

**Commitments to Diversity and Inclusion**  
**DRAFT**  
**Updated Dec. 14, 2020**

**Office of the President**

Commits to practicing kindness, empathy and agency (shared ownership) in all interactions with the Office of the President.

Commits to devoting 100% of the president's discretionary budget to student, faculty, staff and/or community-led diversity and inclusion initiatives (up to \$50,000) annually for at least the next three years. In this first year, I am pleased to commit half of this amount to the student life area – specifically to the office of diversity and inclusion – and the other half to our academic enterprise – particularly teaching resources devoted to issues to both anti-racism and inclusion and diversity.

Commits to creating a very high-level President's Advisory Council on Diversity and Inclusion to promote engagement of prominent alumni and community members that reflect the diversity of Stetson's student population. Once appointed, this Council will begin its work on or about Jan. 1, 2021.

Commits to supporting and implementing 360-degree professional performance evaluations for senior leaders who report to the President. President also commits to such 360-degree evaluations for himself.

Commits to sustaining consistent and visible communication channels among and between all constituents of the university, including students, staff, faculty, administration, alumni, the board of trustees and community/regional partners.

**Office of the Provost**

Commits to promoting dialogue that addresses divides between faculty and administration, and also between staff and administration.

Commits to continuing the education and development of practices, policies and resources that promote inclusive hiring on all of Stetson's campuses.

Commits to analysis of, and appropriate transparency around, compensation for both DeLand and Gulfport faculty with regard to aspects of gender and racial equity.

Commits to engaging fully in conversations with faculty, faculty senate and deans in efforts to increase inclusivity for our students' education and our faculty's experiences at the university.

Commits to communicating tangible areas of progress as it pertains to diversity and inclusion within the academic enterprise of the institution.

### **Campus Life and Student Success**

Commits to deploying presidential discretionary seed funds to hire a full-time coordinator of training and development in the Office of Diversity and Inclusion.

Commits to allocating funds from the VP of CLaSS strategic fund to support the work of the Independent Student Empowerment (WISE) program.

Commits to adding a yearly accessibility tour of campus with facilities, CLaSS staff and a few students with disabilities to identify, prioritize and remedy accessibility issues as able. Additionally, commits to the creation of a University Accessibility Committee with membership from faculty students and staff focused on increasing accessibility at Stetson.

Commits to the creation of more spaces for student voice within university decision making.

Commits to researching best practices in regard to addressing bias reports, when appropriate, through the student community standards process and working with students to update our code.

Commits to assisting the Office of Development and Alumni Affairs with the launch of the multicultural subcommittee of the alumni board.

Commits to promoting dialogue that addresses divides between faculty and administration, and also between staff and administration.

Commits to continuing the education and development of practices, policies and resources that promote inclusive hiring on all of Stetson's campuses.

### **Development and Alumni Engagement**

Commits to adopting a formal policy in Alumni Affairs and Development on diversity recruitment.

Commits to improving procedures for both recruiting and onboarding new hires to ensure that new hires reflect both the values and mission of Stetson University.

Commits to filling currently vacant positions within Alumni Affairs with specific attention to diversifying the office.

### **Athletics**

Commits to educational opportunities and requiring staff and student-athletes to educate themselves by reading books and articles and instructional videos to "unlearn" things that

perpetuate stereotypes and racist ideology.

Commits to continue Safe Zone training, and requiring additional training annually.

Commits to formalizing a policy on transgender participation for intercollegiate athletics.

Commits to striving to be anti-racist by actively helping to confront racism when it is observed.

Commits to 360-degree performance evaluations within athletics.

### **Finance**

Commits to ensuring that non-faculty search processes include outreach to generate a diverse applicant pool.

Commits to requiring direct reports to undertake inclusive excellence/diversity training and commits to encouraging direct reports to attend diversity and inclusion programming.

Commits to working with the senior leadership team to develop institutional action steps and policies to support inclusive excellence/diversity.

Commits to understanding and overcoming any personal biases.

### **Marketing and Communications**

Commits to embedding marketing and communications staff into all diversity and inclusion efforts at the university.

Commits to developing and maintaining a communications plan that supports ongoing, consistent and persistent communications in appropriate channels.

Commits to building a cross-departmental, cross-campus project team to develop and maintain Stetson's web portal and track diversity initiatives across our campuses.

Commits to promoting successes and achievements in diversity and inclusion in both internal and external communications (media relations, email newsletters, videos, magazine).

### **Enrollment Management**

Commits to implementing bias and implicit-bias training for all members of the enrollment management division.

Commits to hiring a Director of Admission that is committed to creating an inclusive and diverse student body.

Commits to pursuing innovations in the manner in which Stetson University allocates financial aid to acknowledge the retention challenges faced by our students who come from low-income families.

Commits to working with Student Affairs to create a visible and accessible list of sources of financial assistance for students of color.

Commits to deploying new strategies for communicating information to prospective and current students that better reflect the diversity of our community.

#### **Office of the Dean, College of Law**

Commits to providing training for all faculty and staff on effectively managing difficult conversations about race.

Commits to deploying resources in partnership with Student Affairs to train student facilitators who can foster dialogue and develop coalitions across differences.

Commits to prioritizing with the Development and Alumni Engagement Office to continue efforts to endow scholarships for students of color.

Commits to formulating frameworks for inclusive, tailored and responsive communications.

Commits to fostering transparency with standing bi-annual (once each semester) roundtables with identified student organizations and the President to promote a welcomed expectation of continued conversations, encourage feedback and provide updates about the progress of the commitments.

#### **Office of the Dean, College of Arts and Sciences**

Commits to adopting inclusive faculty and staff hiring practices at every stage of the process, intensively recruiting, retaining and mentoring Black faculty and faculty from other marginalized or underrepresented identities to ensure successful progress through tenure and promotion processes and provide support for contingent faculty.

Commits to implementing the recommendations described in “Stetson University Guidelines for Equity, Diversity, and Inclusion in Search, Selection, Hiring, Onboarding, and Retention”; to align our approaches with national best practices; and to pursue connections to organizations such as the National Center for Faculty Development and Diversity.

Commits to working with campus partners to retain and mentor our Black students and those from other marginalized or underrepresented identities. We will examine existing sources such as the Black Senior Student survey data and partner with the Office of Institutional Research and Effectiveness to design, implement and analyze new assessment tools that will help us to better understand our students’ experiences and develop concrete steps for action.

Commits to amplifying, supporting and contributing resources to department-level programming focused on Black voices and underrepresented, understudied or marginalized groups and perspectives. We will gather information about these events to understand how we are making progress toward our goals.

Commits to implementing transparent and collaborative practices in order to create an environment of respect and inclusivity when we gather, discuss and make decisions; commits to examining and remediating practices and structures that contribute to imbalances and inequities in power. Commits to listen and understand, not to assume.

Commits to ongoing, amplified efforts to create a sense of community and appreciation within the College of Arts and Sciences.

### **Office of the Dean, School of Music**

Commits to greater and immediate efforts in recruiting, retaining and mentoring an ethnically and culturally diverse musical faculty and staff. Striving to better reflect our School of Music student population, we commit to honoring best practices for new hires and searches using “Stetson University Guidelines for Equity, Diversity, and Inclusion in Search, Selection, Hiring, Onboarding, and Retention.” Likewise, the 2020-2021 School of Music Dean Search Committee possesses immediate opportunities for intentionality in building a diverse pool of applicants from which to select candidates for further consideration and appointment.

Commits to charging the CPR (Curriculum and Program Review Committee) within the music faculty to begin guided dialogue and eventual recommendations for a more culturally diverse undergraduate curriculum beyond the traditional “Western Canon” content and Music Culture requirement for all music majors, regardless of specific major or degree.

Commits to establishing “Repertoire Plans” for ensemble directors to intentionally guide selection of annual choral, orchestral, jazz and wind band repertoire with greater emphasis on women composers, black composers and composers from underrepresented groups, including non-Western regions in the world.

Commits to developing a School of Music Student/Faculty Coalition, engaging the SoM Student Advisory Council and all music faculty in scheduled listening and learning sessions, including coordinated efforts to reduce intimidation and fostering trust with honest dialogue focused on building greater communication and listening between students and faculty addressing issues such as Black Lives Matter, diversity, inclusivity, cultural appropriations, gender equity, and a broader representation and context of musical styles, genre and repertoire.

### **Office of the Dean, School of Business Administration**

Commits to creating higher-value “scholarships” to facilitate Experiential Learning Requirement (ELR) opportunities/participation for minorities, underrepresented groups, and economically disadvantaged students. This would be to support participation in global travel programs, internships and on competition teams. This would be funded by setting aside funding from

current SoBA gift funds such as the Dean's fund and JJ Master Center.

Commits to creating and funding a guest speaker series to enhance student exposure to successful leaders who are minorities, female or who represent disadvantaged groups. We launched our Women's Leadership Series in the fall to significant success.

Commits to providing training for SoBA faculty and staff on how to address issues of equity and inclusion (and other difficult issues) in the classroom. (This is similar to what I believe was Michèle's direction toward having difficult conversations.)

Commits to funding the start-up of a bookkeeping company (named "Count Us In" or "Hatters Count" or "Counting for the Community," etc.) that would be operated by the Rinker Institute (Accounting). This bookkeeping company would employ financially disadvantaged Stetson students to work for the "company" (for one or more semesters) under the supervision of a faculty member of the Rinker Institute. The "company" would charge a small rate to locally owned small businesses and/or not for profits (NFPs). The revenue from this effort would be paid to students either directly or in the form of scholarships. The focus of this will be on financially disadvantaged students (including first generation college attendees) whose voice about financial struggle was heard strongly in the climate survey. The benefits would come from creating a program that provides financial support to students in need, provides students a valuable skill, creates an ELR opportunity that does not cost the student but instead provides some funding support, and provides a service to small and NFP businesses in the region.

#### **Office of the Dean, Library & Learning Technologies**

Commits to establishing a dedicated committee to develop, guide and assess the library's diversity, equity and inclusion initiatives.

Commits to conducting inclusive searches when vacant positions arise.

Commits to creating a welcoming environment for accessing information, sharing knowledge and learning from one another.

Commits to actively collecting archival material from Stetson's historically underrepresented groups, including, but not limited to, student multicultural organizations.

Commits to diversifying our collections, including adding resources on LBGQTQIA+ rights, Women's studies, Black studies and materials on other underrepresented groups of people.

Commits to engaging in professional development and to cultivating cultural competencies that address diversity, equity and inclusive practices.

#### **DeLand Faculty Senate**

Commits to leading a broad conversation with faculty on curricular changes to ensure that our students learn about systemic racism in their time at Stetson.

Commits to major initiatives to improve representation of faculty in Stetson's governance system. These include:

- A review and consideration of revisions to the membership and terms of representative bodies including the Faculty Senate and UCCAP.
- Greater communication, outreach and transparency in the process of populating university committees.

### **The Brown Center for Faculty Innovation and Excellence**

Commits to approaching faculty development as a continuous effort to create a sense of connectedness and collegiality across the university, which in turn will foster innovation and excellence in teaching and scholarship.

Commits to the development of programming that supports the needs and interests of a diverse community of educators.

Commits to working with the different academic units (CAS, SOBA and the SOM) to explore the development of a faculty-mentoring program that employs both vertical and horizontal components.

Commits to supporting faculty and program development that promotes interdisciplinary collaboration via programming that cultivates dialog across disciplines and between educators with diverse perspectives and experiences.

Commits to offering programming that focuses on pedagogical strategies that:

- create more inclusive learning environments,
- integrate multicultural perspectives into course content,
- allow for the acknowledgement of multicultural contributions, and
- employ universal course design as a way of acknowledging the diversity of student learning styles.