

Dear President Libby and Provost Paul,

Attached you will find the final version of the section of the Senate whitepaper on Diversity and Heritage. As you are aware, this section of the report was delayed so that it could be completed over the summer by senators who graciously gave of their time to complete the report. The report has been endorsed by the Senate. There is, however, agreement in the Senate that more work be done on the report to fully develop the section on Sexual Orientation. It was the sense of the Senate that this section needs further work, but, even so, that it was important to bring to your attention in a timely fashion the issues currently covered by the report. The Senate is strongly committed to further work on the section on Sexual Orientation and bringing it forward to you for your consideration.

A handwritten signature in black ink, appearing to read "M Branton". The signature is fluid and cursive, with a large initial "M" and a stylized "Branton".

Michael Branton, chair
Faculty Senate

Faculty Senate ad hoc committee on Religious Heritage and Diversity¹
Approved by Faculty Senate 14 September 2009

Committee members: Kimberly Flinthamilton, Chair; Susan Peppers-Bates; Megan O’Neill; Sims Kline; Shawnrece D. Campbell, Jesus Alfonzo

Heritage and Character

Florida’s first private university, Stetson University, was founded in 1883 by Henry A. DeLand, a New York philanthropist, as DeLand Academy. In 1887, the Legislature of the State of Florida enacted the Charter of Deland University as an independent institution of higher learning. The university’s name was changed in 1889 to honor John B. Stetson, the nationally-known hat manufacturer who gave generously of his time and means to advance the quality and reputation of the institution, and who served, with Mr. DeLand and others, as a founding trustee of the University. The first charter stated that the objective of the University should be “to promote the general interests of educations, and to qualify its students to engage in the learned professions or other employments of society, and to discharge honorable and usefully the various duties of life.” Stetson’s first president, Dr. John H. Forbes, clearly described the commitment to teaching that has been a hallmark of the University throughout its history:

Buildings, libraries and apparatus are good and give added power, but the vital contact of students with a vigorous and stimulating mind and heart—this is the sine qua non of a successful education. . .The most important thing is to find men and women of large heart and mind, apt to teach and full of enthusiasm and stimulating power. . .to develop in the student the habit of independent judgment—of investigating statements and principles for oneself, and thus for oneself discover their truth or falsity.

In its early years Stetson University developed a relationship with the Florida Baptist Convention that lasted 110 years. That relationship was formally dissolved in 1993. Today, Stetson University is a non—sectarian, comprehensive, private university composed of individually strong undergraduate programs in various colleges and schools, and a selected group of academically distinctive graduate, professional, and continuing education programs. We seek academically talented individuals with leadership potential and records of personal growth and community service. We promote and support scholarly and creative activity among students,

¹ This report draws on the following sources: The Stetson University Charter, the 1998 and 2002 reports on Stetson University’s diversity by Rita Nethersole followed by a telephone conversation with Nethersole; the *2005 Recommendations from the Faculty Senate ad hoc Committee on Diversity*; the *Academic Quality Initiative*; the 2008-2009 Stetson University Fact Book; the document *On the Path to an Inclusive Community: The Impetus and Challenge of Diversity at Stetson University* (Nance 2000); the Fall 2008 Faculty Senate *Report on Some Statistical Patterns Associated with the Tenure and Promotion Process at Stetson University* interviews with Diversity Chair Leonard Nance; Director of Public Safety Bob Matusick; then-President H. Douglas Lee, Chaplain Michael Fronk, former chair of the Gender Equity Council Mary Pollock, former chair of the Faculty Senate Michele Skelton, Deans Ballenger, West, and Scheiner, Vice President of Enrollment Management Deborah Thompson, Dean of Students Rina Tovar, Director of Institutional Research John Tichenor, Director of Student Judicial Affairs Thad Joseph, and various ALANA faculty members and students; comments from the Diversity Town Meeting in February 2009; and the two follow-up sessions to the Diversity Town Meeting in March and April.

faculty, and staff as a means to enhance learning, teaching, and professional development, and as a contribution to the broader base of knowledge.

DIVERSITY IN GENERAL

Stetson University has come a long way in the decades since we first proclaimed a commitment to diversity. In 1987-88,² incoming President H. Douglas Lee affirmed the university community's commitment to becoming a diverse and inclusive community dedicated to integrating values into the teaching and learning environment. At that time, Stetson was extremely homogeneous in terms of gender and race/ethnicity. Women faculty were very much in the minority and almost all the faculty was white. In 1988, the Faculty Senate affirmed the principle of diversity, and in 1989 the university hired its first successful tenure-track African American male faculty member. In reflecting on the path our community has taken over the years, Dr. Lee speaks of the ways that living our commitment to diversity has transformed lives.³ In the two decades since the university has been struggling to embrace and apply the concept of an inclusive community, the nature of the university has indeed changed. The feel of the university is different, as pointed out by Rita Nethersole in her 2002 report. It is for this reason that the Faculty Senate unanimously agreed to honor Dr. Lee for his commitment to diversity at the end of the 2008-2009 academic year.

For more than a decade, Stetson University has re-affirmed its commitment to diversity at every commencement ceremony by reciting the *Litany for the Stetson Community*. As part of the litany, the group says in unison: "We come together to celebrate and reaffirm our commitment to each other and to Stetson University, and to proclaim ourselves as active members of a loving and inclusive community." Diversity of experiences, particularly religious traditions, sexual orientation, gender, and race/ethnicity, is required to become the kind of inclusive community we desire. We have come a long way in the years since the faculty affirmed Stetson University's commitment in 1987-88, but we still have a long way to go, especially regarding racial/ethnic diversity. Racial/ethnic diversity at Stetson remains on the fringes of the university. We have talked the talk. The university has professed its commitment to inclusiveness in its mission and value statements. We have supported lecture series such as the Thurman Lecture Series the Values Council Lecture Series. We have even begun to walk the walk. The first African American dean was appointed in 2005. 6.6% of the DeLand campus faculty represent ALANA groups, and an additional 6.4% represent international faculty. And many faculty members have attempted to include diverse perspectives in their course offerings. Despite those sincere efforts, however, diversity remains an 'add on.' The curriculum remains heavily Eurocentric, the faculty is still largely white and male, especially at the higher ranks,⁴ and there is a persistent perception that diversity and quality are diametric opposites – one can have one but not the other. It will take a great deal more effort, and a commitment to expend the resources necessary, to transform Stetson University into a truly inclusive community. Rita Nethersole pointed this out in her 2002 report on diversity, in which she stated:

² From the document, *Stetson University, Commitment to Diversity, Summary of Tangible Achievement*.

³ Personal Communication, 13 May 2009.

⁴ The 2008-2009 Fact Book reports 162 white faculty members (98 white male, 64 white female) out of a total of 185, with 50 white male full professors compared with 16 white female full professors. The remaining 23 faculty are scattered among the following groups: Nonresident Alien, African American, Asian American, and Hispanic American.

Stetson still remains, at the student level, overwhelmingly white and out of alignment with any national or regional numbers. The numbers for the faculty, although improved, are still fairly dismal. ALANA faculty made up 5.5% of the faculty in 1993; that percentage is 8.8% in Fall 2000.⁵ The scarcity of ALANA people is reflected in a curriculum that is similarly Eurocentric. Despite valiant efforts, what Stetson currently has is not diversity, it is still tokenism. Too many women, ALANA students, faculty and staff, non-Christians and GLBT exist as “the only.” This tokenism places the token in the awkward position of representing his/her group even at the diminution of his/her own individual identity. At the level of students, ALANA students must adapt to an environment that knows little of their cultures and history. The situation with the faculty is even more disappointing since this lack of diversity is reflected in a lack of diversity in teaching and the creation of new knowledge. This is not an acceptable situation if Stetson is to provide a meaningful learning experience for everyone in the university.

Most importantly, in reviewing the steps taken to improve diversity at Stetson over the past ten years (Diversity Initiatives/Measures 1987-88), I find that most of the steps have been taken around the periphery of the institution. That is, the core of Stetson—who controls the institution, who teaches at the institution, who is taught at Stetson and what is taught at Stetson—has not been the focus of diversity initiatives. Stetson has done well at dealing with the outer layers of diversity; it has dealt well with symbolic issues and peripheral topics. The next level of the diversity effort must be one of integration; not integration in the context of the civil rights movement, which often meant assimilation. In this context, integration must mean the movement of diversity and diversity initiatives into the mainstream of the institution so that diversity becomes an element of quality as well as an assessment variable. It must be, in every sense, a priority. Current diversity activities are add-ons and do not touch the already existing practices which govern the institution, or determine who is hired, what is taught at Stetson. In addition, the peripheral status of current diversity initiatives makes them inappropriately vulnerable to budget cuts and employees’ layoffs and retrenchments.

In fact, shortly after Nethersole wrote her 2002 report, the funding for the Faculty Diversity Initiative, a plan that was created to hire faculty members from historically underrepresented racial/ethnic groups, or ALANA faculty, was cut. Although there have been diverse faculty hired since 2002 – i.e., several tenure-track faculty categorized as Asian, and two categorized as Hispanic, were hired between 2002 and 2008 – the diversification of Stetson University’s faculty has for the most part stalled out.⁶

Diversity Achievements

After over a century of segregation, in 1962 Stetson becomes the first white college in Florida to admit a black student, Cornelius Hunter.

1960 –1965

⁵ The ALANA faculty that Nethersole reported are in fact not all ALANA, but a mixture of ALANA and international faculty, another indication of the peripheral nature of diversity.

⁶ The non-white faculty hires made since 2002 have not been in ALANA designations.

Stetson University asserts its commitment to diversity, inclusiveness, and active forms of social responsibility by becoming (1) the first private university in Florida to integrate, 1960, and (2) the first university in Florida to graduate a Native American, Billy Cypress, 1965.

1976-79

Stetson University hires first African American, tenure-track faculty member as professor in the School of Music.

1987-88

Incoming President Doug Lee establishes Stetson's commitment to be a diverse and inclusive community and reaffirms outgoing President Pope Duncan's dedication to integrating values into the teaching and learning environment as a top priority during his presidency

1988 – Faculty Senate affirms principle of diversity.

1989-1991

Stetson University appoints 3 tenure-track African American faculty members, all of whom are still at Stetson University. Diversity Initiative expands to establish a concentrated effort to bring diversity to Stetson University's faculty, staff, student body, and leadership. Other initiatives focus upon diversity in curriculum, campus events, and organizations.

1991

Multicultural Educational Institute, chaired by Jessie Ball DuPont Endowed Chair Patrick Coggins, established to help foster Multicultural and Diversity Education that enhances harmony, understanding, and positive cross-cultural communication on campus, in the state and in national communities.

1991

Women and Gender Studies minor becomes available to Stetson University students.

1993-1995

Religious diversity and inclusiveness reaffirmed as university priority during the restructuring of Stetson University's historic relationship with the Florida Baptist Convention.

1993

University initiates gender equity in athletics.

1994

University initiates gender equity program in athletics. Bulletin revised to include sexual orientation in its non-discrimination clause.

1994 – First woman appointed as Vice President on DeLand campus.

In 1995-96 in a formal inaugural ceremony, the Howard Thurman Program is established to integrate the works of scholars and community leaders to seek solutions to social, religious, and ethnic problems.

1996 - Howard Thurman Program and Lecture Series established to honor the life of African American minister and scholar, Howard Thurman, and to integrate the works of scholars and civil rights leaders to seek solutions to social, religious, and ethnic problems

1997

Stetson University ALANA Council is formed to identify issues and create solutions that foster an inclusive campus community that values diversity.

1998

University Diversity and Women's Council formed.

University trustees adopt Diversity Plan as university policy.

The Faculty Diversity Initiative seeks to increase our ALANA faculty.

1999-2000

Cross Cultural Center established to foster a diverse committee.

Africana Studies minor first became available to Stetson University students.

1999

The University mission statement, revised by a joint committee of Values Council and Faculty Senate to emphasize our six values commitments, including "being a diverse and inclusive community." Revised mission statement approved by all colleges/schools, the President's Staff, and the Board of Trustees in 2000.

1999

Cross-Cultural Center opened and dedicated to promoting diversity awareness and understanding

2001

Diversity Consultant Rita Nethersole returns to evaluate campus progress following 1998 report on campus climate. Report submitted spring 2002.

2002-2003

University includes same-sex partners as part of employees' benefit packages.

2004

Dr. James Scheiner appointed Dean of the School of Business Administration – the first Dean and University officer of Jewish faith.

Stetson Board of Trustees appoints Harlan Paul as the first trustee of Jewish faith.

2005

The university appoints Dr. Leonard Nance as Dean of First Year Studies, the first African American Dean on campus and University Advisor on diversity.

- **Religion**

Religious diversity is one of the values that Stetson University has embraced. Upon making an application to the university, students are asked to indicate their faith traditions. There is no way to track the religious affiliations of faculty members. It may also be true that faculty of faith are underrepresented because the atmosphere may not be perceived to be very welcoming if one does not belong to one of the dominant faith traditions.

In terms of religious affiliation, students who indicate that they are Catholic make up the largest religious group. 19% of Stetson University students are Catholic, while 6.6% indicate that they are Baptist. But there is still a great deal of variety among the Christian denominations. Christian denominations, including Catholics, make up close to 98% of the students who indicated a religious preference. Students who indicate non-Christian faith traditions (e.g., Jewish, Muslim, Hindu) are very much in the minority (2.3%). For most students – 722 out of 2222 (32.4%) – religious affiliation is unknown.⁷ Stetson University currently has a Jewish Student Organization (advisor Eric Kurlander) and a Muslim Student Organization (advisor Jamil Khader) through which support for students of these faith traditions can be provided.

According to Chaplain Michael Fronk, Stetson University is moving in the right direction of religious inclusiveness. The key, he says, lies in interfaith dialogue. Through interfaith dialogue, students from different faith traditions have an opportunity to interact with each other, ask questions, and even experience that variety of faith traditions to which their classmates subscribe. This opens eyes and creates lasting bonds of friendship and acceptance. Such dialogue is facilitated by devoting at least one chapel service each semester to Muslim faith traditions and another to Jewish traditions.

What Stetson lacks, however, is meditative space. Rev. Fronk envisions a centrally-located chapel in which the symbols of various faiths are present as well as places for students to sit or kneel and reflect quietly on their faith. A room designated as meditative space, similar to what one finds in hospitals or airports, would be sufficient. Such a space would be useful to faculty as well as students. Space for faith counseling is also needed, i.e., a space where a minister and student might talk privately and confidentially over matters of faith. Rev. Fronk has indicated that his university office can serve as a counseling space for clergy.

Despite steady growth in Stetson's religious diversity, there are still occasional incidents of religious intolerance. Nethersole, e.g., commented in her 2002 report: "The only overt act of discrimination or intolerance I ever observed at Stetson was regarding religious discrimination as I overheard some young white male students refer to "towelheads" and "dirty Jews" in a conversation." In 2004 a student drew a swastika on the door of a fellow student, an incident over which the Jewish student ultimately withdrew from the university.

Recommendations

1. Study the faith traditions of faculty members to determine the level of diversity and faculty needs
2. Create an interfaith space dedicated to reflection and meditation
3. Continue to keep track of incidents of religious intolerance so as to have a better idea of the climate regarding religious diversity.

⁷ From the 2008-2009 Fact Book, p. 42.

- **Gender**

Stetson University has been striving for gender equity for decades. To this end, the Women's Council was formed. Now called the Gender Equity Council, it "identifies and responds to customs and habits which may perpetuate gender inequities within the university community and elsewhere."⁸ The university also supports a Faculty Women's Caucus and a Women and Gender Studies major. Stetson University has supported the annual performance of "The Vagina Monologues" beginning February 14, 2002.

During the Fall 2008 semester, the Faculty Senate created an ad hoc committee to study the tenure/promotion uncoupling phenomenon. Its preliminary findings indicate that women are 6% more likely to be tenured without promotion to associate professor than men. This study, however, did not take into account the following situations: women who were initially tenured without promotion but were subsequently promoted on appeal (2 incidents), and women who were denied promotion multiple times before ultimately achieving the rank of associate (2 cases of 2 unsuccessful attempts followed by a third successful attempt).

Another way of looking at the T/P data, therefore, might be to take into consideration the number of attempts. Rather than 14 T/P uncouplings out of 68 (20.6%), women have made 18 unsuccessful attempts to achieve the level of associate out of 72 (25%), compared with 11 unsuccessful attempts out of 71 for men (one man was denied promotion to associate twice), or 15.5%. Viewed in this way, attempts to achieve promotion by women are nearly 10% more likely to fail compared with attempts by men. The source of this major discrepancy must be identified and addressed.

Stetson University's *Parental Leave Policy* is also a source of frustration for families, especially for women faculty.

Parental Leave (3.3.16.1 of the Faculty Handbook)

The faculty member requesting Parental Leave would be granted six weeks of leave with no duties. During the first four weeks of leave, the faculty member would be paid at 100% of his/her regular base salary. The salary for the following two weeks of full leave would be 80% of the faculty member's base salary. To avoid disruption to the academic environment of the classroom, the faculty member returning to work at the end of six weeks would not be expected to resume teaching. Rather, he/she would resume non-teaching duties such as committee work, administrative work, academic advising and supervision of senior work. The faculty member would be compensated for these duties at the rate of at least 60% of his/her salary for the remainder of the academic semester.

According to the former chair of the Gender Equity Council, the parental leave policy is unclear. The perception exists that different women have received different 'deals' through more or less effective negotiation with their respective deans. Officially one may stop the tenure clock for one semester, but women faculty have reported being discouraged from doing so by senior colleagues. Several women who tried to continue teaching while pregnant have reported senior male colleagues jokingly commenting that they would never support the hiring of another woman, "because they'll just get pregnant." For women who tried to continue teaching while pregnant, some have reported the lack of a supportive environment from their senior colleagues, especially if they experience complications during their pregnancies and need to take time off or miss

⁸ Gender Equity Council Webpage.

extracurricular departmental activities such as social gatherings with majors or departmental meetings.

Recommendations

1. Explore better ways to make the Parental Leave policy more equitable for women and men and improve both communication and enforcement of the policy.
2. Examine the T/P uncoupling phenomenon as it relates to women faculty, determine the source of the perceived inequities, and correct those inequities that emerge from the study.

• Sexual Orientation

Stetson University has made steady progress in addressing issues of discrimination based on sexual orientation. There are student organizations that provide support for those with alternative sexual identities such as Kaleidoscope and the GLBT Student Alliance, and these organizations sometimes partner with others such as OSAPE for activities and films. The Social Justice Advocate of the year was recently awarded to Matthew Henderson, an openly gay student. But there are still concerns. In Fall 2007, a series of events occurred in which a gay student was harassed, his dormitory laundry room was defaced with inflammatory language derogatory to gay people, and his dorm room door was also defaced with inflammatory language. He ultimately left the university because he felt the atmosphere was not supportive enough. The 2008 campus visit of Judy Shepherd, mother of Matthew Shepherd, helps to demonstrate that Stetson University supports GLBT students, faculty, and staff, but there is still work to be done to demonstrate that the community will not tolerate discrimination. One example of this can be found in the various mission statements across campus, some of which include a statement about diversity but do not specifically indicate sexual orientation. The Faculty Athletics Committee was asked to review the student -athlete handbook/Athletic Department mission statement 5 years ago and, yet, it still excludes sexual orientation, stating rather that:

“Creating and enriching an inclusive environment that recognizes that men and women of diverse racial, ethnic, religious, cultural, and socioeconomic backgrounds are fundamental to the process of education.”⁹

Recommendations

1. Continue to keep track of incidents of intolerance in an effort to determine what support the GLBT community requires.
2. Revise all mission statements and ensure that sexual orientation is included.
3. It is strongly recommended that, because of the difficulty of understanding and tracking the problems faced by GLBT members of the Stetson University community, a task force be appointed to explore this issue.

• Race/Ethnicity

Stetson University affirms its commitment to racial/ethnic diversity primarily by focusing on ALANA faculty and students. The ALANA designation refers specifically to African

⁹ Michele Skelton, chair of Stetson University Faculty Senate, asked for a revision 5 years ago during her term as senate chair. Personal communication.

American, Latino(a), Native American, and Asian Americans. While international students and faculty members add a valued element of diversity, it is the ALANA groups that we as a community target as historically underrepresented, and the ALANA groups have formed the hallmark of the University's commitment to diversity.

“First instituted in 1998 and budgeted for a five-year period,¹⁰ the Faculty Diversity Initiative is specifically devoted to the goal of hiring ALANA (African American, Latino(a), Native American, and Asian American) faculty through a specially funded program. ... [T]he most crucial issue for us to address was that of increasing the numbers of underrepresented group members until we were close to having a critical mass from which to work.”¹¹

In recent years, the representation of ALANA groups among students has risen substantially, from 11% in 2002 to 17.6% as of Fall 2008. This is primarily the result of a significant rise in the Hispanic population, which has doubled in six years. All other ALANA groups have remained proportionally about the same. The Office of Admissions, since 2005, has attempted to distinguish the ALANA students from international students, and reports these numbers separately to the Office for Institutional Research. Clearly, Admissions personnel understand the distinctions between ALANA and international students, the first step in achieving representation in the ALANA groups.

In terms of faculty, however, the picture isn't as clear. The Office of Institutional Research reports that there are 22 ALANA faculty members for the DeLand historic campus – 14 women and 8 men. A closer look at the status of the faculty members, however, taking into consideration citizenship and rank (i.e., tenure/tenure track and permanent vs. adjunct/lecturer and visiting), reveals something different. Of the 8 African American faculty members (6 women and 2 men), all are US citizens. For Hispanic faculty, however, of the 7 reported (5 women and 2 men), 4 women faculty members and 1 man are either lecturers or adjuncts. One of the tenured male Hispanic faculty members is a resident alien. That leaves only 2 Hispanic faculty members who can be categorized as ALANA faculty – 1 male and 1 female. The situation for Asian faculty is similar. Of the 7 Asian faculty members (3 women and 4 men), only 2 of the women faculty members are full time tenured or tenure track Asian American faculty members. One woman and 3 men are listed as international, and the remaining 1 man is a visiting professor.

Instead of 22 ALANA faculty members, therefore, there are only 12 (6.6% of the faculty) – 3 ALANA men and 9 ALANA women. The remaining 10 are either not full time permanent tenured or tenure track faculty, or do not belong to ALANA groups. The presence of these non-ALANA faculty members is essential to the university culture and curriculum, but their presence does not move the university in the direction of “increasing the numbers of underrepresented group members.”

There have been several recent hires of non-white faculty members, especially Asian faculty, but no hire of a permanent tenured or tenure-track ALANA faculty member has been made in

¹⁰ Funding for the Faculty Diversity Initiative was cut after 9/11.

¹¹ Leonard Nance, *2001 Diversity Report, Recommendations and Initiatives*, p. 52.

several years.¹² Many departments/divisions remain virtually homogeneous in terms of faculty. This lack of diversity is reflected in the curriculum.

There are two areas in which Stetson University's lack of diversity affects the curriculum. The first has to do with the ability of students to determine which courses have *multicultural content* and which do not. Many faculty members from disciplines across the university have attempted to incorporate diverse perspectives into their courses. Virtually all the courses in the International Business program, e.g., have a multicultural component regardless of title, and many professors include discussions on multiculturalism in their various courses. Unless, however, the multicultural dimension is indicated in the course title or description, students – especially prospective students and their parents – may not be able to determine how much diversity Stetson University's curriculum actually engages. The course *BL 407: Business Law I*, e.g., may well dedicate lectures to multicultural matters, but since the title does not indicate it and there is no mention in the 2008-2009 course description, the student has no way of knowing this.

The second area has to do with the dearth of courses dedicated *primarily* to multiculturalism and the difficulty of the student to recognize them even when they exist.¹³ Of the 979 courses listed in the Fall 2009 course list during Spring pre-registration, only 33, or 3.3%, had titles indicating a clear focus on an element of diversity. Courses such as WGS 100D, *Gender, Race, Class, Sexuality*, e.g., clearly indicate that diversity and multiculturalism are focal points of the class. The title of a course like FSEM 100 08, *Concepts of the Human*, however, does not indicate a multicultural focus, even though in reality this course deals primarily with 'otherness' and diversity. Stetson University's curriculum simply is not diverse enough to meet the needs of the 'millennial generation' despite valiant efforts by well-meaning and committed faculty members. In addition to supplementing our existing curriculum with aspects of diversity and multiculturalism, we need new courses dedicated to examining ALANA groups in the United States and the international community – courses on Africa and the African diaspora, Asian and Indian languages, histories, culture, and economies. Until our curriculum begins to add courses in these essential areas, we will continue to fall behind in our student and faculty recruiting efforts.

Two Worlds Phenomenon

In talking with faculty and students about their experiences, two distinctively different images of Stetson University emerge. One image, that of most white faculty and students, portrays the university as a warm, welcoming place for all those committed to the academic endeavor. Students are valued and efforts are made to ensure their comfort and safety. In this image, intolerance is virtually absent from Stetson University. There is almost no racism, sexism, religious intolerance, or homophobia. What little there is manifests only when students have had too much to drink.

¹² Shawnre D. Campbell, an African American woman, was hired as a tenure-track assistant professor in the English Department in 2002 and is the most recently-hired ALANA permanent tenure-track faculty member hired to the knowledge of the ad hoc committee at the time this report was written.

¹³ Under the new Course Unit Curriculum, courses that focus on diversity are indicated by the D designation. Currently only the College of Arts & Sciences curriculum carries this designation. It is expected that courses in the Music School and Business Administration will follow suit in the near future.

The other image is from the margins. ALANA faculty and students, women faculty (but very few women students), and those who are not heterosexual (i.e., GLBT faculty and students) or Christian see a much different Stetson University. They see a university committed to political correctness, but not to inclusiveness. The university's efforts at diversity, in their eyes, are only a surface treatment. The university feels fundamentally different for them. They describe an environment that is neither warm nor welcoming. This image comes from discussions with students at the Diversity Town Hall Meetings and their follow-up meetings, classroom conversations on the topic of race/ethnicity/gender equity, and personal conversations with 6 of the 12 ALANA current faculty and 3 former ALANA faculty members. Furthermore, while ALANA students perceive a charged atmosphere that is not inclusive, white students generally do not. The 1998 Climate Study, which was designed to "establish a baseline of perceptions and experiences for the university community, against which we will be able to compare and evaluate the effectiveness of subsequent diversity initiatives," demonstrated that, even though both white and ALANA students observe discriminatory behaviors – discriminatory jokes, cartoons, graffiti based on race, e.g. – only ALANA students perceive the behaviors as problematic. White students do not see these behaviors as problems. This becomes clear each year when perusing the April Fool's Day edition of the student newspaper, *The Distorter*. The preponderance of jokes that play on sexist attitudes, homophobia, and racialized humor demonstrates very clearly that we have not yet become an inclusive community.

ALANA Students

Stetson University has come a long way in diversifying its student body, 17.6% of which currently comes from ALANA backgrounds.¹⁴ Deborah Thompson, Vice President of Enrollment Management and Student Life, reports that while progress has been made in terms of racial/ethnic diversity among our students, additional funding to expand recruitment efforts nationwide and additional funding for more admissions counselors of color (particularly African American counselors), would make a big difference.

As indicated in *On the Path*, white students and ALANA students, particularly African Americans, have vastly different perceptions of the climate on campus regarding race/ethnicity.

"African Americans see a considerable amount of racially based discrimination, whereas whites see very little. ... A constant response I received from White students was they did not believe racism was an important issue on campus. In support of this view, students cited the absence of lynching, Rodney King-type beatings or the absence of 'no colored people' signs around campus as their basis for believing racism did not exist on campus and therefore, it was not an issue they believed needed to be addressed. This is in direct contrast to the views of the ALANA students I interviewed. It became clear that there were two distinctive realities on the same campus; one for White students and one for ALANA students."¹⁵

The climate regarding diversity for ALANA students seems lacking, both in the classroom and outside it. At the two follow-up meetings to the 2009 Diversity Town Meeting,¹⁶

¹⁴ Stetson University Fact Book, 2008-2009, p. 38.

¹⁵ *On the Path*, p. 36.

¹⁶ One follow-up meeting in March and another in April 2009.

ALANA students indicated that they felt unwelcome at Stetson University. When asked to cite specific examples in which they were made to feel like outsiders, they cited multiple examples of public safety officers (PSOs) ignoring their calls for assistance, or glaring at them hostilely as they walked past, or repeatedly asking for student identification, especially from black male students. When ALANA students encounter difficulties that normally call for intervention from Public Safety, they rarely solicit help, believing that no help will be forthcoming. Worse, some students reported a fear that if they complain, the friends of the student(s) about whom they complain will take vengeance and threaten or harass them. One student at the April follow-up meeting indicated that this has happened on at least one occasion, i.e., that a student complained about the behavior of a member of a campus fraternity to Public Safety and for several weeks subsequent to the report threatening telephone calls were made by the defendant's fraternity brothers. Follow-up complaints to Public Safety did not stop the telephone calls. In addition, both ALANA students and staff report that the public display of the Confederate flag, even in public areas such as dormitory windows, is tolerated even though the University prohibits it.¹⁷ ALANA students, particularly African Americans, view the Confederate flag as a symbol of racial hatred, yet, perhaps because Stetson University is in the deep South, students are often allowed to fly the flag without comment. In addition, ALANA students report anecdotally that they believe their academic work is not valued as highly as that of their white peers, and that they are held to different standards. They also report that they do not have access to the same level of mentoring as their white peers – that they believe some professors take more time to help their white classmates than they take for ALANA students. This translates into generally lower grades for ALANA students than for whites, and fewer opportunities for recognition through awards and honors. It is interesting to note that, at the Arts & Sciences Senior Honors Banquet on 16 April 2009, of the 63 awards presented, only one award (1.6%) was made to an ALANA student (Hispanic woman). This seems low with a student body that is 17.6% ALANA.

The sense of fear and alienation that ALANA students experience today hearkens back to 1998. Rita Nethersole described her encounter with ALANA students and alumni/ae:

[A] sense of betrayal and pain was evident among the ALANA students and alumni. ... These students feel that they have been misled as to the quality of life, the quality of academic experience, and the sacrifices that they have made to be at Stetson. Most importantly, they feel robbed of an important part of their lives and envious of their friends at other institutions. The fact that this feeling lasts well into their years after Stetson demonstrates the enduring and damaging nature of this pain and anger.¹⁸

¹⁷ Public display of the Confederate flag is prohibited under the University's Discrimination and Harassment Policy, which reads: "Stetson University values a community environment free of discrimination and harassment and therefore prohibits conduct which prevents free academic interaction and opportunity, or which creates an intimidating, hostile, or offensive study, residential, or work environment. The University has a special concern for incidents in which students appear to have been targeted or placed in jeopardy because of their race/ethnicity, gender, sexual preference, national origin or religion. Also of particular concern are behaviors in which the student endangers or causes harm to him/her or others. All such behaviors may lead to disciplinary action that may include suspension or expulsion from the University." Personal communication with Thad Joseph, Judicial Affairs.

¹⁸ Rita Nethersole 1998, p. 4. (From *On the Path*, p. 15).

On the other hand, according to the Public Safety Office, intolerance of race, religion, and sexual orientation is very rare on campus. Only one incident in the past 1½ years has met the criteria for “hate crime” on campus (mentioned under Sexual Orientation). The Director of Public Safety indicates that, while not perfect, the climate on campus regarding diversity and inclusiveness is overall very good. The only way, however, for a PSO to indicate intolerance regarding race, sexual identity, or religion on an incident report is through the narrative description, thereby leaving it up to the discretion of the PSO to report it and making such unacceptable behaviors difficult to track.

Recommendations

- Increased funding to Enrollment Management to expand student recruitment
- Modify the incident report form used by Public Safety to indicate inflammatory language regarding race/ethnicity, religion, sexual orientation, or gender used during an incident so as to have some way of tracking such incidents.
- Hire an African American male PSO.
- Require sensitivity training of all PSOs.
- Conduct a climate study to determine how widespread the perception of ‘different academic standards’ for ALANA students really is.
- Enforce the University policy regarding the prohibition on public display of the Confederate Flag.

ALANA Faculty

The situation regarding ALANA and other diverse faculty at Stetson University reflects a fundamental failure to understand diversity. At a very basic level, i.e., the way the race/ethnic origins of faculty are recorded, there are problems and misconceptions. One problem has to do with the way diversity is recorded in the university database. There are several faculty members who belong to non-white ethnic groups, e.g., who are recorded in the database as ‘white.’ This is due in part to the fact that the database has a limited number of ethnicities that can be used for recording purposes. A Palestinian, e.g., is recorded as “white” because there is no designation for Middle Eastern. The only other option is ‘other.’ For a person from a non-white background to be mislabeled as white can be shocking, even insulting. Two faculty members to whom this had happened – one faculty member who was recorded as ‘white’ in the university database and another who was recorded as ‘white’ by the Florida Department of Transportation – reported feeling shock and, on some level, insult. Both took steps to correct the problem right away.

Another problem has to do with the understanding of ALANA. For most Stetson University faculty, the terms ‘diverse background’ and ALANA are used interchangeably. Indeed, even the deans seem to use the terms interchangeably (see appendix I). This reflects a fundamental misunderstanding, and takes us farther away from our stated goal of increasing the representation of underrepresented groups. It allows us to believe that we are farther along than we are in our goals. Even though, e.g., non-white faculty members currently make up 13% of Stetson University’s professoriate, the percentage of ALANA faculty is rather dismal – only 6.6%.

For too many academic units, diversity is perceived as not relevant to their mission, as former provost Louis Brakeman (1986-1992) indicated:

“I think part of Stetson’s ‘problem’ is the fact of our three schools in DeLand. Diversity issues seem most relevant to Arts & Sciences – or at least not of much interest to faculty and maybe deans in the other two schools. At least there seems to be no acceptable validation for hiring minority faculty.” (from *On the Path to an Inclusive Community*, 2000, p. 5).

Indeed, historically there has been considerable resistance to hiring ALANA faculty, as indicated in the 2000 Diversity Council report:¹⁹

[O]ne academic department in the College of Arts & Sciences adamantly (through the response of its chair) refused to participate in or support the 1998-99 Faculty Diversity Initiative and when asked to provide, as best as possible, a breakdown of the pool of candidates (for diversity accounting purposes) that department reviewed in its own search, the chair’s response was, “oh, we are not concerned about ALANA in the ____ department, we are only concerned with quality.”

“I do worry that we will become so sensitive that poor teachers/professors/researchers who are diverse (GLB/ALANA) will be kept on for fear of looking bigoted. We have diverse faculty that were tenured when their colleagues, deans, and committees did not recommend them.”

“I wonder if the students who don’t identify with a minority group might feel left out!”

“The amount of money it would take to hire a minority faculty member in my department would probably make them one of the highest, if not the highest paid, member of our department. ... Is that what we want? Is that the message we want to send to everyone? Just understand that in many circumstances, the cost of significantly greater diversity may just be too high to pay.”

Echoes of some of the above sentiments can be found in the statements from the deans on diversity.²⁰ All three deans understand faculty diversity in terms of non-white faculty members of European descent rather than as members of ALANA groups. Dean Ballenger, a strong advocate of faculty diversity and the only dean whose college boasts faculty members from three of the four ALANA groups, has clearly given a great deal of thought to the issue of faculty diversity. He suggests a variety of methods for increasing faculty diversity, including finding a donor for the faculty diversity initiative and an endowment that hires a few diversity faculty every year – excellent ideas to be sure, but ideas that treat diversity as add-ons, not as inclusive elements of our university.

Dean West of the Music School lists faculty members from all over the world, a musical tribute to African American music, a fabulous jazz ensemble and a course in jazz and 20th Century Music Culture. She explains that, when funds were made available to hire diversity faculty, the Music School was unable to find individuals both suitable AND qualified (emphasis in the

¹⁹ *On the Path*, p. 27.

²⁰ See Appendix I: Comments from the Deans.

original). She, like Dean Ballenger, while boasting a fine program and a variety of ways to embrace diversity, still seems to approach diversity as an ‘add-on.’ She does not indicate a plan for attracting more diversity into the Music School’s curriculum or faculty.

Finally, Dean Scheiner, like Deans Ballenger and West, lists international faculty members as diverse faculty and indicates that ALANA groups are too expensive to hire. He has several intriguing ideas about how to diversify the Business School’s approach to the curriculum and the business environment, and suggests that the deans work together to formulate an approach to diversifying Stetson University. But, like his two colleagues, his ideas do not treat diversity as central. In his analysis, since diversity is so expensive, it must for the time being be relegated to the periphery.

In their defense, the Deans, like the rest of the university, are suffering from strapped budgets and cuts and have tried to do what they could with limited resources. Since the initiative began in 1998, diversity has been treated as peripheral – extra money was allocated to find these special ALANA faculty members, and when the university began experiencing financial problems the ‘extras’ were the first things to go. The diversity initiative wasn’t the only thing to go. But if we are to become a truly inclusive community, we must find a way to place diversity more centrally – as a qualifier rather than as an extra, or in some cases even as a disqualifier. Otherwise the tokenism that Nethersole describes – tokenism that is unintentional, and that persists despite efforts from faculty and administration to correct the imbalances – will continue.

ALANA faculty sense the resistance. Discussions with ALANA faculty reveal feelings similar to those of the ALANA students. Aware that only about 58% of ALANA faculty are tenured and promoted simultaneously while 42% were tenured without promotion,²¹ many ALANA faculty report that they don’t feel valued.²² Personal conversations with five of the six ALANA faculty members who experienced T/P uncoupling report feeling angry and bitter, even several years after promotion to associate was ultimately awarded. Some report vivid memories of heated conversations with senior colleagues in which their performance or legitimacy as a scholar was questioned, sometimes publicly, i.e., in the presence of colleagues and/or students. Still others report that, while they themselves have not had their credentials questioned personally, they have been present when disparaging remarks about ALANA students or faculty are made by their colleagues. Finally, some ALANA faculty members report that their credentials have been questioned by students in the classroom because of their ALANA status.

Another rather disturbing phenomenon emerges among ALANA faculty. Of those hired prior to 2005, women are more likely to be successful than men. Only three of the seven ALANA men (42.8%) were successfully tenured and promoted (with 3 uncouplings, 1 firing, and 1 denial of tenure), while five of the nine ALANA women (55%) were successful (only four uncouplings). One ALANA man and one ALANA woman each attempted promotion to associate twice

²¹ According to the Fall 2008 Faculty Senate *Report on Some Statistical Patterns Associated with the Tenure and Promotion Process at Stetson University*, 6 out of 17 faculty members, 64.7%, were unsuccessful at Assistant to Associate promotion. Two of the ALANA faculty members, however, unsuccessfully attempted promotion to associate twice. We recommend, therefore, a more accurate statistic of 8 out of 19 unsuccessful attempts, or 42%. It is unclear, however, how many of the faculty members who were subjects of the report are truly ALANA and who are international, or who belong to diverse but non-ALANA groups.

²² Personal conversations with seven ALANA faculty members report that they do not feel valued by the university.

unsuccessfully, making the total number of successful attempts for men 3 out of 8, or 37.5%, and for women, 5 out of 10, 50%.

African American faculty members presented an even more troubling trend. Only one of the five (20%) African American male faculty members who attempted tenure/promotion achieved tenure and promotion simultaneously. The other four experienced a range of outcomes, from outright termination before tenure, to denial of tenure, to tenure with no promotion. When one considers the combined total of black male faculty members and senior administrators (i.e., program directors), the data are even more shocking. Of the seven black men in faculty or senior administrative positions from 1989 to 2007 (5 faculty and 2 administrators), both male senior administrators were terminated, one male faculty member was terminated, two were denied tenure (one decision reversed on appeal), and one was tenured without promotion. In short, only one of the seven or 14% of the black male faculty/senior administrators has successfully navigated the waters of the academy. This suggests an environment that is somehow antithetical to the presence of African American men, more so than for African American women.²³

For African American women, the data suggest a problematic but slightly less troubling atmosphere. The antithetical element is mitigated for women, but there is still an element of unwelcomeness. Three of the six African American women faculty members (50%) were successfully promoted to associate on their first attempt, while three (50%) were uncoupled, i.e., tenured without promotion.²⁴ Of the five African American women senior administrators who served the University from 1999 to the present, however, only one remains (20%). The remaining four each stayed with the university for a relatively brief period of time and then either decided to leave Stetson University or were terminated. This phenomenon raises questions about Stetson University's environment for African Americans.²⁵

In fact, Rita Nethersole spoke to the phenomenon of ALANA men vs. women in her 1998 report:

“Among ALANA faculty, Stetson consistently has more women faculty than men. Although I celebrate the representation of women of color, I must wonder if this steady reversal of national numbers in the context of Stetson is meaningful. Does this speak to any particular perception of men of color? Are ALANA women considered less of a threat to the status quo? Is there more support for the hiring of women of color, through the Women's Faculty Caucus for example, than for the hiring of men of color? Has Stetson hired women of color in order to get a “twofer,” a minority and a woman for the price of one? These are issues that must be addressed through careful work with search committees and department chairs.”²⁶

²³ There are several African American men who are listed as “Executive/Administrative Staff” who have worked with the university for a long time, including three coaches/athletic trainers and one systems analyst. Since these men are not considered senior administrators/staff, however, they do not fall into the same category.

²⁴ One of those uncoupled faculty members was promoted on appeal.

²⁵ The African American women administrators include those in Student Life, Financial Aid, and Human Resources. Any African American women in the School of Business or the School of Music are unknown to the authors of this report and therefore are not included in this study.

²⁶ Nethersole Report, 1998, p. 8.

Today, the number of ALANA women faculty outnumbers men significantly.²⁷ Of the total 12 ALANA faculty members reported in the 2008-2009 university database, there are 9 ALANA women (75%) compared with only 3 men (25%), which represents a reversal of the general university trend of 40% women faculty compared with 60% men. Clearly this phenomenon needs to be studied further.

Summary: The Nethersole report and Stetson Diversity Council reports describe a university that usually talks the ‘inclusiveness’ talk, but has not begun to walk the walk. Indeed, the sentiment expressed in the November 2000 report “On the Path to an Inclusive Community: The Impetus and Challenge of Diversity at Stetson University” is still relevant today:

The Council’s preliminary investigation of the issues surrounding the concept of inclusiveness indicated some problems that need to be addressed, including: the sense of fear and hopelessness expressed by some ALANA students about their experiences at the university, ... the invisibility of whiteness and its attendant privileges to white individuals, the shock of recognition associated with the fact that erasing class differentials did not eliminate the stigma of being a “minority,” the paralyzing and thereby frequently academically damaging fear of verifying negative stereotypes, and the perception that unlike ethnic or religious intolerance, bias toward those with different sexual lifestyles is socially acceptable.”²⁸

In light of the dearth of diverse faculty, a perceived atmosphere of tolerance regarding racial insensitivity, and lack of diversity in our curriculum, the ad hoc committee is forced to conclude that the diversity we see at Stetson University remains on the margins.

Much energy was expended to formulate our vision of Stetson through the Faculty Senate survey in recent years, but when diversity is discussed we always begin from budget constraints. Instead of envisioning where we really want to go and what it would take to get there, diversity is an afterthought and considered only in terms of what we can do to improve, given our limited resources. This approach is destined to fail. We need a paradigm shift.

Recommendations

1. Create a position of EEOC officer to whom perceived incidents of racial inequity can be addressed
2. See the Top Ten List below.

Socioeconomic class, Body size, Physical ability/disability

Socioeconomic class, especially among students, continues to shape experiences and perceptions both in the classroom and outside it. The current global economic crisis has resulted in a demographic shift among Stetson University students. The proportion of students whose families come from middle class backgrounds is shrinking relative to those from elite, or alternatively, from very poor backgrounds, according to VP for Enrollment Management Deborah Thompson. Discrimination of another sort deserves mention – body size

²⁷ From the 2008-2009 Fact Book.

²⁸ *On the Path*, p. 92.

discrimination. This is more prevalent in the private sectors; obesity trends dictate that this form of discrimination is on the rise, according to Michele Skelton, former Faculty Senate chair. Finally, the accessibility of our physical plant to students, staff, and faculty members with disabilities is inadequate. Too many of our buildings still lack elevators and ramps. This is an area that requires further attention in the immediate future.

Diversity Challenges

One of our biggest struggles is the perception that diversity and academic quality are incompatible.

Neither the Africana Studies program nor the Women and Gender Studies program have a full time faculty member appointed as full time directors of their programs.

Funding for Africana Studies and Women and Gender Studies programs is so minimal that often even adjunct funds are not offered to the department releasing a faculty member to teach a course; thus it is a fight to even staff these courses. Students have complained in particular about the dearth of AFS offering during the academic year (some courses at low levels are offered in the summer)

The cross cultural center, as Nethersole herself noted, is isolated physically and academically from the main campus and to be taken seriously by faculty and students “must be supported by an autonomous budget with some encouraging arrangement regarding the securing of grant funds. The mission of the center must also be reexamined and re-structured in a way that makes sense as a part of the academic structure as opposed to student service.”

Academic years 2007-2008 and 2008-2009 had campus incidents of racial and homophobic hate speech and vandalism, and both students and faculty expressed frustration at the administration’s failure to respond and communicate in a timely fashion with the Stetson community (indeed, at this writing in late April 2009, no official university announcement has gone out about the 3 recent racial incidents)

In light of the ongoing challenges regarding diversity, particularly in terms of race/ethnicity, the ad hoc committee has drafted a “Top Ten List” for diversity, in consultation with Diversity Consultant Rita Nethersole and Diversity Officer Leonard Nance:

1. Chief Diversity Officer

As one of our key values, diversity needs to be assigned to a university office. In Spring 2005 the Faculty Senate ad hoc subcommittee on diversity recommended that a chief diversity officer be named. As Nethersole pointed out, if diversity is everyone’s job, it’s really nobody’s job. Donna Williams’ recent article in The Chronicle of Higher Education indicates that chief diversity officers can do a great deal to help create and foster an environment of inclusiveness. Some have suggested that the position of Chief Diversity Officer may be redundant, that the Diversity Chair takes on the same responsibilities that a CDO would. Unfortunately, however, there is no ‘job description’

for the Diversity Chair,²⁹ leaving it up to the discretion of the president and the chairholder to articulate the role on a case-by-case basis. This is an example of tokenism.

Merely expecting key faculty and administrators of color or the appropriate gender to somehow unofficially “be in charge” of the problem is part of the problem, and adds a burden to those already fighting the effects of racism, sexism, and other forms of discrimination.

2. Diversity as strategic priority

Diversity must be identified as one of the university’s top strategic priorities. As such, it needs to be an ongoing agenda item of the President’s Staff, which should be responsible for the policies and procedures put into place to increase diversity and move in the direction of inclusiveness.

3. Faculty Diversity Initiative (FDI)

The FDI needs to be funded. The initiative was suspended after 9/11, yet there is a direct correlation between the departments that offer courses with multicultural content and those that have multicultural faculty and foster an inclusive multicultural environment. Nethersole commented that faculty are at the core of the campus environment. Given the current budget crisis, one immediate short-term solution to increasing the presence of diverse faculty might come through implementing semester- or year-long faculty exchange programs with historically black or ALANA institutions. In addition, Stetson University needs to add experience in a teaching/learning environment at all-women’s or minority institutions, *or* the ability to teach courses with multicultural content, as an item of preference for hiring in all departments, and target the institutions that produce large numbers of ALANA PhDs.

4. T/P Uncoupling

The committee analyzing the phenomenon, which has dramatically affected faculty of color and women, has already drawn preliminary conclusions that ALANA status directly correlates with the chances of T/P uncoupling. This is a critical ethical issue, and the source(s) of the problem must be identified and addressed.

5. Integrate Diversity into an updated AQI Report

Educate the community to understand diversity as a measure of quality, or an added value, rather than as a disqualifier. Diversity should not be considered an add-on – that is the definition of tokenism, which according to Nethersole is where we were in 2001 and where we currently remain. Stetson University must recognize that the ability to work with a variety of populations and to represent diverse perspectives in coursework and research is a *requirement* of any academically legitimate and excellent university. Multicultural perspectives should be valued alongside standardized tests and grade point averages for students, and alongside publication record and teaching effectiveness in faculty.

²⁹ Discussions with Leonard Nance, Dean of First Year of Studies and current Diversity Chair, and H. Douglas Lee, former president and chancellor, indicate that there has never been a formal job description. The position of Diversity Chair simply reflects the role of the chair of the Diversity Council subcommittee of the Values Council, and has little or no influence over hiring or policy.

6. Support for different learning strategies for diverse population

Studies have long indicated that the SAT/ACT gap between black and white students, and between affluent families and those from lower socioeconomic backgrounds, can be largely explained by educational opportunities dependent on wealth, such as expensive SAT preparation courses, private schools integrating SAT prep into their curriculum, private SAT coaches, etc. Additionally, there is a direct correlation between student SAT scores in better-funded public schools which have AP courses, IB programs, and Honors tracks, compared with students who come from schools in poorer neighborhoods. If Stetson University is to become more diverse and inclusive, we need to begin assessing different learning strategies among our students, and provide support to those who need it. Stetson University should consider raising scholarship money focusing on diversity and inclusiveness, such as the Gates Millennium Scholars Program³⁰ or the McNair Scholars Program.³¹

7. More effective sensitivity training

Currently the Human Resources Department offers sensitivity training to all new employees of Stetson University. This training focuses, however, on sexual harassment. The training needs to be expanded to include sensitivity to issues of race/ethnicity. During Diversity Town Meeting follow-up workshops with students, many ALANA students report an atmosphere of tolerance of racial insensitivity. This comes from interactions with Public Safety Officers, fellow students, and even from some professors. It has been noted in several interviews with administrators that Stetson University is top heavy in terms of its faculty ranking – we have few young assistant professors relative to the full and associate professors who are older. Most of the assistant professors have benefited from the university's sensitivity training programming³² as have the more recently hired staff members. For those who have not received sensitivity training, a comment intended innocently or a joke made in an effort to create a more personal atmosphere might be interpreted as insensitive. More complete sensitivity training for everyone, training that includes not just sexual harassment but also issues of sexual orientation, religious affiliation, and race/ethnicity, will help raise awareness of what constitutes a charged atmosphere of intolerance. In addition, Stetson University should hire an EEOC officer for HR. Finally, the position of ombudsperson, who currently is the Director of Human Resources, should be reframed. The ombudsperson should be a

³⁰ The Gates Millennium Foundations provides support in an effort to: Reduce financial barriers for African American, American Indian/Alaska Native, Asian Pacific Islander American and Hispanic American students with high academic and leadership promise who have significant financial need; increase the representation of these target groups in the disciplines of computer science, education, engineering, library science, mathematics, public health and the sciences, where these groups are severely underrepresented; develop a diversified cadre of future leaders for America by facilitating successful completion of bachelor's, master's and doctoral degrees; and provide seamless support from undergraduate through doctoral programs, for students selected as Gates Millennium Scholars entering target disciplines. (from Gates Millennium Scholarship Program web site: <http://www.gmsp.org/>).

³¹ The Ronald McNair Scholars Program targets PhD candidates from disadvantaged backgrounds to increase the attainment of PhD degrees by students from underrepresented segments of society (<http://www.ed.gov/programs/triomcnair/index.html>).

³² Human Resources, however, reports lower than 100% compliance with the sensitivity training mandate, so even assistant professors are not fully trained.

neutral third party who would not be in a conflict of interest situation, and be trained by or interact with the EEOC officer.

8. Linkages to Student Life for episodes of intolerance

If faculty are to educate students, we need to be made aware of incidents of intolerance as they occur. A focus group needs to be formed that investigates appropriate ways to inform faculty members when incidents of intolerance occur so that we can support students and educate them on appropriate behaviors. The alternative – silence – gives a signal that intolerance is acceptable and that our values are just words on paper, not the way we live our lives.

9. Educate the university community on diversity

Explore curricular, extracurricular, and social ways to redirect student, faculty, and administrative attention to the essential function of diversity on Stetson's campus. Such approaches might include developing specific courses (for example, a course on Japanese business philosophy), actively fostering increased presence of faculty of a variety of faiths, restructuring any existing coalitions of faculty, students, staff, and administration to explicitly address diversity questions that affect all elements of campus life, and seeking to encourage true and substantive dialogue among the various student diversity organizations.

10. New survey on campus climate

Implement regular surveys of campus climate (i.e., every 4 years) and make the findings public. Have section directly addressed to students and faculty of color to explain where they see problems in the environment and how they think they should be addressed. Since the area of sexual orientation is so poorly understood and documented, this urgently needs to be an area of focus.

APPENDIX I: COMMENTS FROM DEANS ON DIVERSITY

Grady Ballenger, Arts & Sciences (April 23, 2009)

Faculty expertise, faculty passion, faculty commitment—that's what we need to enrich and diversify the curriculum. We can't impose it administratively.

Support for diversity in the core liberal arts and sciences program as well as in interdisciplinary programs needs to be increased--WGS, AFS, LAS in particular.

The Faculty Diversity Initiative needs to be renewed – possibly a donor will step forward to fund it. It was funded for 3 years and brought great results, but it was shelved after 9/11. We tried to keep some of the energy alive in on-going searches, and had a success or two with diversity broadly understood.

Obviously, in the short term, we have to be very careful to match faculty lines to enrollment, but an expansive vision would be in a deliberate fashion to add faculty in areas such as history of China or India (we have had very successful visiting appointments in Asian fields), Africa or African Diaspora, world musics, Latin American or African-American or Native-American art or cultural history, Caribbean/Developing World studies, sociology of race, prison reform/criminology/justice studies etc.

Thanks to the steadfast support of President Doug Lee, we have had some success in diversifying the faculty and the curriculum in recent years: Leena Taneja (Asian Religions), Cyriaco Lopes (Latin American art, but leaving), Harry Price (Chemistry), Shawnrece Miller (Ethnic US Lit.), Kimberly Flinthamilton (Anthropology/Classics), Jamil Khader (English/post-colonial lit), Benhua Yang (Econ.), Hala Elaarag (Computer Science), Judy Burnett (Counselor Education).

Of course, these folks joined important faculty members such as Carrie Nance (Psychology), Patrick Coggins (Education), Ramee Indralingham (Chemistry), Ranjini Thaver (Econ.), and Leonard Nance (Sociology, now in an administrative appointment). Fortunately, Adrienne Perry (Education) continues to provide courses after her retirement, and her replacement, Gail Choice (Education) adds to our diversity of life experiences and teaching expertise.

This list is weak in representation of African-Americans. Moreover, while the Schools offer some diversity, especially through Hispanic and Chinese colleagues, to my knowledge, there are no African-American faculty in Business or Music.

If we were able to reinstitute a Faculty Diversity initiative through the Provost's office, we would need to think about what kind of support and mentoring we'd want to have in place to support candidates representing diversity (and again, in my view, with a special emphasis on recruiting African-American candidates). We should expect a need to provide special funding for recruiting, moving, orienting, and gradually adjusting ALANA candidates to full-time teaching and living in DeLand or nearby. We should remember to provide funding to support developing our library holdings in the teaching field.

If I can go even further into a vision unimaginable in this budget, I'd dream of an endowment that would allow us to hire two or three faculty members, as a collaborative team, to develop perspectives in our new general education curriculum (in the human culture or personal/social responsibility areas). Another possibility would be a Mellon Fellowship program, or something like it, that would allow us to bring two ALANA post-docs to campus for two years, with one course a semester teaching load, to allow them to develop as teachers and scholars. An ABD program with very limited teaching might also work.

In finding the right plan in a time of restricted resources, we should also consider critical staff hires. ALANA staff in critical roles might reduce by a little the pressure on ALANA faculty to be life-counselors. That pressure would still be there, and of course we want faculty who are willing to become part of their students' lives beyond the classroom. But the burden on faculty to teach the disciplines and provide academic mentoring is immense, when they are, in the words of ALANA students, "the only person I felt like I could talk to on this campus."

Everyone understands, finally, that a great University requires persons with diverse backgrounds—in ethnicity, culture, academic training, religious belief, and so forth. ALANA faculty need to be in our community, teaching and working across all campus, in all offices and programs. Their presence alone makes our campus community richer, more vibrant. Our goal should be to live and work on a campus where diversity is a given.

Jean West, School of Music (May 1, 2009)

Looking at the students in the School of Music over the past two years, between 16 and 23 African-American students have been enrolled at any one time. This amounts to between 7 and 10 percent of the SoM student population, a modest level of diversity. We also have had a very few students from Germany, Iceland, Ukraine, Korea, and Latin America.

We are lucky to have on our faculty one African-American adjunct professor, a marvelous jazz pianist who lives in the area. When we have a published vacancy, we always include the approved statement on diversity in the announcement. We welcome candidates of diverse backgrounds, race, and orientation, but "diversity" applicants have not been selected as finalists. Also, in the past, when funds have been available for hiring diversity candidates, we have not found a suitable AND qualified match with our curriculum and needs.

The music faculty also includes one male from Venezuela (Assoc. Professor--viola and music history), one male of Cuban heritage (Assoc. Professor--composition and theory-related courses), one female from Latvia (Full Professor--violin and literature courses), one male from Hong Kong (Assoc. Professor--voice), one female from Hungary (lecturer--aural training and piano), and one male from India (adjunct professor--Intro to Indian Music).

Our curriculum:

In the first year, all freshmen take a first-semester class called Music Culture. Half of the class is devoted to non-Western music. Our faculty from Venezuela, Hungary, Cuba, India, and China present music from their cultures, and other faculty present music of Africa, including African drumming.

We offer Introduction to Indian Music as a 1-credit course most semesters (budget permitting), taught by an internationally renowned santur player, Nandkishor Muley.

We offer Jazz and 20th century American Music each semester and summer, which has a large component of diversity involved, of course. Much of the history of jazz is linked to the story of the African-American race in the US, and many of the artists studied are of that descent. In

addition, the class focuses on the music of several classical composers, one of whom is William Grant Still, a renowned African-American composer of the 20th century.

Every February, in Black History Month, the SoM sponsors a Black Composers Concert. The programs always include performances by faculty and student musicians, and frequently student ensembles are featured as well.

James Scheiner, School of Business Administration (May 8, 2009)

Accomplishments:

We were able to hire Dr. Michael Chen as an Assistant Professor of Marketing in a very tight market (started 8/08)

We have:

1. offered for the 1st time a Chinese Business Culture course (Sp 09). Team taught by Dr. Carolyn Mueller. Development of this course was funded by a grant that we received.
2. have a short-term study abroad program in China during May 2009 (led by Dr. Carolyn Mueller) with the expectation of continuing it in future years
3. been planning a short-term study abroad program in the Middle East for May 2010
4. signed agreements with 3 Chinese universities to articulate upper division students into Stetson after completion of their associate degree
5. been negotiating with a group to market Stetson to MBA from students in India
6. worked with the National Association of Hispanic Accountants including offering a national MBA scholarship, assisting with bringing their 2011 National Conference to Orlando and financial support for their local chapter
7. worked with the Association of Latino Accounting and Finance Professionals
8. explored using distance education technology to connect students from different parts of the world

In addition, I confirmed with Carolyn Mueller, chair of Management and International Business, that each new edition of the management text used in our course spends additional time on “managing in a diverse environment”.

The first two Rinker Lecture Series speakers were successful women national business journalists. No speaker was brought in this year because of budget/timing issues.

We will be doing a survey of addressing diversity in classes during our AACSB self study.

Challenges:

Our salary structure at Stetson University makes it difficult to attract diversity hires. We can't compete, especially in the hot areas (Finance and Accountancy).

Suggestions:

Distance Education link with Historically Black College/University that is AACSB accredited (Bethune Cookman University is not AACSB accredited).

Mentor program with retired businessmen/women and faculty in The Villages (New Smyrna Beach Retirement Facility).

Market a program like the George Mason University School of Management's "Workplace Diversity: Practice and Research", highlighting successful executives, trainers, and managers. This could attract people from all over Florida, possibly produce revenues that could be allocated toward funding diversity lines.

Visiting professors, Fulbright or Mellon scholars.

Work together with Arts & Sciences and School of Music on programming and funding.

APPENDIX II: FACULTY SENATE AD HOC SUB-COMMITTEE ON DIVERSITY
Submitted, presented to university faculty April 2005

Faculty Senate Ad Hoc Sub-Committee on Diversity

Proposed recommendations for faculty and administration

Sub-Committee: Kimberly Flinthamilton, Eric Kurlander, Joel Davis, Mike DeMurga

Stetson University is committed to pursuing diversity on several fronts at once--curriculum, faculty and student orientation, and university governance--in conjunction with inviting students and faculty of ethnically and religiously diverse backgrounds to become part of our community. Stetson University will act on the premise that the failure to pursue diversity on any one of these fronts undermines efforts on all other fronts.

Faculty

1. Add a statement of Stetson University's commitment to diversity and abhorrence of discrimination in all forms to the "Statement of Institutional Purpose, Section II: Values and Vision."
2. Create faculty workshops on diversity pedagogy and protocols. Provide a small stipend for faculty who lead workshops. Provide access to outside speakers. Topics for workshop events may include Leonard Nance's book-in-progress on race and diversity at Stetson University.
- 3, Revise the title of the "Contemporary Cultural Diversity" General Education requirement to "Diversity" requirement. As CCD wording already implies, exclude European and American courses unless they explicitly address ethnic, sexual, and/or non-Eurocentric cultural diversity. Encourage more classes on foreign (non-Eurocentric) cultures and societies. Provide two Hand Grants per year for the next five years to develop courses that encourage a more diverse curriculum.
4. Bolster Stetson University's commitment to diversity as requisite of the Academic Quality Initiative.
5. Make a greater effort to recruit students from diverse ethnic and religious backgrounds. (African American, Hispanic American, Asian American, Native American; Buddhist, Hindu, Jewish and Muslim) Faculty can influence scholarship decisions when serving on Admissions committees such as the Edmunds Scholarship.

Administration

1. Include diversity training workshops and guest speakers as part of first-year student orientation (FOCUS).
2. Assign an administrator of color with V.P. status to set diversity goals and guidelines for schools, colleges, and departments.
3. Employ existing scholarships (Edmunds, University, etc.) and the discount rate to recruit academically-gifted minority students (African American, Hispanic American, Asian American, Native American; Buddhist, Hindu, Jewish and Muslim) more aggressively. That is, apply the same discount rate as athletes receive (80%) to attract talented students

of color. Also use the entire application portfolio (SAT, class rank, GPA, and essay) to evaluate incoming students. Do not rely on SAT scores alone.

4. Assign an ombudsperson—load equivalent to department chair.
5. Reinventorize diversity hiring to fill positions in World Religions, Sociology, Anthropology, African History, and Ethnomusicology, as well as other relevant disciplines. The primary goal is to introduce greater religious and ethnic diversity into the curriculum we offer. The secondary goal is to increase religious and ethnic diversity among our faculty. This initiative supports the secondary goal because in making our curriculum more diverse, we make our intellectual community more attractive to the religiously and ethnically diverse faculty we wish to recruit in every discipline.

Rationale for VP to oversee diversity goals

Whom to select:

The VP of diversity should have experience dealing with people of color, preferable having come from an underrepresented racial/ethnic group him/herself. He/she should have an earned PhD, and have either earned tenure and promotion or, based on professional record, should be considered worthy of tenure/promotion at Stetson University. He/she should have at least 3 years administrative experience at a university/college. Preferably, he/she should have research/professional interests in the experiences of underrepresented groups in the USA.

Requirements of position:

The VP of diversity should have some power over college and departmental budgets and personnel. He/She should chair a committee of representatives from every college (and perhaps also representatives from Student Life and Human Resources) – the University Diversity Committee – which examines our current situation critically and outlines specific goals. He/She should be able to encourage colleges to find faculty/staff of color and create a safe environment for them, providing incentives for cooperation and disincentives for resistance. The incentives might take the form of new faculty/staff positions, raises in salary (perhaps even bonuses), funding for speakers and programs, and additional space/equipment to support growing departmental needs. The disincentives might take the form of, e.g., a reduction in faculty/staff lines (not replacing retirements, e.g.), diminished funds for programs, refusal to assign space/equipment to support growing needs unless there is compliance, and new chair/director assignments if current chairs/directors are resistant.

The VP of diversity will require a full-time staff (administrative assistant) and a budget to be used for recruitment, conference attendance (to support attendance at several conferences dealing with diversity), social events for faculty and staff on campus, and workshops for faculty/staff on issues related to diversity. Over time, this position may grow to require an assistant VP.

Some universities/colleges that have a VP or Assoc/Assistant provost of diversity also assign one diversity representative to each major subdivision – e.g., Notre Dame assigns a diversity representative to every college and every department w/i the college. The Diversity representative reports at least once annually to the Associate Provost of attempts made to find faculty from underrepresented groups, successes and failures. This model could work well here at Stetson University.

Advantages:

The university is more likely to reach its goal of becoming more inclusive and diverse if someone with power and authority takes responsibility for learning what other specific steps colleges/universities have taken and what their measures of success have been, applying some of those models to the situation at Stetson University, creating the specific goals, and enforcing compliance. Until this point, the University has articulated vague goals and no one has been responsible for enforcing them. We have relied on the voluntary cooperation from department heads and that cooperation has been mixed at best. With a VP of diversity, we are much more likely to define and reach specific goals.

Disadvantages:

There will be a cost associated with this new position. If we were to assign a current faculty member to this position, his/her salary would have to be increased to the level of a vice president. There is also the budget, and start-up costs for a new office. The price tag may be as much as \$50,000-75,000, perhaps more. The cost will be much higher if a search were to be conducted to find someone from outside the university. And the cost will grow if/when an assistant vice president is assigned – again, by as much as an additional \$20-30K.

There also may be some resistance to this model from faculty. Some department heads may resent what they perceive as interference in their handling of diversity.

Rationale for ombudsperson

An ombudsperson, by definition, is a person who investigates complaints and mediates conflict. While the university grievance procedure should cover incidences of racial/ethnic intolerance, the process for making such a complaint could be perceived as cumbersome, and act as a deterrent to learning about and striving to eliminate intolerance, especially by students.

To address this problem, an ombudsperson should be appointed. The role of this position should be to investigate and mediate complaints of racial/ethnic intolerance. The ombudsperson should be available to faculty and staff as well as to students. The ombudsperson should work out a systematic approach to investigating complaints, and assigning penalties when necessary. Sanctions might range from a mild reprimand, to mandatory participation in a diversity workshop, to student suspension from the university and loss of certain privileges for staff/faculty for serious violations of the tolerance policy.