

9-22-20

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[captioner standing by]

>> Hello everyone, welcome to our climate study webinar where we discuss the results of the climate study and survey we did last spring. I will first turn it over to President Roellke. He will set the stage for us and make a few comments before we go on into our program. President Roellke. Chris, can you hear us? I think we have technical issues to resolve. Standby everyone. We'll be right there.

While President Roellke is joining us, I think we can introduce our partner in the study John Pryor. Lua Hancock Vice President will join us to do the introduction. As you know she serves as a co--chair with me, both of us chair the inclusion work, it's campus wide and University wide. So Lua, are you on deck?

>> Yes, I am. Hi.

>> Hi there. Let's introduce John.

>> Thank you so much Michèle. As Michèle mentioned we cochair the diversity I know resolution committee and we want to thank the committee for all the work they have done as well as some other committees and obviously other faculty. Also as Dr. Roellke was just sharing right before you came on one of the frustrations of the pandemic

is not to be in Gulfport more often. So I will share a little background, in 2016 Stetson set out to do -- oh.

>> Turn it to Chris.

>> Thank you, can you hear me and see me?

>> Yes you are perfectly clear now.

>> Please accept my apology, every everyone for the technical difficulties. I'm sure you have experienced some on your own on our Zoom lives together and Microsoft meetings and what have you. So thank you for your patience. I don't know what's said thus far but I did want to lend my tremendous support to the college of law and of De land campus. I want to thank the participants for their engagement in this work, it's really important and if Lua didn't mention it, it's the second iteration of the campus climate survey. Stetson was eager to think through climate for many years including the first iteration in 2016. In 2020 we did make some small changes, but predominantly stayed with the same survey to allow for comparisons over time. Over the past 4 years. Although you should also know our student body does in fact turn over during that period of time and certainly many of our colleagues also do turnover during that time. A focus on Stetson was not collecting and holding the data is an important component for us so we very much wanted to have external folks help us with this because we wanted to be as objective as we possibly could. So I'm delighted to have with us today Michèle Alexandre the Dean of the Law School and wonderful partner in this work, Angela Henderson and Lua Hancock who I think you heard from

as a moment ago for our VP for student life. I also want to acknowledge Michèle and Lua. The partnership in this leadership work is much appreciated and they've done a lot of the heavy lifting and I want to acknowledge their work and I'm so eager to work collaboratively with the college of law and with so many as we consider our campus life work. I'll simply say this before I turn it over to the introduction of John Pryor is I think about diversity and inclusion work, and having done it over the last 21 years I think it's critical we meet the needs of particular communities that we provide ample opportunities for multicultural exchange with a goal, I hope of fostering mutual respect and certainly to our goal of engaged pluralism. What do I mean by that? We might always agree but we can be mutually respectful and allow for ideas to be expressed because it seems to me in an educational environment that's kind of what we're all about. So again I warrant to thank you for all that came before me and the work you have established and developed, and I look forward to our next steps. So I will turn to Michèle in a second, but I did want to thank John Pryor for being with us. John is a really outstanding colleague in all respects in helping us through some of this work. He's in a higher educational professional with over 25 years in experience in using research findings to help improve the college experience. And this campus climate work that's really what we're talking about, the lived experience on our campuses. So John you've come with great expertise within ' thank you for that. Pryor served as the Director of the student fares assessment evaluation and research at Dartmouth for over a decade.

He became the Director of the cooperative instructional research program for the higher education research institute, known as HERI also close a decade and following that role he served as a senior research scientist and consultant at Pryor education I know sights. He has a reputation for insight and clarity, and he will walk us through some of the data today, but Michèle I don't know if I was redundant in some way for the first few minutes I missed?

>> No you were perfect. It takes a few moments to warm up in the COVID world.

>> I'm delighted to be here and I do also need to indicate to the office at the college of law that I regret I will not be able to stay for the duration this evening and that's only because I have an aluminum any event in Atlanta that's coming up in a few moments. But please know I'm passionate about this work, deeply committed to this kind of work and really, very, very interested in fostering tremendous leadership among my cabinet here on the DeLand campus which includes participate and engagement from the college of law to move this work forward. So lastly simply want to say thank you for including me in this work and I look forward to going on the journey with you.

>> Thank you. And if you have questions for President Roellke we'll be happy to collect them and share them. Just a few housekeeping business before we turn to the data and amazing work of John Pryor, I want to acknowledge we are conducting this webinar at 5:00 p.m. 5:00 to 6:30 is the time slot and it's because of the tremendous intense schedule that we

have during COVID and we understand that it takes commitment and some scheduling for people to come to this time period and for that purpose, we have direct supervisors to provide flex I'm and also are mindful of our facilities and public safety family members and we are hoping that guidance of that flex time was helpful. Additionally we are recording it so everyone will have access to it. And before we turn to our esteemed guest, we need to really build on the amazing work that you contribute to in the survey and all the good work going on in the college of law around trust and that this conversation is just the beginning and we understand that the data is not just a snippet in time. It is a collection and crescendo that we can really sink our teeth in. So calling for a seat at the table for everybody to be able to solve this together and we will talk about timeline and subsequent steps later. So without further ado, John I think the audience is just waiting with bated breath to go through the data with you.

>> Everybody loves data, so I'm sure everybody's very excited about that. Thank you so much, Michèle, and Lua, and Chris for bringing me in on this. There's a lot of information here and it's really only a fraction of what is in the written report, which I would refer you all to. It's about 50 pages. It goes into a lot more detail. I'm just going to give some of the highlights here today.

When I took on this work I really wanted to find out, first, knowing this report had been or the project had been conducted in 2016, I really wanted to find out about what worked well then and what didn't work as

well so we could make this as good a process as possible and have as much utility for you all in the institution. So I talked to a number of people about that survey, how that went, previously, how the report was used, and I found a few things that helped guide me in this project.

Number one was that the reports that Rankin did before were extremely long in detail. Like we're talking over 400 pages. And they have a lot of information in there but not so much information about what to do next. And so I really wanted to focus to make this be more digestible and useful.

So the report is shorter than the Rankin report and it also has a few things I felt in all the time I spent with the data and writing the report and then talking about people at Stetson college of law, that I thought would be useful things to focus on.

One of the things that came up, also during that time, was the aspect of confidentiality. Many people were not quite sure about how the results would be used, there were a number of people that came forward and said, you know, I don't feel comfortable necessarily talking about some of these things in this arena. So that was why we went to great pains to let people know that we were very serious about confidentiality and that there was not going to be a release of the data whereas somebody could zero in and try to figure out who somebody might be giving that comment.

So what I've done is there are a lot of comments in this report. Some of which I'm summarizing in the PowerPoint today, that have identifiable

pieces in there. In a report talking about campus climate, people always have issues and concerns. And so, things come up that or comments that are not necessarily appropriate to be airing out in front of the whole community. So I've stayed by that belief that we need to keep things confidential and none of the and neither in the report nor the PowerPoint am I really talking about and naming names in some cases there were, in the comments. People writing the comments mentioning other people. Of course we would never identify anybody by name. So one more thing about the report before I get in the PowerPoint and that is I need to really own up to a mistake that got perpetuated throughout the report because of my bad proof-reading skills. I'm a really bad proofreader and in original version of this report Latinx was spelled wrong as IX at the end instead of just the X. That was totally my fault. I'm not a good proofreader and I perpetuated that with a find and replace. It was not -- it was certainly not intentional and also not intentional I misspelled my own name in that report. So I'm just not a very good proofreader. So now what I will try to do is I will attempt -- because we're doing this a little differently than we did last week with the DeLand campus. I'm going to attempt to show my screen here and get my face off and... Whoops, that is not --

There we go. Is that right? Somebody tell me.

>> Right. That's right.

>> All you see now is not me, you just see the front page of the PowerPoint. Okay. Thank you. All right. So this is a summary, again

as I said. So 2016 it was administered and the sufficient via public was created by Rankin and Associates. In 2020 we did very minor revisions to that. One was to make sure that the definitions for all the terms, which can get complicated in this questionnaire were able to be referenced very quickly through some links. And also, we added a few questions in there about initiatives that had happened during that 4-year period that we wanted to see whether people thought those were useful or not or even if they knew about some of them. So the survey took place between beginning of January or February of this year and middle of March. 3/14. Otherwise known as pie day. I hope everyone got a slice of pie for that. The response rates, 34 percent in 2016, about the same in 2020 at 37 percent. Which is fairly typical for surveys at college institutions. Actually pretty good compared to some of the other ones I've seen. For students we have 282 who applied for 32 percent response rate. Staff and administration, you people did really well there, 69 percent. Thank you so much for that great response there. The faculty one is a little tricky because we had 36 faculty respond for 38 percent response rate. But if you break out the part-time and full-time faculty there was a real big difference there. If you look at the figures for the -- for the school for 2019-2020, 60 percent of the college of law faculty are part-time but only 9 percent of the respondents from the faculty side were part-time. If you just look at the response rate for the full-time faculty that was 80 percent. So when I go through this, I really see these faculty results as pretty much only -- you can Ontario say they pertain to the full-time faculty. Because

of the small numbers in sex, race and ethnicity categories I really could not break that out by position, meaning whether you're a student, staff or faculty.

So, as they did with the Rankin report, when I could look at racial break outs, racial ethnic break outs I did that for the full group. So all the faculty, all the staff and administration, all the students in there in one group. I know it's not ideal, but it really -- if I were to try to break it out to smaller groups it just wasn't really fair to the small groups there because again, we could have broken confidentiality.

So here's some of those demographics in. We've got the total population here in the white column and in the shaded column is the responses from the survey. You see they're fairly close on. And so, I felt pretty good about that. In terms of the respondents sex, as with pretty much every survey I've ever seen in the last 30 years you always have more women responding than men in the population and that's the same with this and it's also similar to what happened in 2016.

So I'm going to go through quickly, here's some of the general campus climate questions. I'm going to -- so first question is about how comfortable you were with the general campus climate.

And you can be very comfortable, comfortable, not comfortable, very uncomfortable. Things like that. So in terms of the very comfortable and comfortable we had 80 percent of the students. So almost every student so 4 out of 5 students said they were comfortable with the campus climate. 56 percent of staff and 45 percent of faculty. If we

look at just the people who said they were very comfortable with the campus climate you've got 17 percent of faculty, 15 percent of staff which is the same as in 2016 approximately and then with students that's where there was a big difference here. The students who felt very comfortable with the campus climate dropped 12 percentage points. So that would have been from under very comfortable from 38 percent to 26 percent. We saw a few racial ethnic differences here. 25 percent of the Latinx respondents were very comfortable compared with only percent of the white respondents and 19 percent of the black respondents. The next had to do with climate in their department. 82 percent of faculty said they were comfortable or very comfortable with the climate in their department and 77 percent of the staff. And again there was no difference there with 2006. Now if we look at the classroom now we're looking at faculty and students, not asking staff about the classroom climate and you can see if we look at the very comfortable or comfortable people who answered with one of those two respondents, they're about the same, about 4 out of 5. If we zeroed in on those that said they were very comfortable with the campus climate, black respondents were much more likely than white or Latinx to be very comfortable. There were just not enough Asian responses to put in here.

And as I said earlier this illustrates what I said there's no difference from 2016 to 2020 on that general campus climate for all 3 of those categories. The next question had to do with whether you were seriously considered leaving Stetson as a student, staff or faculty. 29 percent of students said

they had seriously considered leaving Stetson. Most of them, there was a follow-up question giving a number of reasons why you might consider and for students it was a lack of a sense of belonging. That was the most prevalent response. For staff 66 of staff said they considered leaving Stetson, mostly and we'll get into this further on, about limited opportunities for advancement at Stetson then 58 percent of the faculty considered leaving and the people generally said they considered leaving with the most prevalent response was they thought the campus was not welcoming. Here's a couple of quotes about that from respondents. The biggest thing for me was the lack of community aspect the Law School had to offer. I did not feel welcomed by the students. Here's somebody who is mentioning words, this place sucks. Those in power abuse it to keep people down instead of providing them opportunities for advancement and the hard-working good-hearted people are exploited by the bad apples. I will not read every quote, but I want you to get a feel for some of these. Here is somebody who said when I came to Stetson 15 years ago it was culture or campus climate if you prefer that particularly attracted me. It was welcoming and enthusiastic and open minded and very much can-do and they go into reasons why they're not feeling that and at the end says those in charge should be taking a long, cold, hard look at themselves-and then leave. We're going to come back to some of those things, but next set of questions had to do with can us exclusionary behavior, shunned or ignored, if the behavior was intimidating, hostile conduct such as bullied or harassed. Overall in the

full population in 2020 showed really no change from 2016. 28 percent and 25 percent in 2016. Not a statistically significant difference. The most likely to say they experience had behavior were faculty, 36 percent and staff were about the same. 25 percent of students. The disrespect and bullying occurs in faculty meetings and committee meetings in the presence of other faculty and the Dean. Nobody seems to think it's inappropriate or wrong. It's just the way we are. Unless you are Aye as one particular party you have no place for acceptance on college of law. Rude, uncivil behavior has been witnessed here when discussing politics. There's a real polarization of people who see themselves as conservative versus those who see themselves as liberal and of course that's happening in our society as well. If I go back to the 2016 results you can see issues of that back then as well. So definitely something that we'll see more of as we go through the survey and something I think is an important thing that Stetson needs to address.

So in terms of report tag behavior, 27 percent of those on the college of law campus who had experienced exclusionary conduct reported it. And there's more information in the report about this. It's almost identical to the 2016 results. 24 percent responded that they had reported such conduct, and this is one of the places the college of law really differs from the DeLand campus because 4 years in 2016 it was the same but the reporting jumped up 50 percent at the college of law. I'm sorry, at the DeLand campus so that's something you all should probably look at. What's the difference in terms of the reporting atmosphere and how that

works?

Many of those who did report thought it was not responded to appropriately and again there's more information in the report. The last question was about experiencing it so overall about 38 percent had observed such behavior and that's almost identical to the figures from 2016. Some representative quotes about the exclusionary behavior that they experienced or that they observed. The toxic culture is so pervasive and extensive I don't have time to report it every time it happens. Rude comments, derogatory language are the norm at the college of law. And here's one of those our campus has changed a lot in the last year. Many people in the administration and professors have left. Things Stetson was known for when I started Law School are no longer true about Stetson. The only direction Stetson Law seems to be going is right now is down and while I used to feel welcomed in so many offices on campus that is no longer the case. What is going on with Stetson? It is not a place I fell in love with. Others have the same underlying sentiment as this person. There's a core of love for the institution for some people. There's been changes over time.

And while they're bringing up problems that they hope can be addressed, for many of them this is a place that they love. There are other types of conduct that the survey asked about whether you experienced it and unwanted sexual contact and unwanted sexual-related experiences, relationship violence and stalking and as you can see there are fairly low percentages of these and in many cases it was so low I

couldn't get into some of the other replies that people gave. In the report there's some more detail but there's not that much detail.

So let's turn to workplace climate. One of the things was do you think Stetson is a good place to work. And 20 percent of the staff said they strongly agree Stetson was a good place to work and another 57 agreed. In all that's like 77 percent, it's about 3 out of 4 said yes, Stetson a good place to work but only 20 percent strongly agreed. It's definitely an area that could be worked on.

A lot of staff said that their workload was permanently increased without additional compensation due to other staff departures and 37 percent said they were not able to complete the assigned work duties during their work hours. So definitely some workload issues that need to be addressed. 49 percent said they perform more work than their Stetson colleagues with similar performance expectations. But on the positive side 73 percent said their supervisor gave them career advice and adequate support to manage their work-life balance. Although if you go down to the last bullet point there -- why isn't my thing moving there? Never mind. You can go down to the bottom yourself; you don't need me to point it out. 58 percent disagreed that Stetson provided adequate resources to help them manage work-life balance. So people getting it directly from their supervisor opposed to seeing the institution was helping them. A couple other things I want to point out is 80 percent of staff disagree that staff salaries are competitive. That seems to be a huge issue, as well as the clear procedures on how people can advance, only

17 percent agreed. So there's a lot of confusion about advancement. There's a lot of belief you cannot if there's an opposition at the college of law, a candidate just will not have a chance. That's the way a lot of people put it forward. In terms of faculty with the workplace and I'm breaking these out because they're separate questions. Again we didn't have much from the part-time faculty. So there's -- I haven't been able to break that out so again this is really seen as portrayed with the full-time. So all faculty which again is mostly the full-time, 72 percent felt Stetson is a good place to work but only 31 percent strongly agree. So again we've got a big difference there and areas to work on.

None of the faculty actually agreed that Stetson helped them with resources to manage a work-life balance and 65 percent disagreed with that. There's a big issue about childcare or elder care in here and people feeling that they were burdened with having to balance those responsibilities. A question that was just asked, tenure track faculty. A lot of people said they had the opportunity to participate in substantive committee assignments. They thought criteria for tenure were clear. Most people felt the research creative activity was valued by the school and they were supported and mentored. But also 68 percent felt they work more to help students than their Stetson colleagues. 58 percent, little over half felt burdened by service responsibilities they felt were beyond what their colleagues were, and 50 percent of the faculty felt faculty opinions aren't taken seriously by senior administrators. This is another theme that runs throughout the report.

A couple questions about hiring practices here. Unjust hiring practices and unjust promotion practices. In terms of unjust hiring practices we had 34 percent of staff and 44 percent of faculty said they observed these. Much more likely that if you were one of our black respondents that you were going to say you observed these, whether you were white or Latinx. And of course there's a big difference there between the white and Latinx also. Those staff numbers were up 14 percent from 2016. In terms of unjust promotion practices, we had fairly similar, 31 percent of staff and fewer faculty who observed unjust promotion or reclassification practices. More women than men reported that. Faculty tended to believe it was related to gender or race when there was unjust promotion practices, that is women are more likely to see that other women were not getting promoted at the rate that they should. And staff mostly believed it was related to education credentials.

Just a few questions about accessibility. 14 percent overall said they had a condition or ability that influenced their learning, working or living activities. There's the breakout there. And the most likely reasons for faculty and staff were chronic diagnosis or medical conditions. I didn't get much of a sense from what those were. People were able to make comments in the other section but that didn't really -- nothing really came out there that I could help you with. Students for the most part, the most prevalent was learning disabilities for students which is a trend across all the country. In terms of physical barriers the conditions that influence learning, working or living. There was a whole long list of

these. There must have been 30 potential things. The top ones were construction, the doors that exist, not easy for some people to use, office furniture, campus transportation and parking and the conditions of how the restrooms are situated cent. This particular section looked at dimensions of campus climate. And so this was what we call a semantic differential question. So there's anchors on the left and right. So for instance, in this one where the campus is friendly, friendly is on the left and you have 5, which you can answer one of which of those numbers and on the far right it would say -- I think it said hostile was the other answer there. So you would have hostile versus exclusive, welcomes versus not welcoming, et cetera. All of this is broken down in detail for each one of those 1, 2, 3, 4, 5 in the report. This is just a way to summarize that for you. So men were more likely than women to perceive the campus as friendly, inclusive and welcoming. Women were more likely to perceive the campus as positive for men and positive for those with high socio-economic status. Now socio-economic status is a key issue and I know that was also the case for 2016. So, Stetson, the perception of Stetson is positive for people with high socio-economic status was rated the most highly. 64 percent of so of all of thorough documentation dimensions that is where the most agreement was, this is a place for people with high socio-economic status and the lowest percentage of very low aspect is people of low socio-economic status and that was 21 percent. If we looked at the college of law as being very negative versus the very positive for people of low socio-economic status,

14 percent had that perception. The climate for people of various political affiliations was seen as less positive as I alluded to earlier and people are more likely to rates the climate more positive for men than they were for women. And while most thought the climate was welcoming and friendly, if you look at the specific aspects of positivity for those subgroups, they're fairly low.

Black respondents were less likely than Latinx and white respondents to see Stetson as very friendly. Similar pattern with inclusive and similar with being respectful and black respondents were less likely to report that Stetson was very positive for people of color. So 18 percent of black respondents reported they thought Stetson was positive for people of color versus Latinx and white respondents.

So as I alluded to earlier some of the lowest rated areas were those of classism. And as I said also it's similar to the 2016 report. Only 27 percent in 2020 and 22 percent in 2016 felt that it was not classist with respect to socio-economic status.

Now this slide attempts to show you the differences by position on here and I know it's hard to read and I've only taken this one aspect of the scale here in terms of being completely free. Again this is a 5-point scale and the other side of that would be just completely full of sexism and racism, et cetera. You can see here what I wanted to do was to show you the differences in the population. Most of the people responded in in either the completely free or mostly free category. So this is where those difference recent and you can see that in every case the students have a

more positive view of the campus climate by these particular classifications and staff are kind of in the middle and the faculty are the least likely to say this is completely free. Again I encourage you to go to the report, where you can see the full side of this. I really kind of just lend you a summary here today. There was a question here, a couple questions in there about feeling valued and appreciated and I pulled these out because this is a lot of the research on student success, has to do with students feeling valued and appreciated. Almost half, strongly agreed they have faculty role models. Students were more likely than faculty or staff to believe the campus climate encourages free and open discussion of difficult topics. You kind of expect that given the student view we just saw is in the previous slide there. Most students agree Stetson was a good place to go to college. And this one stood out to me, 25 percent agree that faculty pre-judge them based on a perception of their identity or background.

Staff feelings of feeling valued and appreciated. Most of them felt valued by their coworkers and supervisors and students at the college of law and much less likely by the senior administrators and faculty. Only 11 percent strongly agreed they felt valued by Stetson faculty and only 14 percent said they strongly agreed that Stetson occurrences of free and open discussions of difficult topics agree. In terms of faculty ratings many of the college of law faculty feel valued by most of the people at the college of law but 33 percent disagree their valued by senior administrators. Again we're seeing that rift between senior administrators

and other aspects of the institution.

The figure similar for not feeling appreciated, the previous question was not being valued. The value and appreciation questions that Rankin had, the results were almost identical. Interestingly enough nobody on the college of law faculty strongly agree Stetson encourages free and open discussions of difficult topics. We had 19 percent who strongly disagreed. A couple questions about institutional priorities. I summarized these as people who said that this -- they thorough documentation this was a highest priority at Stetson. So highest priority, high priority, et cetera, et cetera, low priority, not a priority at all. The thing there was most agreement on was the student success. The institution promotes student success equally for all Stetson students and you can see that was a highest priority by students, staff and faculty. Providing adequate institutional resource to ensure student success for all students. You can see the results there. If you go down to some of the more controversial related ones in terms of promoting racial and ethnic diversity in faculty and administration, you can see there's a big difference between faculty and other groups. With them being less likely to say that was the highest priority. Similarly for gender diversity in the faculty and administration and is recruiting more traditionally underrepresented students a priority at the institution. Not many people actually felt that was the case.

Getting towards the end of responses here there was a question about Stetson and the surrounding community. So for DeLand that would be

the community around them and for you guys it's the St. Pete and Tampa area. Views is on the surrounding community, ponders were asked if their experiences on campus were different from those they experience in the communicated surrounding the campus. The they said it was the surrounding community was mostly regarded as more welcoming and open-minded than they experienced at the college of law and individuals on both sides viewed this differently. Conservatives think the school is too liberal and some liberals think the school is too conservative. Both however as I alluded to several times feel intolerance from the other side. Wildly different. Talking about the community and the college. Take a walk in downtown St. Petersburg, it has to be one of the most positive, open-minded can-do places in the U.S. right now. The Law School by contrast seems largely to have reverted to a mindset from the 1950's. Another one, the community surrounding campus is quite welcoming and unified, and the general community gives me some respect of personal accomplishments, I don't feel that way. Sorry, getting some water. There was a question at the end about recommendations. Like what kind of recommendations do you have for improving campus climate at Stetson College of law. In many cases people didn't necessarily have recommendations but they had comments that they wanted to say. Many of which we've seen already illustrated today. And in much more detail as I keep saying, in the report.

So student replies. A number of Law School students recommended less of a focus on diversity and climate and more of a focus on academics,

preparing them for the bar and increasing the school's ranking. I heard this from a number of students. Others wanted Stetson to be more affordable and felt that would impact the campus climate. The need for both conservative and liberal points of view to be respected was mentioned several times but again there were really no recommendation that is anybody gave on how to address that Rift but there definitely is a feeling from both sides that this is a problem that needs to be solved.

Here's some quotes. Stop focusing on climate and begin focusing on academics. Hire better faculty who are not lazy. Hire faculty who will be published and active in the legal community to increase our impact in the legal world. Diversity is important but it should not be the sole focus of the school administration. Again similar sentiment, focus more on academics, bar passage results and trying to get students careers after graduation and less on diversity and issue of race. Issues of diversity and race are not going to help anyone pass the bar or get a career after graduation. I feel like it creates tension between people on this campus. Dropping down... Making it more affordable, focus on making Stetson more affordable. No one will care about this if they can't afford the education. No one will care about any of this if tuition is raised and bar passage continues to decrease. Focus on the professors and not the color of their skin as opposed to the next viewpoint who actually their recommendation was training to re-teach gender roles, stereotypes, et cetera in order to decrease the toxic masculinity that seems somewhat prevalent at the Law School. There were so many I heard multiple times.

They were toxic and toxic masculinity. Stop trying to improve the climate. Then I wanted to attend the institution for some time however now being exposed to numerous problems ranging from favorite civil with faculty and problems in the administration and alarming radical ideology within the student body my time at the school is quickly becoming one of the most disappointing experiences of my life. The staff in general, the staff feel undervalued, under paid and underappreciated and they want that to change. They want chances for promotions at the college of law and more hiring from within. A number do not feel supported by human resources and feel a divide between the staff and faculty that makes working at Stetson unpleasant and stressful and they would like that change. There were a number of responses that people said I don't like to go to work. In terms of some of the verbatim responses, work to bridge the rather wide faculty-staff divide. Improve staff morale, attitudes and provide more opportunities for staff advancement and professional development. So again we have that issue of staff advancement. Pay staff more. Staff are under appreciated and undervalued. We put forth our fair share here like being a volunteer to put together graduation with no representation from faculty. The pay inequality between faculty and staff must be closed in some way.

Here again we see people wanting to promote people at Stetson, not hiring from within Stetson has lost a lot of good people. If you have a chance hire in-house candidates and Stetson has lost a huge amount of people in the last year and needs to adjust its course and ask itself why.

Surveys mean nothing if no one believes the responses or takes remedies for the issues. There were 3 themes that emerged from the faculty replies. The climate is perceived as negative and people do not like coming to work. They thought that workloads were -- needed to be reasonable and that promotions should be more often promoted. And divergent views on diversity trainings. Some people wanted them and thought they would be helpful, and others have a strong belief that the diversity trainings are in themselves divisive. Stop making war on everyone. No one wants to come to work because it's gotten so bad here. Don't let money get in the way of hiring additional faculty rather than burdening a small number of faculty to take on overloads on a consistent basis and this is from a faculty member. Make staff feel like they can actually get a promotion around here. One person says ongoing diversity training with focus on racial buy SISs and another person says I think we are over doing it making the situation worse by dividing the students and employees into ever increasing distinct subgroups with a result of lack of cohesion into a community. So, in terms of conclusions and recommendations, again as I've said throughout this, please refer back to the report for more in detail pieces. So, one of the things that popped out is there's not a lot of change between 2020 and 2016 and when there have been changes in some cases the situation had gotten worse.

People with experience Stetson colleagues Stetson college of law describe with remorse, a school that has become more divisive. As I said

earlier the word toxic was used by many people in describing a place where people don't want to come to work or to learn. They do not have confidence that positive change can be made under circumstances where senior administration stays behind closed doors that are monitored with cameras or where the human resources department is perpetuating and cycling it. The toxic culture was mentioned multiple times as I said but I couldn't really tie that down to one area. It seemed like it was kind of all over. Again both conservative and liberals feel attacked. Faculty and staff feel overworked and underappreciated and observe others as not working enough and receiving unmerited praise. They see many people left due to disengagement with the climate and lack of opportunity in advancement in career and salary. The predominantly white law student body has different views about diversity as we saw in many of the quotes. Many don't feel it should be a focus. They don't want to hear about it and want to focus on academics and having a higher bar pass rate. They do not see a connection between the numerous complaints. They do not feel heard by faculty or administration when they encounter difficulty.

Based on those -- what we talked about so far, I pulled up 5 recommendations that I hope that you would consider over this time talking about campus climate and using the report as one of the pieces in seeing that. Number one, I think it would be helpful if you went on a year-long consideration of communication respect for others in the Law School community. Time and time again people talked about that as being an issue, about there being a big rift between faculty and staff or

conservatives and liberals and not feeling understood. I think that a lot -- if you were to talk about and walk the talk in terms of communicating with respect and really worked at that and listened to people on campus then a lot of these other issues of concern, not all but a lot of them will likely improve.

Definitely I would recommend that you really look at how Stetson Law handles promotion. Time and time again, that was brought up. And it needs to be addressed as a major contributor to negative campus climate.

Human resources came up as being seen as part of that problem. So if you were going to do that, I would suggest another group take that on in terms of looking at how that might be improved.

This is not something that I looked at in this slide because I didn't feel it was all that helpful to look at that but there are a number of initiatives that the Stetson college of law already has in place to try to improve campus climate. And a lot of people agreed if Stetson had those, that they might improve the campus climate. But they just didn't think that they were there, and they actually were there. So I think that communication plans about those initiatives, again there's more information in the report, could be improved. As one of the respondents said it seems as the college of law knows what initiatives to improve plus climate and we're better off engaging in them then asking about it in a survey. Everyone is concerned about finances and certainly now college finances are charitably put a mess, all over the United States and all over the world, now with what's going on with COVID, the increased expenses,

having to work under these environments and the decreased income that's coming in. So it's going to be hard to do that, but I would really suggest that you take some serious look at what people are paid -- whoops, sorry about that -- and childcare is a huge issue. That comes up a lot in comments, about the lack of assistance from Stetson. I would say if you were able to address and put more assistance into childcare that would be met with a lot of positivity.

For students there was a lot of concerns about tuition and expenses of college and you might consider a salary study. Then finally, I would just review the assessment plan for campus climate. I don't think this is a particularly good survey in terms of helping you to show how to improve what goes on at the institution. And you can do the same survey in 4 years, but I would suggest that you try something else. A series of pulse taking surveys conducted more frequently and the institution is perfectly capable of handling that kind of stuff. So that is the end of the presentation. Oh, Angela, I can see you there.

>> Hi, I think Angela just joined us and John, if you wouldn't mind staying around for some questions from the audience on the data, that would be great. And Lua has joined us so she and I can wrap up. Just a few points of summary for everyone.

>> Can you see me?

>> Not yet. You're in the dark still.

>> Okay, what -- it says that you can see me. Whoops. I don't know.

>> Turn it off and turn it back on. You know, that good trick of the

video. It's okay, if you can stay with us, we'll appreciate just having you in any form, John. So a few points of summary as any good class we like to recap the main themes. First, John is right that there are a number of initiatives that the college of law, that we could do a better job communicating about and acknowledging. And on those initiatives, I would like to give a hardy thanks to our hard-working diversity and inclusion team. They not only have the implemented measures in the last 4 years, but they also are hard at work, working with different consequences so thank you to them and to all of you who presented this very instrumental data. It is very hard, I have to say, I will be honest with you all. I've seen the numbers; I've seen this report over and over again. It doesn't come easy. It's hard. If one member of our community was reporting this, this would be problematic to have a substantial member of folks feeling excluded it is of deep, deep concern to us. So we hear the general themes that though people really love the college of law, that many feel a divide around economics, around gender and that there is a faculty perception or experience of faculty/staff divide. And we do hear the experience of students feeling that specific groups, particularly across political and across color and gender and socio-economics, and identity, feel particularly disenfranchised and the words toxic culture. Those words are jarring to us. Because of all of that and so much more that John highlighted, we are committed to open conversations and open forums about this all year long. We are answering the first recommendation that John provided which is a

year-long communication structure that we will update you about at the latter part of this conversation but right now we want you to talk to John squarely and directly. So Angela will help moderate that conversation. Angela, you have the floor.

>> I do but I don't have any questions yet. We need people to send us in some questions.

>> Well, I have one.

>> I have one that came in before this. John, there's been a question, it was emailed before this, about comparison institutions. And I know with campus climate work that's particularly challenging. I don't know if you can speak a little bit to the question of, yeah but how is this at other schools? Is this just us? What are your thoughts about that?

>> So I'm still not on camera. Is that right?

>> Not yet. No you're giving us the, you know, background look.

>> Okay. Well... Maybe that's it. Anyway, in terms of comparative data that wasn't really part of the scope of this project. It was really in terms of the comparison that we were looking at here was between the previous results at Stetson, DeLand includes of law 2016 to 2020. And some of these, some of these things are mentioned a little throughout that whether there were some things that are typical or not of different institutions. And it's kind of hard because a lot of schools don't share that kind of data. This is one of the most touchy, I would say, areas, in terms of higher he had assessment and we can go out there and find out lots of information about, you know, satisfaction with different things but campus

climate is stuff you're not going to see a lot on. I would say probably the best -- if I were asked to recommend what to do with that, is get a list of your peer schools then just go to their website and see if you can find some other reports from them. Another thing to do would be I don't think that Rankin has results on there but you can go at UCLA at the higher education institute we created a diversity survey called the diverse learning environment survey and there are results of that available on the website. It's not going to be the exact same questions, but you will have a little sense of what some of these groups are looking like. And I know that you just did the Harry faculty survey which I used to run and that has questions in there about what diversity issue and then the reporting that we did on that, there are areas where you can get information from peer institutions.

>> Thank you, John. There are not data points from Dr. Rankin survey. She shared actually she doesn't do comparative from institutions, she thinks it's more important for an institution to read their own results, get into them, read the truth in them and so she felt when she used to do that as a little distracter. We're better than such and such place. Really, she wanted people to stay focused on the responses, the data, the comments from their own community. So I just know that there's not comparative data from her survey.

>> Yeah, I would agree with that and I would also say that I do not think it's terribly useful to just drill down on one or two questions in here and focus on that. I think the best use of this survey information and the

best way that you honor the respondents is by just looking at the overall patterns. The things that came up all the time. Focus on that, as opposed to like, well we've got doors in a particular building that need to be fixed. I mean that, you know, obviously don't not fix those but don't think if you're going to deal with that small issue that you're going to have a big change in campus climate.

>> This is very helpful. One theme that came across was around experience or dissatisfaction regarding pages and I know Angela has embarked on a process with the college of law. Angela do you want to say a sentence about the year-long process around that, that commitment to look at this as we have been alerted?

>> Yes. We have been doing an equity study to look specifically at faculty salaries at the college of law, gender, race ethnicity and years of service and a couple other factors as well. There he is.

>> Thank you, Angela and John has shown up in the face. In the flesh. John, we do have a couple questions about the data that we collected. So maybe one is about the survey recommendation. And you may have kind of got into this generally. The question says the recommendations seem to miss the mark entirely: The results indicated that students and faculty want to focus less on surveys and on other issues and I think that person wants to know whether or not that recommendation or that assessment is accurate based your review.

>> I wouldn't say it's accurate to say I missed the mark entirely. I did bring up those issues, but it was, you know, compared to all the other

people who felt the other way, that was a minor issue. So... I think I put it in the context in which I found it.

>> Thank you. And I think that's helpful. There's a question that just came. Angela do you want to take your prerogative as moderator?

>> Certainly. So the one that's just come through is will Stetson Law be implementing each of these recommendations and I think that's something that the Dean and Lua and Michèle will to later but you might want to touch on it here as John is here.

>> That's an interesting question and I'm not sure John would say he wanted us to take the literal words of the recommendation. I think he recommended a year-long process. So what I can start, and Lua will pick up is that we actually have followed the recommendation of a year-long communication and we are of the mindset we won't know what we need to do until we undergo that process. So the first thing that happened is all of the senior leadership of the University with the President, they have committed to own all the data points relating to hiring, faculty, staff, students and everything, all the nuances and to find out more, to examine their own units, to ask the hard questions and even look at practices outside of Stetson. That's going to be a year-long work. That's going to be paralleled by the work that we will undergo as a community around the climate process. And we've announced it and the schedule is on the website, but I will turn it to Lua to give detail on that.

>> Pragmatically for us there are two parallel next steps. One is leadership and one is all of us. That's just my little category. So on the

leadership end there are things that we need to do to set up success, for example to John's recommendation regarding studying communication. The way we talk to each other, transparency, who is invited to the table. These are questions we need to address at a leadership level. Then there's the broader community. You heard lots of comments in there. Students feel that some faculty this or students feel that their peers this, or staff feel that administration this. So what I would hope what happens at the same time where I've seen success on campus climate work is that the administration does need to own this and leadership needs to make change and each person who reads the campus climate survey needs to read it like that is someone's truthful opinion, not doubting it and saying that's not my experience. That's someone's truthful experience and lived experience here and acknowledge that and say even if I don't feel like that's true for me as a faculty member or me as an administrator what could I do in my own practice to check that? What could I do to change some of that perception? How could I actively do it? Culture belongs to leadership and all of us, so I think what I like about the campus climate survey is it gives us all an opportunity to decide. So the question listed there about will there be an update on which steps Stetson will take. We will. We are committed to transparency. The committee which includes faculty, staff, students from college of law and from DeLand has talked a lot about how the outcomes we come up with are important. For example childcare. That one was in both or salary studies. It is important for us to coming up with an outcome, like a decision point, a

change in culture but it's also important for us not to nauseum but to have a process where we role model what the survey says is one of our biggest issues which is how we all participate in this decision making together. So the process and the time that we're spending to have faculty, staff and students work together on working groups, um, is part of the resolution as well.

That is something that we think is really important. Could we try to use this as an opportunity to talk to each other in a different, more respectful -- like the faculty meeting comment was also on both campuses. It's toxic, the same people share, and they attack each other. This comment was made on both campuses. So we have a chance to role model what that looks like so we're asking people within the next week to see what subgroups we have. For example we have a subgroup to look at child and elder care. That's a recommendation. We have another recommendation for a subgroup to be looking at black student success, metrics. Okay? So what would happen then is we would identify that group and could research and read a few articles, talk to each other. We know everyone is busy can COVID and we don't want people to study this at gnaws yum. We will ask the groups post regular updates or articles they're reading to the website for everybody to see. So if you're not on the group you could be a part of the process. So we're going to try. I'm not going -- you know, I think this is the best process we came up with this is hard work and I think the college of law particularly has a very interesting thing in your data that's going to have to be chewed on by the

college of law. You have a group who is saying we feel marginalized and not welcome and we feel there needs to be more information about inclusion and another group that says stop talking about that and help me pass the bar. So that's going to have to be wrestled with to come up with a resolution. So that's not an easy one.

>> Thank you for calling it subgroups. That's going to be pivotal and that example is helpful. Right? So as John went through the data, the data reporting perception that higher socio-economic has somehow a privileged status T we do have another question I want to follow-up and I knew this was coming so thank you for sending it. Are staff salary being looked at as well? Thank you for asking that. We have an internal process for doing comparative studies with staff salaries. We are committed with this structure to work with our strategic hiring committee and with the greater University and HR to really trouble shoot. That's part of why we need the subgroups. If a subgroup wants to the focus on hiring practices, et cetera thank would be welcomed. Don't you think, Lua? There's another, John, this is a question for you. Someone wants some uplifting kind of data points. Did the survey reveal any positive comments?

>> I feel like I read a number of positive comments to you. But remember the context of this is about what's not going well and what are the circumstances of that. And what recommendations do you have to fix these things? So of course there are going to be more negative ones there. But there are a lot of positive ones in there. So, you know, as I

said this is just a summary. Definitely go to the report. There's about 50 pages worth of information in there. A lot more comments in there, but again, remember, the point of this all was to bring up issues and to try to improve it. So that's why the comments are skewed negative, but not exclusively negative.

>> Thank you. And your resounding information that everybody generally confirms they love the college of law has been my experience, so that was kind of music to my ears to actually hear that, despite all the difficulty we have, that commitment to the Law School. Another point of data, that may be helpful. So people have commented to me and to the question that nothing has changed since 2016. As a statistician is that something that should be of concern to us, John?

>> Well, I think that you can probably tell by living in this environment whether it's changed a lot or not. And so far, I haven't heard anybody say to me, well there actually has been a lot of change. I don't know why it wasn't reflected in there. Even going into the process people were saying I don't know that we had a lot of change occur. And that was one of the reasons why I wanted to focus the report the way I did because people told me they didn't really see a way to engage in change from the report that came out of the Rankin & Associate's group. So I would say, you know, I would have wanted to see more change there but given what people told me about what has happened the last 4 years, it didn't exactly surprise me.

[robot sound]

-- when you look at the check-list [Indiscernible]

>> Lua, we have an echo with your voice. But it was working really well before. I think what you were saying is the last time we did the survey the result of it was that groups at each campus ended up with a checklist. And so though it really felt it was a long 40 plus I think for the college of law checklist which we get most of it, so it felt like we accomplished something really important. There's a lot of things that resulted from that process but to John's point I really do recall, I'm struck by your advice, John, that you do not recommend we keep doing this, just send surveys and try to trouble shoot. You recommend we sit down and think about a comprehensive structure that will address these issues?

>> Yeah. Something that really looks at things, not every 4 years. There's all sorts of different ways to look at issues. Even along things I know you already do.

>> Thank you, we have another question that has to do with process. Will there be opportunities for Law School employees to get more engaged with new initiatives? It seems difficult to get in the room with some other committee groups. I'll send it to Lua and Angela for some recommendations being on campus and dealing with it. How do you get in the room in addition to the online forums, et cetera? Lua then Angela.

>> Is this working okay or no?

>> You still have an echo. Angela, do you want to take a stab? We do have a reporting form for not only volunteering, you can email any of us if you want to do it anonymously do it online or if you want to do it

anonymously report to Lua and ignore me. Lua will share the information but not the name. We have areas to report but I think part of the question is also a sense of powerlessness of how to get involved. Angela, do you have recommendations in.

>> I think what you said pretty much covers it. Just making available any means that people that want to be involved can be involved is kind of the heart of this process. So, you know, we definitely want as many voices and perspectives included in these work groups. I'm sure just the same as you were outlining earlier.

Thank you. We have another question. What about the major concerns of promoting from within and giving those a deserving chance that would include but not limit the opportunity to be interviewed. This is a college of law specific question that you've mentioned, John, regarding, you know, some consist sent theme there. Right?

>> Right. In a lot of different areas people mentioned that.

>> Yes. And what we can offer is that this is a matter of study. We will work close with HR. Not only the college of law. Just to be very specific. This time we want to partner all the way up to the Dean, partnering with the Provost and other Deans and President working with HR to really figure out what may be going on at the college of law and to be honest, it is also about being transparent. At the end of it we hope to be able to tell the community what it is that we found, what best practices may justify or not justify the decisions and what can be done and what may be a long-term plan and what may not be possible. I think that open

conversation is what we really aim to have at the end for the process.

Will administration staff follow-up? I will recommend you keep sending the questions. We do have a list of questions and a lot of them relate to the process moving forward and the reason why we're not giving you specific as to initiatives that we are about to embark on, et cetera is because that process will be done by all of us in order to have an outcome. Lua --

>> Hopefully this is better.

>> Yes, this is like perfect.

>> When in doubt, turn it off and start again. Okay, so there were about 40 questions that came in p in advance. I can't tell which are the college of law. I will run through a few so you can get an idea of the level of questions we're talking about and yes, students, faculty, staff, administrators, anybody who wants to request to be on a committee can request to participate in that work. We obviously want to keep the committees somewhat a manageable size so the chair of each subgroup will help us identify the membership but everybody who wants to participate we will engage in some way. So it's not like we're picking who they are. So part of the Michèle's comment is it's an organic process, the cabinet has read both surveys and had Frank conversations with each other. The questions are things like, how are we ensuring all levels and types of faculty, staff and students are centered in this work? We typically have the students, faculty and staff volunteer and serve on the committees and working groups. How can you ensure better

representation? What actions were you take to address racism, sexism, classism and homophobia besides just talk? This one I think is very true. I've been at Stetson a decade and this is true to our history. Stetson's history has been a series of starts and stops, they have recurring themes and issues and sometimes treated like they're new. Likewise 30 year history of diversity and inclusion reflects continued isolation and disturbing patterns that resulted in repeatedly having to start from very much and situational memory gives me little hope for meaningful change and there was a question why should we believe the change will come from a survey when many of the same VP's were on staff for the 2016 survey and little was accomplished. Like I was saying before if you talk to the groups that did the work they'll tell you they were proud of the work they did and felt a lot got accomplished but I don't think it hit the deep cultural stuff so that's coming up again which is how we talk to each other, how we show up in space was each other. It got to the check-list of items. We did all of these things that we're very proud of and they were fundamental for an inclusive climate but they didn't hit the interactions of the way we reacted with each other and who gets to make decisions at a level they should have or else the survey results would be different. That's harder work than just saying -- I mean the last time was hard work too because it was cultural change and we got push-back from people but this is harder work. This is us checking ourselves in how we show up, what is elitism in higher education and how is it built into higher education and are we really open to multiple political perspectives in the classroom? Are we really? And if

we are how would that show up differently? These are hard questions, so I encourage everybody to get ready to engage. It's not going to be an easy process, but we have to move the needle to where at least more people don't have this weird toxic relationship where I love Stetson on one hand, but I want to leave.

So, we have work to do.

>> And there were a couple of questions that came in today that I want to highlight so folks really know that we're paying attention. One set of questions had to do with student conduct and conduct, the perception of conduct on social media and as you know whenever there's an allegation of student conduct that has to undergo student code but related to our work together, you already have student committees on both campuses looking at what is necessary, what conversations and internal work we have to do to have the communication that is respectful and culturally inclusive on social media and otherwise. So again, this is a call for students, this question about whether students will be put in subgroups, absolutely and if you want to volunteer please let us know. This is a call to work with students and work with the Dean's office to get engaged. Another question that is I think for us to be fully naked in front of you is about the number of black students at the college of law. So one question says how do you account for the limited number of black constituents? And the voice wasn't lost on me that the reporting rate was about the rate of the student, African American students on campus. 6 percent. We know that number -- we need more inclusion and the

history of this country and the history of African Americans and their contributions to Florida also really require inclusion. There's conversations on enrollment and how we can do that and please stay involved. So we have two last questions before we go. From a student just now -- how do we work to make sure some of us are in such a severe minority situation. I know I've said something, Lua did you want to jump in for some kind of guidance on that?

>> I think that as we do this work we all need to recognize that there is representational minorities on this group who if we don't center their voices we don't make them the only ones that talk about it they will be under represented in the conversation. So I think it's our responsibility to listen to the voice that is do come through and that have already come through in the data and think about what their experience is as well. Michèle and I both vehemently agree that representational diversity is key for some many reasons. First of all, if you're going to be a lawyer in the future and represent humanity, having some understanding of socio-economic difference, of racial difference, of gender difference is key to your professional success. So we would be doing you a disservice to not center some of the inclusion pieces. So I think that this is going to be an interesting conversation. On both campuses, but particularly law schools have a particular culture and being a lawyer has a particular culture and you have a student who is saying, hey, how do I tell me peers it's not as good as they think it is? So I thought even though the comment just came in over email it was important to copy it here and

center that voice of a person saying at the end they say if it's not important to my peers now will it be important to them in the future either when they're out representing the minority clients in the field. So these are deep questions, this is important work.

>> Absolutely. The focus on cultural competency in all of us has a stake in it. It's not just of a particular racial group. The last question one of our 1L students just called on us to consider a model for coalition building across classes and subgroups, multilateral. This is of importance to us. So the student asked where we can forward that information. Feel free to forward it to us, to the online reporting forum or to the Dean's office or to Lua Hancock. You can just do Hancock and her email will show up. We will take it seriously and I know our student affairs group they are working actively on making coalition reality for our students. So thank you so much for showing up. I know -- thank you so much, John, for giving your important time. This was usually beneficial. We are thankful. And our community registered 89 people so I continue to just be deeply appreciative for you and we will keep working because that's what we do at the college of law. All right, thank you, Angela, thank you Lua. See you all soon!

>> Thank you!