faculty, and students, or that “USF provides activities to promote multicultural understanding.” On this latter measure, however, the average scores for all racial groups indicate higher levels of agreement than disagreement.
Heterogeneity of Responses about Diversity Efforts

A careful analysis of responses to the first free-response question inviting respondents to comment on the survey reveals a variety of opinions about USF’s efforts to support diversity and multicultural understanding. Although a small percentage of respondents believe that USF’s administration is not pro-active enough, an equally small percentage, especially among the staff, believe the university has gone too far in supporting diversity. To illustrate this, approximately 10% of the 217 staff that volunteered answers to an open-ended question on this topic reported that USF might be doing too much to promote diversity. What must not be overlooked, however, is that the majority of respondents fall in between these more extreme positions, and that overall there are higher levels of satisfaction than dissatisfaction with the administration’s current efforts to support diversity and multicultural understanding.

Respondent’s Suggestions about Diversity

Many respondents voice an interest in supporting the university’s efforts to promote diversity and multiculturalism, and they offer a number of suggestions to university administrators. Among the staff, these suggestions range from the need for additional presentations and special events on diversity, to the adoption of more creative and inclusive diversity program initiatives, to diversifying the food service. Many of the faculty’s suggestions for improving diversity and multicultural understanding focused instead on the curriculum, and here we see a desire among faculty for a stronger and more comprehensive international studies curriculum.

Free Expression of Ideas at USF

A large majority, 70% of respondents agree or strongly agree with the statement: “USF provides an environment for the free and open expression of ideas and opinions.” Thirty percent of respondents, on the other hand, either disagree (16%) or strongly disagree (14%) with the statement. A similar disparity of attitudes is evident in response to the question “University officials should have the right to ban people with extreme views from speaking on campus,” but here the distribution is more highly skewed in the direction of disagreement, with approximately 56% of respondents either disagreeing (24%) or strongly disagreeing (32%) with the statement. Further analysis of responses to these statements reveals that respondents’ answers are influenced by their level of educational attainment, their race/ethnicity, and their sexual orientation. Specifically, those with a post-graduate degree, those who are Middle Eastern/Arab, and those who are gay, lesbian, or bisexual are less likely to agree that USF provides an environment for the free and open expression of ideas and opinions.

Domestic Partners

Overall attitudes among USF employees toward the extension and adoption of domestic partner benefits are either neutral or favorable. Mean scores on the questions dealing with these benefits indicate there is more support than opposition for the adoption of such policies. Among the demographic variables represented in the climate survey, race, employment classification, age, and sexual orientation appear to be the strongest predictors of respondents’ attitudes toward domestic partner benefits. Blacks are less supportive than either Whites or Hispanics, USPS staff are less supportive than A&P
staff, who are, in turn, less supportive than faculty, and those over 60 years-old are less supportive than every succeeding generation. Not surprising, gays, lesbians, and bisexuals reported the highest levels of support for domestic partner benefits, far surpassing their heterosexual colleagues in calling for the adoption of such policies. Analysis of responses to the first free-response question inviting respondents to comment on domestic partner benefits reveals a wide array of opinions, both pro and con. Many respondents report that such benefits are needed either to bring USF in line with many other colleges and universities; to enhance the university’s capacity to attract the highest quality faculty and staff; or to end what is seen as a discriminatory practice. Other respondents believe such benefits should not be pursued, stating that they are either contrary to their own personal religious values, or that they would be too expensive for the university to implement.

Climate in the Work Unit
Most respondents to the survey report satisfaction with the climate of diversity and fairness in their department and work units. Of the various dimensions of climate measured, the highest level of satisfaction is expressed with respect to the fairness of job performance evaluations, followed by fairness in allocation of work load. The least amount of satisfaction is evident with respect to equality of treatment of women and minorities in the work unit. Interestingly, women and men report similarly high levels of satisfaction, and both sexes appear to be pretty highly satisfied with these various dimensions of workplace climate. Comparison of levels of satisfaction across racial groups, however, reveals that certain racial and ethnic minority groups (i.e., Black, Hispanic, and Arab/Middle Eastern respondents) are less satisfied than Whites with the climate of diversity and fairness in their work units. Although most racial/ethnic groups manifest similar levels of satisfaction with the climate of diversity and fairness in their work units, Black, Hispanic, and Arab/Middle Eastern respondents report lower levels of satisfaction than Whites in efforts to recruit minorities, and Blacks report lower levels of satisfaction than all other racial/ethnic groups in their supervisor’s allocation of work load and evaluation of job performance.

Attitudes Relative to Morale
Of the six statements on the questionnaire designed to measure levels of morale among faculty and staff at USF, respondents reported higher levels of satisfaction than dissatisfaction to four of them. Among the four questions receiving responses of agreement, the highest level of agreement is expressed with respect to feeling “as though I belong to the USF community,” followed by believing that “taking a leave from work for personal or family reasons... would not hinder... opportunities for advancement.” More moderate levels of satisfaction were voiced with respect to “how performance evaluations are conducted” and “opportunities for advancement.” The least amount of agreement/satisfaction was expressed to the statement “I am satisfied with the recognition I receive for doing a good job” (as it appeared on the staff questionnaire) or “I am satisfied with the distribution of merit increases in my department” (as it was stated on the faculty questionnaire).
Quantitative analyses of these data on morale reveal that workplace morale is influenced by a variety of factors including employment classification, gender, disability status, age, and length of time at USF. Satisfaction with opportunities for advancement, for instance, is lower among USPS employees and those with disabilities, while USPS employees and those with disabilities are among the groups most likely to express fear that taking a leave from work might hinder their opportunities for advancement. Although both men and women tend to disagree that the “balancing of family and job obligations has become problematic” in their work unit, women are somewhat less likely than men to agree with this statement. Also, satisfaction with recognition for job performance/ distribution of merit increases is lower among faculty, those who are older, and those who have been employed at USF for 20 or more years. Workplace morale does not appear to be influenced by other demographic characteristics such as race/ethnicity and sexual orientation.

A total of 641 (or 35%) of respondents provided detailed comments on their morale at USF. This figure includes 214 staff, or 18.7% of the 1,146 USPS and A&P employees, and a total of 427 faculty (or 64% of the 667 faculty) who completed the survey.

Among the USPS & A&P Staff, responses to the open-ended question asking why they are not satisfied with their current opportunities or position revealed four major reasons why they may be dissatisfied with their current opportunities or position:

1. Dissatisfaction with inequities in job position selection, promotion, and/or evaluation;
2. Dissatisfaction with pay and/or benefits
3. Dissatisfaction with the adequacy of job training; and
4. Experience of discrimination or lack of respect.

The most frequently mentioned concern in both job classifications was the inequities they experienced in job position selection, promotion, and/or evaluation.

Of the 427 faculty who provided comments, the most frequently mentioned reasons for why they may not be satisfied with their current opportunities or position are:

1. Dissatisfaction with pay and distribution of merit increases
2. Dissatisfaction with workload and lack of adequate support staff;
3. Frustration with how bureaucracy interferes with ability to conduct quality research; and
4. Experience of discrimination or lack of respect

Experiences at USF

A full section of the campus climate survey was designed to gauge the frequency and nature of incidents and events on campus that run contrary to the university’s quest to create a welcoming, comfortable, and inclusive atmosphere for diverse populations.

Insensitive and Disparaging Remarks
Respondents were asked: “Please indicate the number of times within the last year you have heard a student (staff/faculty) make an insensitive or disparaging remark about...”, which was followed by a listing of a variety of groups. Most respondents report having heard these types of insensitive remarks either rarely or never. The most frequently heard disparaging comments relate to people with particular political beliefs, people of particular religions, of particular races/ethnicities, and people whose native language is not English.

**Events where Particular Groups would Feel Uncomfortable or Unwelcome**

A full 87.4% of respondents reported that, within the last year, they have not attended any college/university events where members of particular groups might have felt uncomfortable or unwelcome. However, a total of 212, or 12.6% of the respondents reported that they had attended an event at USF within the last year at which members of particular groups might feel uncomfortable or unwelcome.

Many of those who attended an event perceived as being uncomfortable for racial/ethnic minorities described events that would be uncomfortable for Arab or Middle Eastern people. They described primarily situations in which inappropriate or harassing remarks were made about Arabs as a reaction to the events of September 11, 2001.

When respondents spoke of events at which gay, lesbian, or bisexual people would feel uncomfortable, they usually spoke of social events for which the invitation/announcement did not include “significant others,” or social functions where gays, lesbians, and bisexuals felt uncomfortable inviting their significant others.

Many others reported having attended events perceived as being discomforting for those of particular political affiliations.

**Employees’ Treatment of Students**

When respondents were asked whether they “have ever witnessed any USF employee (faculty or staff) take advantage of a student, research assistant, or teaching assistant,” 86.7% responded “no”, and 222, or 13.1%, of the 1,689 respondents answered “yes.”

In the data gathered by those who commented on such instances, the most common report of mistreatment was an employee asking and/or expecting a graduate student to either work in excess of the contracted workload or to conduct menial work, personal work, or other inappropriate tasks.

**Personal Experiences of Harassment**

Of the 1,637 faculty and staff who responded to the question “Have you personally ever been the target of harassment at USF?”, a majority of respondents (1,226, or 74.8%) did not indicate being the recipients of any form of harassment at USF. However, some respondents (411 or 25.1%) report being the target of some form of harassment during their time at USF. The form of harassment that affects the greatest number of USF employees overall is harassment based on gender, with 201 respondents indicating that they’ve experienced this form of harassment. Other forms of harassment affecting USF
employees, listed in descending order, are harassment based on race/ethnicity (119), harassment based on age (100), class (74), political beliefs (64), religion (56), and sexual orientation (40).

Converting these raw numbers into percentages based on the representation of different groups among the survey respondents reveals that: 13.9% of female respondents report having experienced some form of harassment based on gender during their time at USF; 3% of Whites, 21.3% of Blacks, and 17.5% of Hispanics report having experienced harassment based on race/ethnicity; and 37.9% of gay and lesbian respondents report having experienced harassment based on their sexual orientation.

In looking through respondents’ descriptions of these instances, it is clear that “harassment” was understood very broadly to include both serious incidents as well as more benign events (e.g., verbal comments described as “mildly offensive”, the reading of graffiti, etc.). Given this variety of responses and the fact that “harassment” was not clearly defined on the questionnaire, it is reasonable to conclude that this figure is based on a very broad understanding of “harassment” among the respondents. Many other university and college campus climate surveys similarly do not define “harassment” for their respondents, choosing to leave it vague in order to capture broader information about workplace climate issues. Of the few university campus climate surveys that did define “harassment” they adopted a legal definition and thereby narrowed the scope of responses.

Experiences of Racial and Ethnic Minorities

Of the 423 racial and ethnic minorities who completed the survey, 287 (68%) completed a special section of the survey intended for racial/ethnic minorities. In this section, racial/ethnic minorities were asked to report the frequency with which they have experienced various kinds of unpleasant or potentially offensive situations. Results reveal that, on average, racial and ethnic minorities at USF rarely if ever experience overt mistreatment while on campus due to their minority status.

However, when they do encounter unpleasant or potentially offensive situations, it is usually in the form of either feeling like they are expected to speak on behalf of their minority group, or feeling a need to minimize some aspect of their culture in order to fit in. All respondents were provided the opportunity to offer recommendations for improving the campus climate for racial and ethnic minorities. Among the most common suggestions were:

1. continue or improve dialogue between racial and ethnic groups on campus;
2. continue or improve recruitment of racial and ethnic minorities;
3. increase sensitivity and awareness of racial and ethnic differences; and
4. offer more events that raise multicultural awareness.
Experiences of Women

Of the 1,019 women who completed the survey, 975 (96%) completed a special section of the survey intended for women. In this section, women were asked to report the frequency with which they have experienced various kinds of unpleasant or potentially offensive situations. Results reveal that although some women have experienced various forms of mistreatment due to their gender, the frequency with which women report these occurrences is relatively low, and somewhat lower than the reports of mistreatment among racial or ethnic minorities and among gays, lesbians, and bisexuals. Of the various kinds of unpleasant experiences encountered by women, the most frequently reported are feeling like their ideas weren’t listed to as carefully as their male co-workers’ ideas, and feeling like their work wasn’t valued as highly as their male co-workers’ work.

All respondents to the survey were provided the opportunity to offer recommendations for improving the campus climate for women. Among the most common suggestions were:

1. improve security on campus to foster personal safety;
2. adopt a more liberal family leave policy;
3. diminish or eliminate salary disparities between men and women;
4. increase availability of affordable child care;
5. offer events that raise awareness of women’s issues; and
6. improve recruitment of women to administration, faculty, and staff.

Experiences of Gays, Lesbians, and Bisexuals

Of the 94 Gays, Lesbians and Bisexuals who completed the survey, 84 (or 89%) completed a special section of the survey designed to measure the frequency of experiencing various kinds of unpleasant or potentially offensive situations. Of the various situations gays, lesbians, and bisexuals were asked about, the most frequently encountered was one in which they avoided disclosing their sexual orientation/preference for fear of negative consequences or to avoid intimidation. However, on average, gays, lesbians, and bisexuals at USF rarely if ever experience overt mistreatment due to their sexual orientation/preference while on campus.

All respondents to the survey were provided the opportunity to offer recommendations for improving the campus climate for gays, lesbians, and bisexuals. Among the most common suggestions were:

1. ensure security of gays, lesbians, and bisexuals who choose to disclose their sexual orientation;
2. provide domestic partner benefits;
3. offer events that foster dialogue and raise awareness and understanding of gay, lesbian, and bisexual people; and
4. recruit more openly gay people to top positions.
Experiences of People with Disabilities

All 66 (100%) of respondents who reported having a disability completed the section of the survey designed to measure the frequency with which they have experienced unpleasant or potentially offensive situations. As with the other groups, people with disabilities, on average, report rarely, if ever experiencing over mistreatment due to their disability status. Of the various situations people with disabilities were asked about, the most frequently encountered – though still quite infrequent -- was the lack of accommodations. In fact, numerous respondents, when asked to comment on their answers to these questions stated that the university could do a better job of meeting ADA regulations for building accessibility. The second most frequently mentioned experience among people with disabilities is the decision to not disclose their disability due to a fear of negative consequences.

All respondents to the survey were provided the opportunity to offer recommendations for improving the campus climate for people with disabilities. The most commonly voiced suggestions were

1. improve access by regularly inspecting doors, sidewalks, and parking lots;
2. increase the number and visibility of signs and markers on campus;
3. work to ensure all buildings meet ADA requirements;
4. increase educational efforts among supervisors, faculty, staff, and students about disabilities and mental illness; and

Offer events that foster dialogue and raise awareness.

---

1 A&P staff typically have positions in administration and management and are appointed for contract periods. USPS staff typically have positions involving professional, paraprofessional, administrative, clerical, secretarial, technical, service, or maintenance duties. USPS employees, in contrast to A&P, gain permanent job status after completion of a probationary period.