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Assessment • Planning • Interventions

Stetson University DeLand

Assessment of the Climate for Learning, Living, and Working

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Rankin & Associates, Consulting

Table of Contents

Executive Summary

Introduction

Stetson University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Stetson University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Stetson University's mission statement, "Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world."[1] In order to better understand the campus climate, the senior administration at Stetson University recognized the need for a comprehensive tool that would provide campus climate metrics for Stetson University students, faculty, and staff.

Throughout the 2013-2014 academic year, the Stetson community was invited to take part in conversations about the strategic priorities that would guide the following 5 years. At the end of that year, the senior administrators unveiled the 2014-2019 Strategic Map. At the base of the map lies the foundational goal, "Be a Diverse Community of Inclusive Excellence." To advance that goal, Stetson University President Wendy B. Libby appointed the Diversity Inclusion Task Force (DITF). In 2015, the Climate Study Working Group (CSWG) was developed out of the DITF. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, Stetson University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Stetson University Assessment of Climate for Learning, Living, and Working." The project was developed to provide separate analyses and reports for the Deland[2] campus and the Gulfport campus[3]. Data gathered via reviews of relevant Stetson

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[1]http://www.stetson.edu/other/about/mission-and-values.php
[2]The Deland campus also included data from the Center at Celebration

University literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, community forums will be sponsored on both campuses to assist in the development and implementation of two to three action items.

Project Design and Campus Involvement

The CSWG collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 14 focus groups at the Deland campus comprised of 88 participants (29 students, 42 faculty, and 17 staff) and nine focus groups at the Gulfport campus comprised of 60 participants (24 students, 13 faculty, and 23 staff). In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in December 2015. The final survey contained 110 items (28 qualitative and 82 quantitative) and was available via a secure online portal from February 2 to March 7, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

The conceptual model used as the foundation for Stetson University's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The CSWG implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Stetson University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey at the Deland campus.

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[3]The Gulfport campus also included data from the Tampa Law Center.

Stetson University Deland Campus Participants

Stetson University Deland Campus community members completed 1,082 surveys for an overall response rate of 26%. Only surveys that were at least 50% completed were included in the final data set for analyses.[4] Response rates by constituent group varied: 22% ($n = 624$) for Undergraduate Students, 18% ($n = 56$) for Graduate Students, 29% ($n = 154$) for Faculty, and 46% ($n = 455$) for Staff. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.[5]

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[4]Fourteen surveys were removed because they did not complete at least 50% of the survey, and four duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 0$).

[5]The total n for each demographic characteristic may differ as a result of missing data.

Table 1. **Stetson Deland Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Position status	Undergraduate Student	624	57.7
	Graduate/Professional Student	56	5.2
	Faculty	154	14.2
	Administrator	37	3.4
	Staff	211	19.5
Gender identity	Man	333	30.8
	Women	708	65.4
Racial identity	Black/African-American/Afro-Caribbean	36	3.3
	Hispanic/Latin@/Chican@	74	6.8
	Other People of Color	81	7.5
	White	752	69.5
	Multiple Race	90	8.3
Sexual identity	LGBQ	148	13.7
	Heterosexual	876	81.0
Citizenship status	U.S. Citizen	962	88.9
	Non-U.S./Naturalized Citizen	113	10.4
Disability status	Disability	86	7.9
	No Disability	937	86.6
	Multiple Disability	51	4.7
Faith-based affiliation	Christian Affiliation	565	52.2
	Other Faith-Based Affiliation	46	4.3
	No Affiliation	372	34.4
	Multiple Affiliation	55	5.1

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at Stetson Deland**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[6] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

   - 75% ($n = 814$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Stetson Deland.
   - 77% ($n = 309$) of Faculty and Staff respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.
   - 84% ($n = 701$) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.
   - 78% ($n = 260$) of Men respondents and 75% ($n = 532$) of Women respondents were "very comfortable" or "comfortable" with the overall climate on campus.

2. **Faculty Respondents – Positive attitudes about faculty work**
   - Tenure-Track Faculty respondents felt that teaching (80%, $n = 91$) and research (95%, $n = 105$) were valued by Stetson Deland.
   - Non-Tenure-Track Faculty respondents felt that teaching (92%, $n = 35$) was valued by Stetson Deland.
   - 81% ($n = 122$) of Faculty respondents felt that their teaching was valued.
   - 59% ($n = 88$) of Faculty respondents felt that their research/creative activity was valued.
   - Only 11% ($n = 11$) of Tenure-Track Faculty respondents thought that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.
   - 97% ($n = 143$) of Faculty respondents would recommend Stetson Deland as a good place to work.

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[6]Rankin & Reason, 2008, p. 264

3. **Staff Respondents –Positive attitudes about staff work**

- 61% ($n = 149$) of Staff respondents reported that they were able to complete their assigned duties during scheduled hours.
- 84% ($n = 65$) of Staff respondents believed that they were given a reasonable time frame to complete assigned responsibilities.
- 83% ($n = 205$) of Staff and Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 82% ($n = 200$) of Staff respondents believed that the campus provided them with resources to pursue training/professional development opportunities.
- 85% ($n = 197$) of Staff respondents indicated that the campus was supportive of taking extended leave (e.g., FMLA, parental).
- 84% ($n = 204$) of Staff respondents indicated that Stetson Deland is a good place to work.

4. **Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.[7] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[8] Attitudes toward academic pursuits are one indicator of campus climate.

- 82% ($n = 551$) of Student respondents felt valued by Stetson Deland faculty, 72% ($n = 484$) felt valued by Stetson Deland staff, and 38% ($n = 252$) felt valued by Stetson Deland senior administrators.
- 78% ($n = 522$) of Student respondents felt valued by faculty in the classroom.
- 80% ($n = 495$) of Student respondents had faculty whom they perceived as role models.

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[7]Pascarella & Terenzini, 2005
[8]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

Student Respondents – Perceptions of *Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 12 on the survey. Analyses using these scales revealed:

- Subsequent analyses on *Perceived Academic Success* for Students was significant for three comparisons: Black/African-American/Afro-Caribbean versus Other People of Color, Hispanic/Latin@/Chican@ versus Other People of Color, and White[9] versus Other People of Color. These findings suggest that Students of Color (defined in these analyses as Students who identify with racial/ethnic minority groups other than Black/African-American/Afro-Caribbean or Hispanic/Latin@/Chican@) have less *Perceived Academic Success* than Black/African-American/Afro-Caribbean, Hispanic/Latin@/Chican@, or White Students.

Key Findings – Opportunities for Improvement

1. **Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.**
   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[10] Research also underscores the relationship between workplace discrimination and subsequent productivity.[11] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 23% ($n = 246$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[12]

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[9] White references respondents that reported identifying as White and no other race or ethnicity.

[10] Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

[11] Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

[12] The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- o 27% ($n = 66$) noted that the conduct was based on their position status, 19% ($n = 47$) felt that it was based on their ethnicity, 18% ($n = 43$) felt that it was based on their gender/gender identity, and 16% ($n = 39$) felt that it was based on their age.
- Differences emerged based on ethnicity/racial identity:
  - o Significantly greater percentages of Black/African-American/Afro-Caribbean respondents (37%, $n = 27$) and Other People of Color (31%, $n = 11$) believed that they had experienced this conduct than White respondents (21%, $n = 155$),

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. More than 100 respondents from all constituent groups contributed further data regarding their personal experiences of exclusion, intimidation, and hostility at Stetson Deland. One common theme emerged from Student and Faculty respondents: students were often the perpetrators or considered harsh or destructive. Among Employee (Faculty, Staff, and Administrators) respondents, group conflict and workplace were two common topics. Employee respondents noted feeling like "second-class citizens," and disrespected. Student respondents wrote about discrimination. They noted racist remarks online, derogatory slurs in person, and being heckled. The respondents who wrote about discrimination noted it was based on race, ethnicity, citizenship, religion, politics, and faith-based affiliations.

2. **One constituent group indicated that they were less comfortable with the overall campus climate.**

   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, Other People of Color, people with disabilities, first-generation students, veterans).[13]

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[13]Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- Differences by racial identity:
  - Respondents of Color (69%, $n = 131$) were less likely to be "very comfortable" or "comfortable" with the overall climate at Stetson Deland than were White respondents (78%, $n = 585$).

3. **Faculty and Staff Respondents – Challenges with work-life issues**

- 57% ($n = 66$) of Tenure-Track Faculty respondents, 63% ($n = 12$) of Non-Tenure-Track Faculty respondents, and 51% ($n = 127$) of Staff respondents had seriously considered leaving Stetson Deland in the past year.
  - 52% ($n = 113$) of those Faculty and Staff respondents who seriously considered leaving did so because of financial reasons.
- 19% ($n = 75$) of Faculty and Staff respondents observed unjust hiring; (15%, $n = 59$) observed unfair, unjust disciplinary actions; and (22%, $n = 87$) observed unfair or unjust promotion, tenure, and/or reclassification.
- 40% ($n = 98$) of Staff and Administrator respondents felt that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours.
- 52% ($n = 124$) of Staff respondents felt that Stetson Deland provided adequate resources to help them manage work-life balance.
- 40% ($n = 90$) of Staff respondents believed that people who have children or elder care were burdened with balancing work and family responsibilities.
- 39% ($n = 60$) of Faculty respondents felt valued by Stetson Deland senior administrators.

4. **Faculty Respondents – Challenges with faculty work**

- 32% ($n = 35$) of Tenure-Track Faculty respondents believed that faculty opinions were valued within Stetson Deland committees.
- 58% ($n = 22$) of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that tenure standards/promotion standards were applied equally to all faculty in their schools/division.

- 18% (n = 18) of Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion.
- 38% (n = 40) of Tenure-Track Faculty respondents believed that they were burdened by service responsibilities.
- 84% (n = 32) of Non-Tenure-Track Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations.
- 46% (n = 17) of Non-Tenure-Track Faculty respondents felt that their opinions were taken seriously by senior administrators

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. Primarily, many respondents were concerned with the decision-making process used by the administration, particularly as it related to faculty input. Faculty respondents also wrote about the high service burden, lack of participation in substantive committees, and expected conformity within committees. Additionally, Faculty respondents remarked that while the tenure and promotion process is clear, it is easy to discriminate, and guidelines were not applied fairly.

5. **A meaningful percentage of respondents experienced unwanted sexual contact.**
   In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Stetson Deland survey requested information regarding sexual assault.
   - 125 (12%) respondents indicated that they had experienced unwanted sexual contact while at Stetson Deland.
   - 113 (90%) of the 125 respondents who experienced unwanted sexual assault were Undergraduate Students; 97 (77%) were Women.
   - These respondents rarely reported to anyone at Stetson Deland that they had experienced unwanted sexual contact.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact. Two themes emerged among Stetson Deland' respondents who explained why they did not report unwanted sexual contact. The primary rationale offered by respondents for not reporting these incidents was that the incident was not significant enough to report. Respondents also mentioned negative perceptions and possible consequences should they choose to report the incident.

Conclusion

Stetson Deland climate findings[14] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[15] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A similar percentage (75%) of all Stetson Deland respondents reported that they were "comfortable" or "very comfortable" with the climate at Stetson Deland. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Stetson Deland, a similar percentage of respondents (23%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[16]

Stetson Deland's climate assessment report provides baseline data on diversity and inclusion, and addresses Stetson Deland's mission and goals. While the findings may guide decision-making in regard to policies and practices at Stetson Deland, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Stetson Deland community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Stetson Deland, with support from senior administrators and collaborative leadership, is in a prime position to

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[14]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[15]Rankin & Associates Consulting, 2015
[16]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

Stetson University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Stetson University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Stetson University's mission statement, "Our mission at Stetson University is to provide an excellent education in a creative community where learning and values meet, and to foster in students the qualities of mind and heart that will prepare them to reach their full potential as informed citizens of local communities and the world."[17] In order to better understand the campus climate, the senior administration at Stetson University recognized the need for a comprehensive tool that would provide campus climate metrics for Stetson University students, faculty, and staff.

Throughout the 2013-2014 academic year, the Stetson community was invited to take part in conversations about the strategic priorities that would guide the following 5 years. At the end of that year, the senior administrators unveiled the 2014-2019 Strategic Map. At the base of the map lies the foundational goal, "Be a Diverse Community of Inclusive Excellence." To advance that goal, Stetson University President Wendy B. Libby appointed the Diversity Inclusion Task Force. In 2015, the Climate Study Working Group (CSWG) was developed out of the Task Force. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, Stetson University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Stetson University Assessment of Climate for Learning, Living, and Working." The project was developed to provide separate analyses and reports for the

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[17]http://www.stetson.edu/other/about/mission-and-values.php

Deland[18] campus and the Gulfport campus. Data gathered via reviews of relevant Stetson University literature, focus groups, and a campus-wide survey focused on the experiences and perceptions of various constituent groups. Based on the findings of this study, community forums will be sponsored on both campuses to assist in the development and implementation of two to three action items.

Review of the Literature: Campus Climate's Influence on Academic and Professional Success

Climate is defined for this project as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[19] This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

> intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that, in order to provide a

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[18]The Deland campus also included data from the Celebration campus
[19]Rankin & Reason, 2008, p. 264

foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, "Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome" (p. iv). Milem et al. further suggested that for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus environments are "complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments" (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations within the campus environment. A guiding question Smith posed was, are special-purpose groups (e.g., Black Faculty Caucus) and locations (e.g., GLBTIQ and Multicultural Student Retention Services) perceived as "'problems' or are they valued as contributing to the diversity of the institution and its educational missions" (p. 225)?

Campus climate influences students' academic success and employees' professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups may perceive the campus climate differently from each other and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D'Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010;

Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008). A summary of this literature follows.

Several scholars (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009) found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively impacted. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the value of a diverse student body and faculty on enhancing learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013). Lesbian, gay, bisexual, and Trans* (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGB faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower

satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

Finally, in assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation of one another. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Patton, 2011; Pittman, 2010; Turner, Myers, & Creswell, 1999).

Stetson University Campus-Wide Climate Assessment Project Structure and Process
The CSWG collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 14 focus groups at the Deland campus comprised of 88 participants (29 students, 42 faculty, and 17 staff) and nine focus groups at the Gulfport campus comprised of 60 participants (24 students, 13 faculty, and 23 staff). In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in December 2015. The final survey contained 110 items (28 qualitative and 82 quantitative) and was available via a secure online portal from February 2 to March 7, 2016. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

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as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Stetson Deland' assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[20] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Stetson Deland to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On September 28, 2015, Stetson Deland students, staff, faculty, and administrators participated in 14 focus groups conducted by R&A facilitators. The groups were identified by the CSWG and invited to participate via a letter from President Wendy B. Libby. The interview protocol included four questions addressing participants' perceptions of the campus living, learning, and working environment; initiatives/programs implemented by Stetson Deland that have directly influenced participants' success; the greatest challenges for various groups at Stetson Deland; and suggestions to improve the campus climate.

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[20]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

R&A conducted 14 focus groups comprised of 88 participants (29 students, 42 faculty, and17 staff) at Stetson University-Deland Campus. Participants in each group were given the opportunity to follow up with R&A with any additional concerns. The CSWG and R&A used the results to inform questions for the campus-wide survey.

Survey Instrument. The survey questions were constructed based on the results of the focus groups, the work of Rankin (2003), and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the Stetson Deland population. The final Stetson Deland campus-wide survey contained 110 questions,[21] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Stetson Deland' institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Stetson's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform Stetson's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on November 25, 2015.

Prospective participants received an invitation from President Libby that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey

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[21]To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so that comments were not attributed to any individual demographic characteristics.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30%. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Stetson Deland in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[22] Actual percentages[23] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

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[22]Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[23]Actual percentages were derived using the total number of survey respondents.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions in each scale (Table 2) were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Undergraduate Student respondents who did not answer all scale sub-questions were not included in the analysis. A little more than 2 percent (2.4%) of all potential Undergraduate Student respondents were removed from the analysis owing to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[24] One question from the scale (Q12_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.861 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12_A_2 included, Cronbach's alpha was only 0.771.

Table 2. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential. I am satisfied with my academic experience at Stetson Deland.
	I am satisfied with the extent of my intellectual development since enrolling at Stetson Deland. I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to Stetson Deland.

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[24]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions (i.e., did not skip any) included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggested a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Undergraduate Student respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Man, Women)
- Racial identity (Black/African-American/Afro-Caribbean, Hispanic/Latin@/Chican@, Other People of Color, White, and Multiple Race)
- Sexual identity (LGBQ, Heterosexual)
- Parent education status (First-Generation, Not-First-Generation)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., gender identity), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects are noted.

When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using eta^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the Stetson Deland campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[25] using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

<div align="center">

Results

</div>

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of Stetson Deland' institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful by R&A to the climate at Stetson Deland.

Description of the Sample[26]

One thousand eighty-two (1,082) surveys were returned, for a 26% overall response rate. The sample and population figures, chi-square analyses,[27] and response rates are presented in Table

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[25]Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

[26]All frequency tables are provided in Appendix B.

3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Stetson Deland.

- Women were significantly overrepresented in the sample; men were underrepresented.

- Alaskan Natives, Asian/Asian Americans, Black/African-American/Afro-Caribbeans, Hispanic/Latino(a)/Chicano(a)s, Native Hawaiians, and those who were Missing/Unknown/Other/International were significantly underrepresented in the sample. Whites and Pacific Islanders were significantly overrepresented in the sample.

- Faculty and Staff were significantly overrepresented in the sample; Undergraduate and Graduate/Professional Students were underrepresented.

- Undocumented Residents and U.S. Citizens, both by birth and naturalized, were significantly overrepresented in the sample. Permanent Residents and Visa Holders were underrepresented.

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[27]Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Stetson-Deland/Celebration Campus.

Table 3. **Demographics of Population and Sample**

Characteristic	Categories	Population N	Population %	Sample n	Sample %	Response Rate
Gender identity[a]	Man	1,855	44.2	333	31.2	18.0
	Women	2,343	55.8	708	66.4	30.2
	Genderqueer	Not available	Not available	11	1.0	N/A
	Transgender	Not available	Not available	< 5	---	N/A
	Other	Not available	Not available	11	1.0	N/A
Race/Ethnicity[b]	Alaskan Native	< 5	---	0	0.0	0.00
	American Indian	12	0.3	< 5	---	---
	Asian/Asian American	93	2.2	22	2.0	23.7
	Black/African-American/Afro-Caribbean	313	7.5	74	6.8	23.6
	Hispanic/Latino(a)/Chicano(a)	524	12.5	81	7.5	15.5
	Middle Eastern/North African	Not available	Not available	9	0.8	N/A
	Native Hawaiian	5	0.1	0	0.0	0.00
	Pacific Islander	>5	---	< 5	---	---
	White	2,857	68.4	752	69.5	26.3
	Two or More (Multiracial)	Not available	Not available	90	8.3	N/A
	Missing/Unknown/Other/International	368	8.8	49	4.5	13.3
Position status[c]	Undergraduate Student	2,889	68.8	624	57.7	21.6
	Graduate/Professional Student	314	7.5	56	5.2	17.8
	Faculty	540	12.9	154	14.2	28.5
	Administrator	Not available	Not available	37	3.4	N/A
	Staff	455	10.8	211	19.5	46.4
Citizenship[d]	U.S. Citizen, Birth	1,027	76.2	962	89.6	93.7
	U.S. Citizen, Naturalized	Not available	Not available	58	5.4	N/A
	Permanent Resident	44	3.3	19	1.8	43.2
	Visa Holder	268	19.9	35	3.3	13.1
	Other Legally Documented Status	9	0.7	0	0.0	0.0
	Currently Under a Withholding of Removal Status	0	0.0	0	0.0	0.00
	Undocumented Resident	0	0.0	< 5	---	---

[a] $X^2 (1, N = 1,041) = 62.45, p < .001$
[b] $X^2 (7, N = 981) = 42.02, p < .001$
[c] $X^2 (3, N = 1,045) = 107.00, p < .001$
[d] $X^2 (2, N = 1,009) = 190.10, p < .001$

13

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of Stetson University CSWG reviewed the bank of items available for the survey.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.[28] Correlations between the responses to questions about overall campus climate for various groups (survey Question 93) and to questions that rated overall campus climate on various scales (survey Question 94) were moderate-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these

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[28]Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

results suggests that the survey data were internally reliable. Pertinent correlation coefficients[29] are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level; that is, a relationship existed between all selected pairs of responses.

A strong relationship (between .58 and .69) existed for all five pairs of variables - between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

Table 4. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics				
	Not Racist	**Not Homophobic**	**Not Sexist**	**Not Classist (SES)**	**Disability Friendly**
Positive for People of Color	.674[1]				
Positive for Lesbian, Gay, Bisexual People		.632[1]			
Positive for Women			.583[1]		
Positive for People of Low Socioeconomic Status				.689[1]	
Positive for People with Disabilities					.668[1]

[1]$p < 0.01$

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[29]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Sample Characteristics[30]

For the purposes of several analyses, demographic responses were collapsed into categories established by the CSWG to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate/Professional Student respondents, Faculty respondents, and Staff/Administrator respondents.[31] Of all respondents, 58% ($n = 624$) were Undergraduate Students, 5% ($n = 56$) were Graduate/Professional Students, 14% ($n = 154$) were Faculty respondents, 23% ($n = 248$) were Staff/Administrator respondents (Figure 1). Ninety-five percent ($n = 1,022$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 98% ($n = 610$) of Undergraduate Student respondents, 88% ($n = 49$) of Graduate/Professional Students, 86% ($n = 131$) of Faculty respondents, 96% ($n = 232$) of Staff/Administrator respondents were full-time in their primary positions.
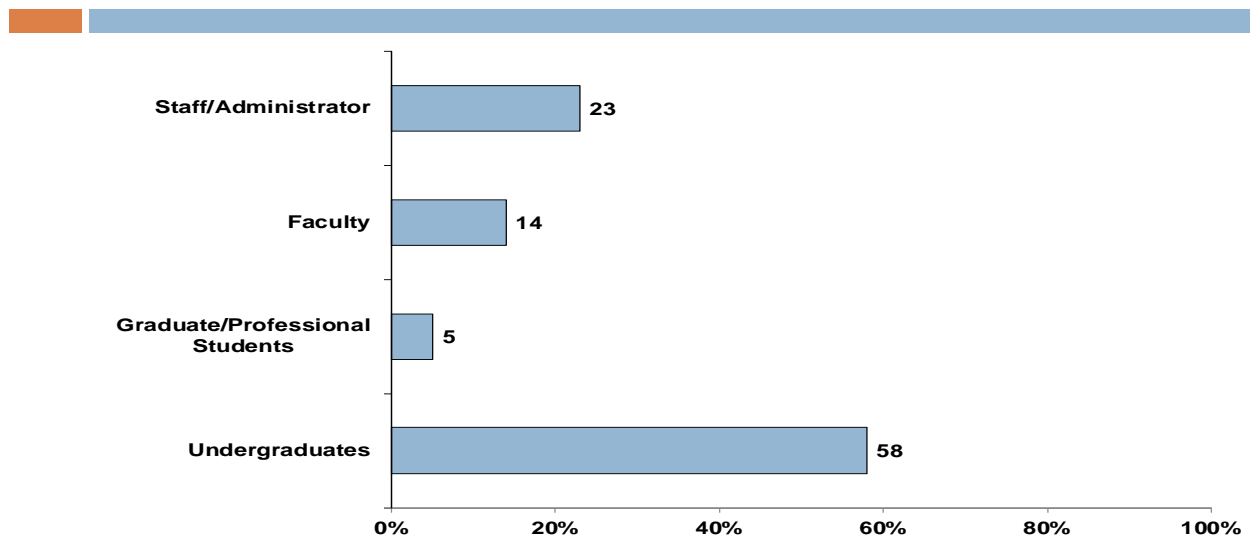
Figure 1. Respondents' Collapsed Position Status (%)

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[30]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[31]Collapsed position status variables were determined by the CSWG.

With regard to respondents' work-unit affiliations, Table 5 indicates that Staff respondents represented various work units across campus. Of Staff respondents, 22% ($n = 49$) were affiliated with Campus Life and Student Success, 13% ($n = 29$) were affiliated with Athletics, 10% ($n = 21$) were affiliated with Administrative Affairs, and 10% ($n = 21$) were affiliated with University Relations.

Table 5. **Staff Respondents' Primary Work Unit Affiliations**

Academic division/work unit	*n*	%
Administrative Affairs (e.g., Human Resources, Finance and Risk Management)	21	9.6
Athletics	29	13.2
Campus Life and Student Success	49	22.4
College of Arts and Sciences	19	8.7
College of Law Staff	< 5	---
duPont-Ball Library	6	2.7
Enrollment Management	16	7.3
Facilities Management	9	4.1
Information Technology	6	2.7
Office of the President/Office of the Provost/Academic Affairs (e.g., Registrar, IR, Boundless Learning)	20	9.1
School of Business Administration	5	2.3
School of Music	6	2.7
University Marketing	11	5.0
University Relations	21	9.6

Note: Table includes only Staff and Administrator respondents ($n = 248$).

Of Faculty respondents, 74% ($n = 104$) were affiliated with Arts & Sciences, 4% ($n = 5$) with the Library, 14% ($n = 19$) with Business, and 9% ($n = 12$) with Music (Table 6).

Table 6. **Faculty Respondents' Primary Academic Division Affiliations**

Academic division	*n*	%
College of Arts and Sciences	**104**	**74.3**
Division of Education	17	24.3
Division of Humanities & Arts	18	25.7
Division of Natural Sciences	22	31.4
Division of Social Sciences	13	18.6
duPont-Ball Library	**5**	**3.6**
School of Business Administration	**19**	**13.6**
School of Music	**12**	**8.6**

Note: Table includes only Faculty respondents ($n = 154$).

More than half of the sample (66%, $n = 708$) were Women; 31% ($n = 333$) were Men.[32] One percent ($n = 11$) of respondents identified as Genderqueer, and less than 1% ($n < 5$) identified as Transgender.[33] Eleven respondents (< 1%) marked "a gender not listed here" and offered identities such as "agender," "andronynous," and "genderfluid."

The CSWG decided to collapsed Transgender, Genderqueer, and "gender not listed here" into the "Transspectrum" category (2%, $n = 25$). It was also agreed to not include the Transspectrum category in analyses in order to maintain confidentiality.

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[32]The majority of respondents identified their birth sex as female (67%, $n = 723$), while 32% ($n = 343$) of respondents identified as male and < 1% ($n < 5$) identified as intersex. Additionally, 63% ($n = 681$) identified their gender expression as feminine, 30% ($n = 329$) as masculine, 3% ($n = 35$) as androgynous, and 1% ($n = 15$) as "not listed here."

[33]Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents' confidentiality.

Figure 2 illustrates that more women Graduate/Professional Student respondents (80%, $n = 45$) and Undergraduate Student respondents (71%, $n = 428$) attended Stetson Deland than men did Graduate/Professional and Undergraduate Students. Sixty-seven percent ($n = 164$) of Staff/Administrator respondents and 51% ($n = 71$) of Faculty respondents were women.
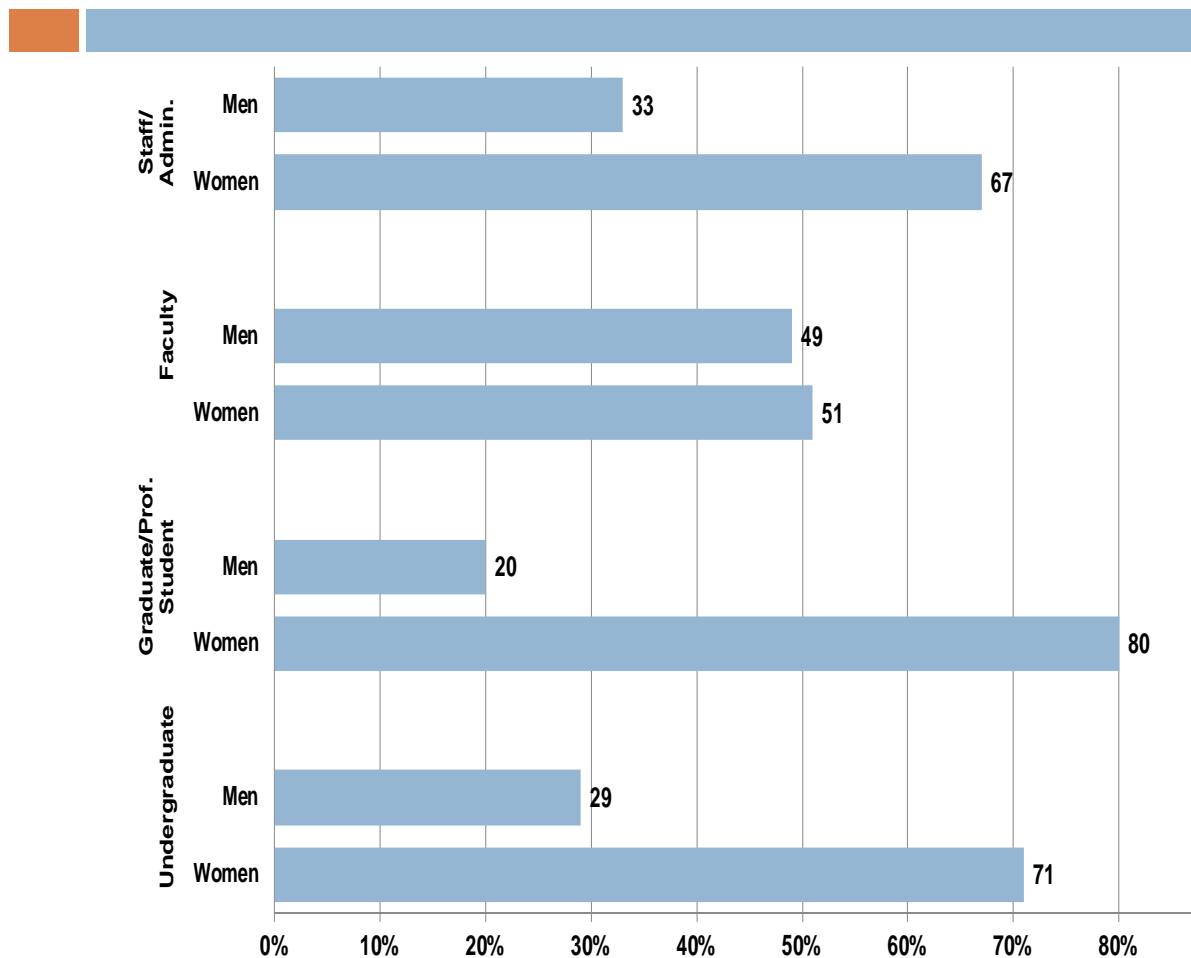
Note: Responses with $n < 5$ are not presented in the figure.

Figure 2. Respondents by Gender Identity and Position Status (%)

The majority of respondents were Heterosexual[34] (86%, $n = 876$), while 15% ($n = 148$) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning, other) (Figure 3).
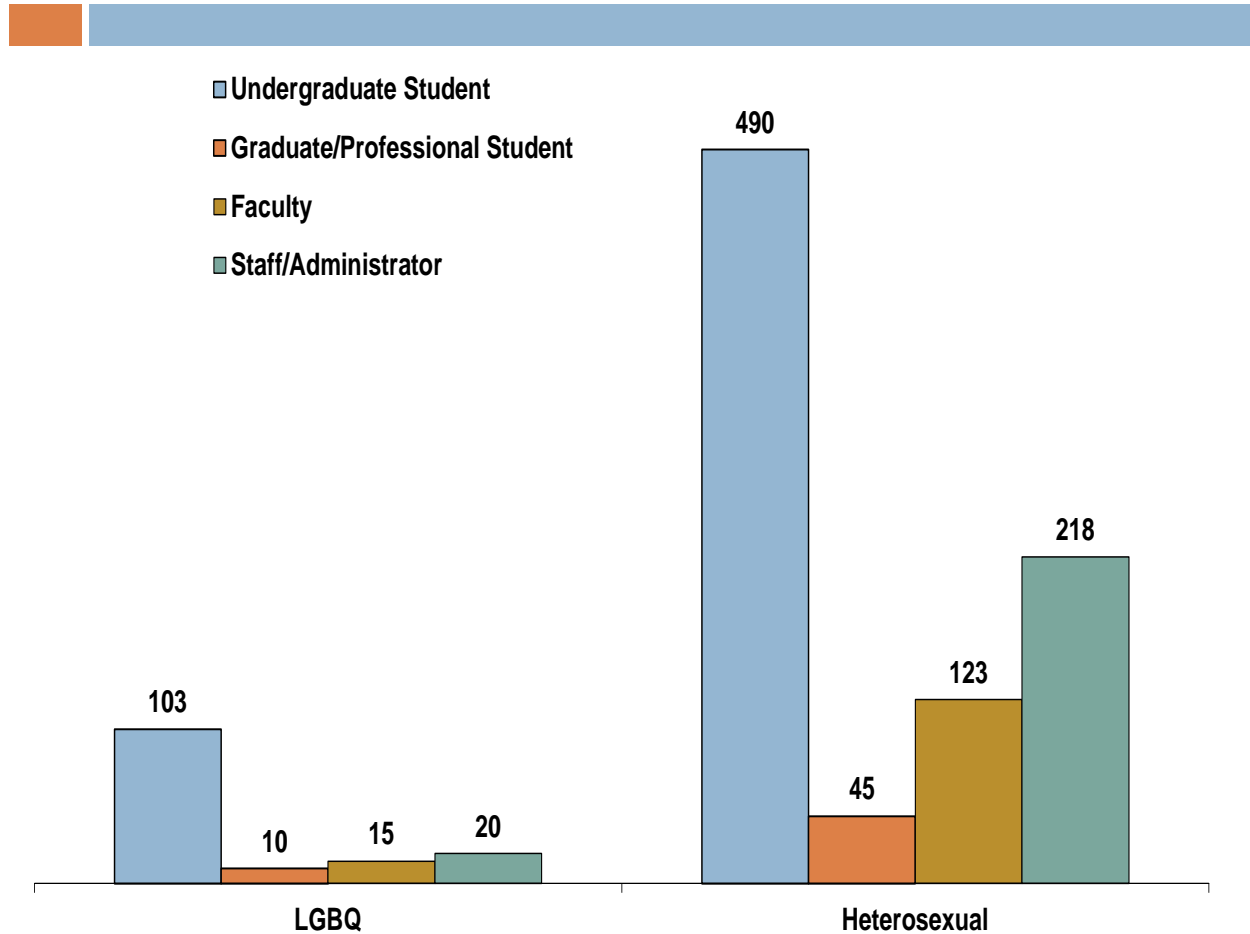
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[34]Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in "other" terms such as "demisexual" and "fluid."

Of Faculty respondents, 16% ($n = 17$) were between 25 and 34 years old, 22% ($n = 23$) were between 35 and 44 years old, 26% ($n = 27$) were between 45 and 54 years old, 28% ($n = 30$) were between 55 and 64 years old, and 9% ($n = 9$) were 65 and older (Figure 4). Of Staff respondents, 5% ($n = 11$) were between 22 and 24 years old, 33% ($n = 71$) were between 25 and 34 years old, 13% ($n = 28$) were between 35 and 44 years old, 24% ($n = 52$) were between 45 and 54 years old, 20% ($n = 43$) were between 55 and 64 years old, and 4% ($n = 8$) were 65 and older.
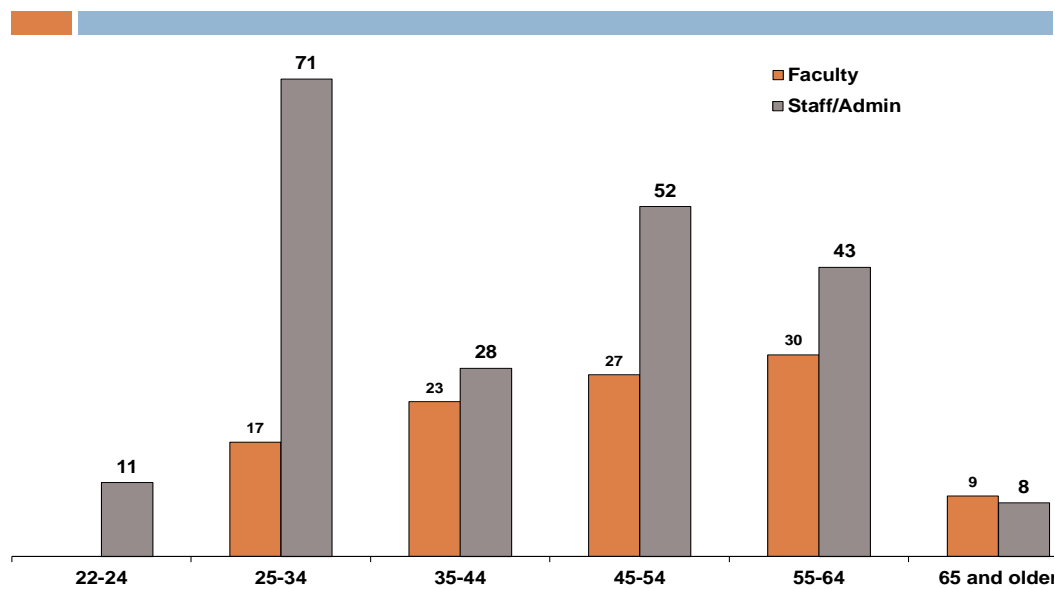
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee[35] Respondents by Age and Position Status (n)

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[35]Throughout the report, the term "employee respondents" refers to all respondents who indicated that they were staff, administrators, or faculty members.

Of responding Undergraduate Students, 85% ($n = 525$) were 18 to 21, 11% ($n = 66$) were between 22 and 24 years old, 2% ($n = 15$) were between 25 and 34 years old, less than 1% ($n < 5$) were between 35 and 44 years old, and 1% ($n = 6$) were between 45 and 54 years old (Figure 5). Two percent ($n < 5$) of responding Graduate/Professional Students were 18 to 21, 35% ($n = 18$) were between 22 and 24 years old, 25% ($n = 13$) were between 25 and 34 years old, 29% ($n = 15$) were between 35 and 44 years old, 6% ($n < 5$) were between 45 and 54 years old, and 4% ($n < 5$) were between 55 and 64 years old.

Note: Responses with $n < 5$ are not presented in the figure.
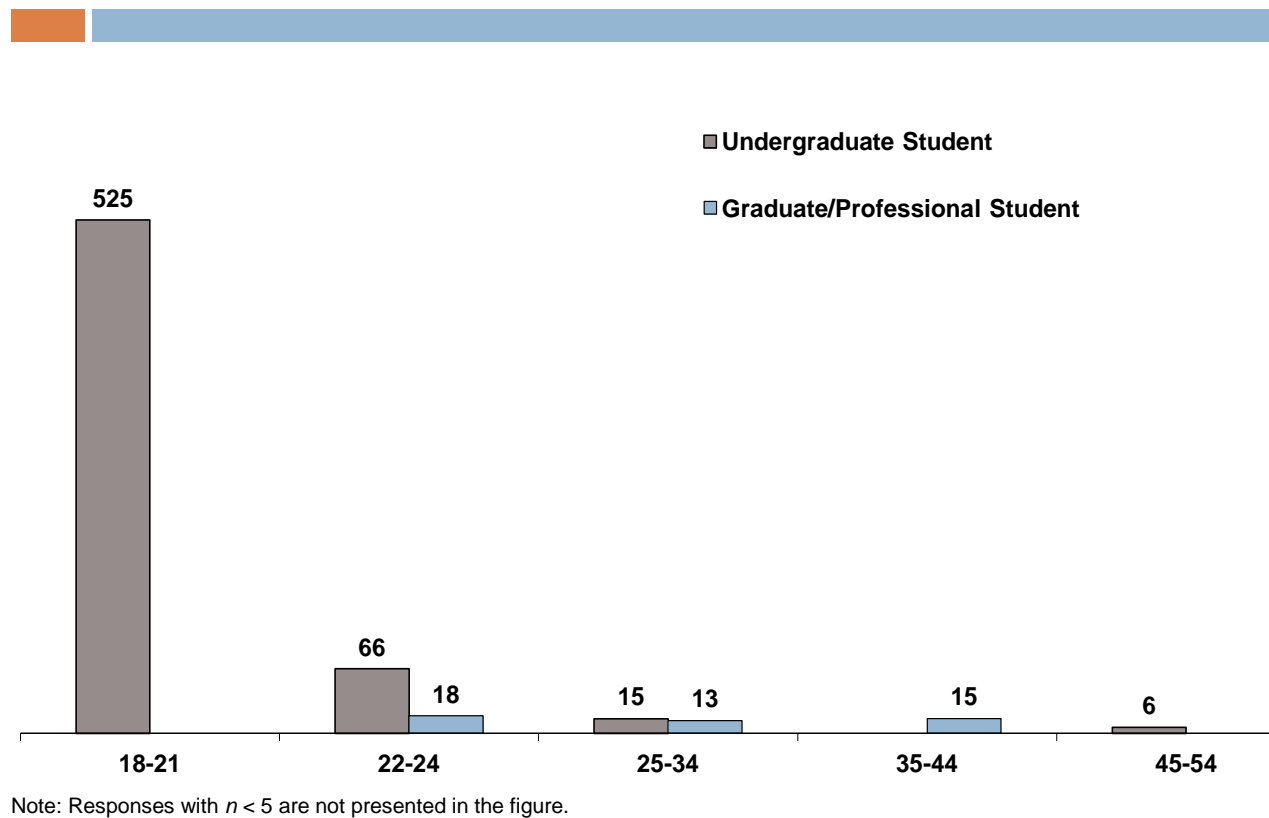
Figure 5. Student Respondents by Age and Student Status (n)

With regard to racial identity, 77% (*n* = 828) of the respondents identified as White (Figure 6).
Three percent (*n* = 35) of respondents were Asian/Asian American, 12% (*n* = 130) were
Hispanic/Latino(a)/Chicano(a), 9% (*n* = 98) were Black/African-American/Afro-Caribbean, 2%
(*n* = 24) were American Indian, 1% (*n* = 14) were Middle Eastern/North African, and < 1% each
were Pacific Islander (*n* < 5), Alaskan Native (*n* = 0), and Native Hawaiian (*n* < 5). Some
individuals marked the response category "a racial/ethnic identity not listed here" and wrote
"West-Indian," "multi-racial," "mixed," and "human."
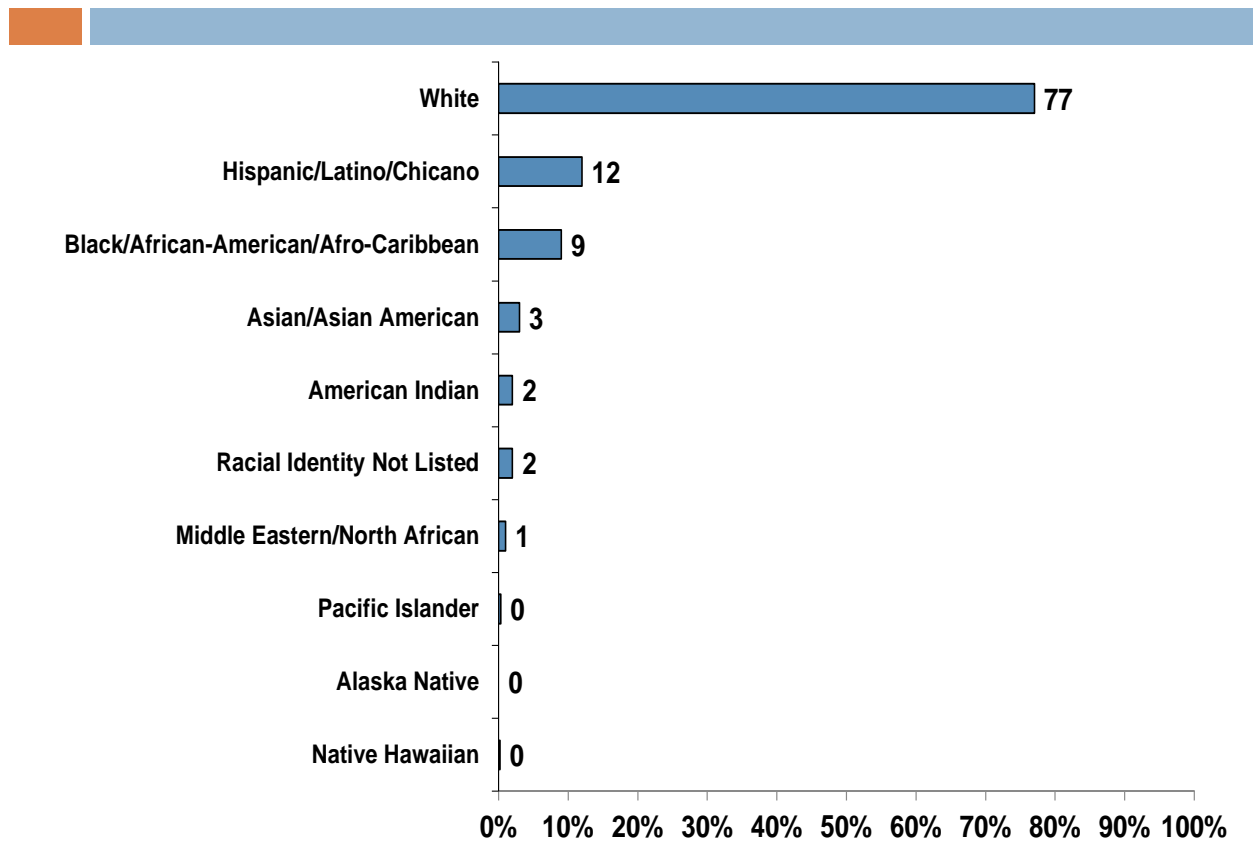
Figure 6. Respondents by Racial/Ethnic Identity (%),

Inclusive of Multiple Races and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[36] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created five racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (73%, $n = 752$) as their identity (Figure 7).[37] Other respondents identified as Black/African-American/Afro-Caribbean (7%, $n = 74$), Hispanic/Latin@/Chican@ (8%, $n = 81$), Other People of Color[38] (4%, $n = 36$), and Multiple Races[39] (9%, $n = 90$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (5%, $n = 49$).
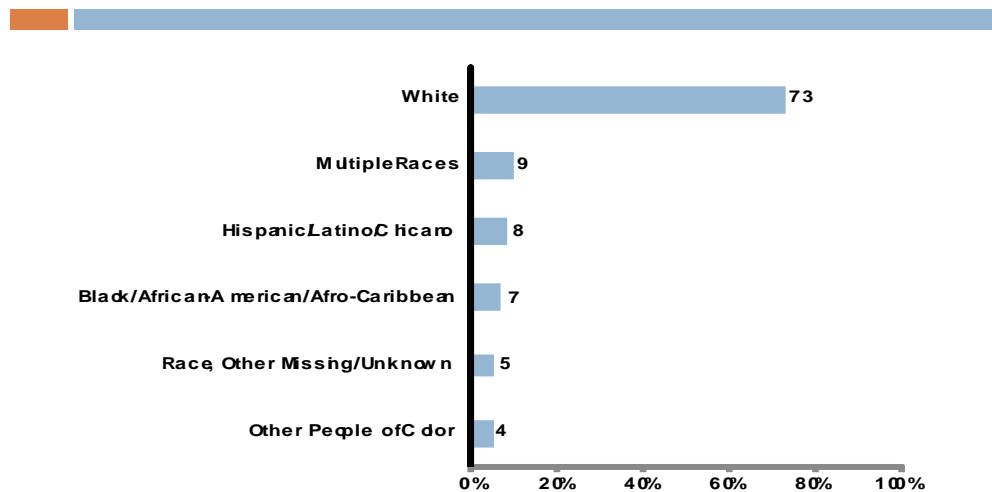
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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[36]While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

[37]Figure 7 illustrates the unduplicated total of responses ($n = 1,033$) for the question, "Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)"

[38]Per the CSWG, the Other People of Color category included respondents who identified as American Indian, Alaska Native, Asian/Asian American, Middle Eastern/North African, Native Hawaiian, or Pacific Islander. This group is used when Black/African-American/Afro-Caribbean and Hispanic/Latin@/Chican@ are also distinguished. When comparing significant differences, all racial minorities are grouped together if there are a low number of respondents and they are referred to as People of Color.

[39]Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiple Races.

Thirty-six percent ($n = 372$) of respondents reported No Faith-Based Affiliation (Figure 8). Fifty-four percent ($n = 565$) of respondents identified as having a Christian Faith-Based Affiliation. Four percent ($n = 46$) of respondents chose Other Faith-Based Affiliation, and 5% ($n = 55$) identified with Multiple Faith-Based Affiliations.
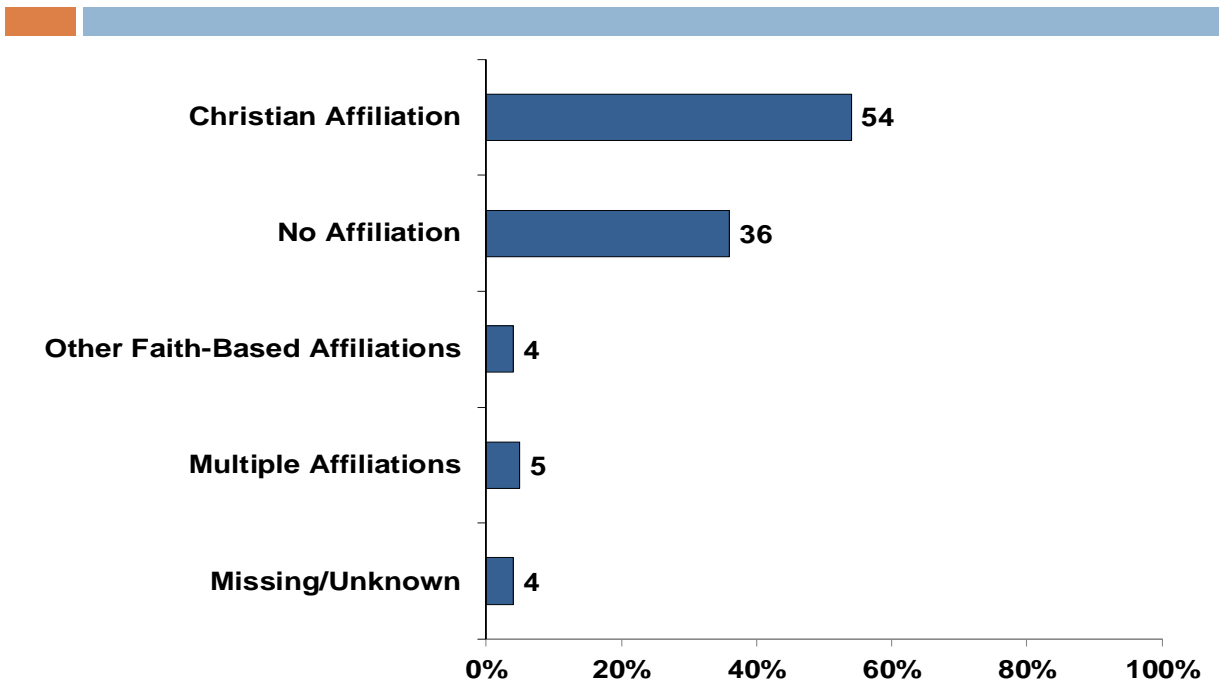
Figure 8. Respondents by Faith-Based Affiliation (%)

Eighty-two percent ($n = 879$) of all respondents had no parenting or caregiving responsibilities. Ninety-six percent ($n = 598$) of Undergraduate Student respondents and 71% ($n = 40$) of Graduate/Professional Student respondents had no dependent care responsibilities (Figure 9).
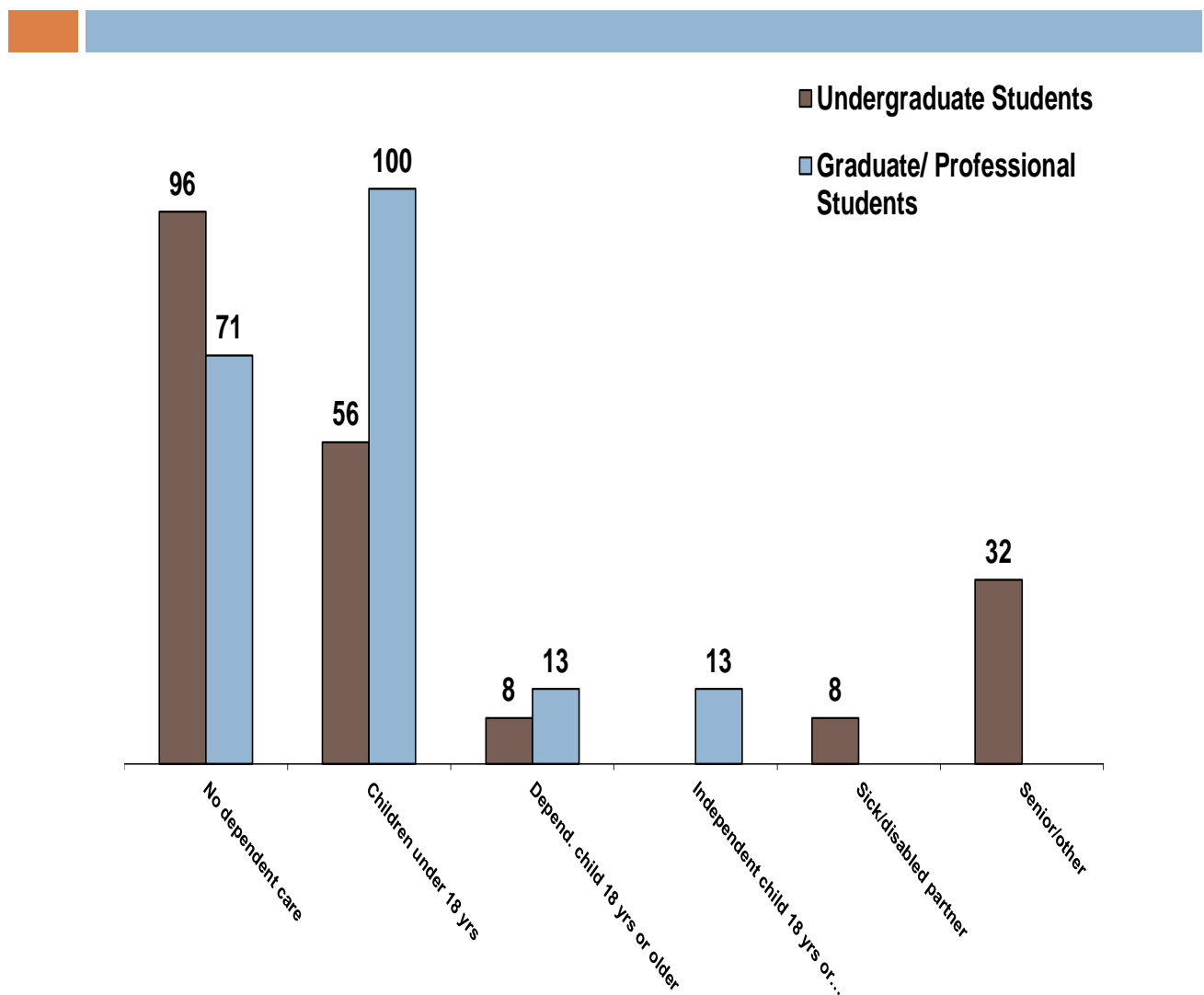
Note: Responses with $n < 5$ are not presented in the figure.

Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Sixty-two percent ($n = 153$) of Staff/Administrator respondents and 60% ($n = 88$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Sixty-seven percent ($n = 40$) of Faculty respondents and 57% ($n = 54$) of Staff respondents were caring for children under the age of 18 years. Twenty-eight percent ($n = 26$) of Staff/Administrator respondents and 27% ($n = 16$) of Faculty respondents were caring for senior or other family members.
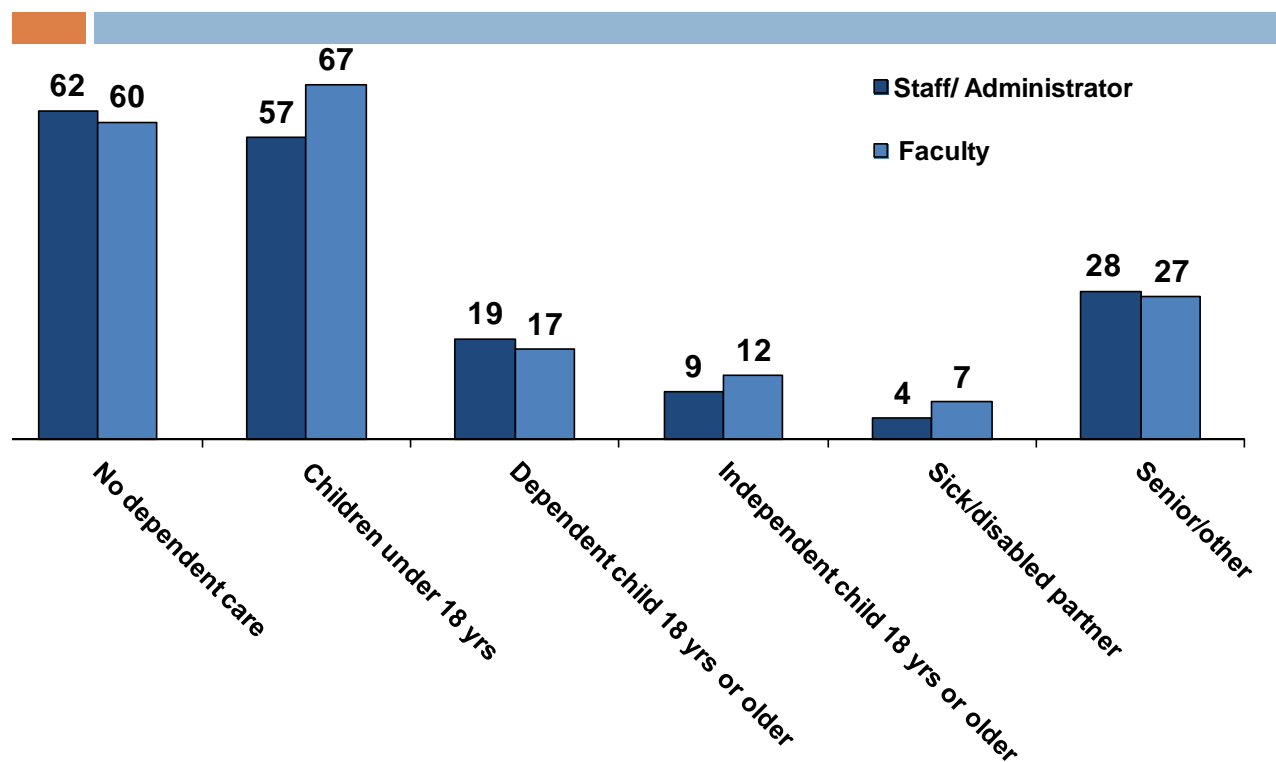
Note: Responses with $n < 5$ are not presented in the figure.

Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Additional analyses revealed that 4% ($n = 47$) of respondents had served in the military. Less than 1% ($n = 9$) of respondents were on active duty (including Reserved/National Guard) and less than 1% ($n = < 5$) formerly were active military. One percent ($n = 11$) of respondents were in ROTC.

Thirteen percent ($n = 140$) of respondents[40] had conditions that substantially influenced learning, working, or living activities. Of these, 41% ($n = 58$) had mental health/psychological conditions, 34% ($n = 48$) had learning disabilities, and 26% ($n = 36$) had chronic health or medical conditions (Table 7).

Table 7. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	*n*	%
Mental health/psychological condition	58	41.4
Learning disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, dyslexia)	48	34.3
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	36	25.7
Physical/mobility condition that affects walking	13	9.3
Physical/mobility condition that does not affect walking	8	5.7
Asperger's/autism spectrum	6	4.3
Visually impaired or blind	6	4.3
Hearing impaired or deaf	5	3.6
A disability/condition not listed here	5	3.6
Acquired/traumatic brain injury	< 5	---
Speech/communication condition	< 5	---

Note: Percentages may not sum to 100% as a result of multiple responses.

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[40]Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is 140 (13%). The duplicated total ($n = 187$, 16%) is reflected in Table 7 and in Appendix B, Table B21.

Table 8 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the CSWG created two citizenship categories.[41] Ninety percent (*n* = 962) of respondents were U.S. Citizens and 10% (*n* = 113) were Non-U.S. Citizens.

Table 8. **Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	*n*	%
U.S. citizen, birth	962	89.5
U.S. citizen, naturalized	58	5.4
Permanent resident	19	1.8
A visa holder (F-1, J-1, H1-B, A, L, G, E, TN, and U)	35	3.3
Other legally documented status (EAD, CAT)	0	0.0
Currently under a withholding of removal status	0	0.0
Undocumented resident	< 5	---

Eighty-four percent (*n* = 889) of respondents reported that only English was spoken in their homes. Six percent (*n* = 58) indicated that only a language other than English was spoken in their homes, while 11% (*n* = 114) indicated that English and at least one other language were spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Arabic, Cantonese, French, German, Haitian Creole, Polish, Portuguese, and Spanish.

Thirty-seven percent (*n* = 148) of Faculty, Staff, and Administrator respondents indicated that the highest level of education they had completed was a doctoral degree, 25% (*n* = 100) had a master's degree, 14% (*n* = 58) had finished a bachelor's degree, and 8% (*n* = 33) had finished some college.

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[41]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents). Non-U.S. citizens are collapsed with U.S. Citizens because their experiences with climate parallel those of Non-U.S. citizens based on the research literature.

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 26% (*n* = 161) of Undergraduate Student respondents and 43% (*n* = 24) of Graduate/Professional Student respondents were First-Generation Students.[42]

Table 9. **Student Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	*%*	*n*	*%*
No high school	< 5	---	7	1.0
Some high school	19	2.8	28	4.1
Completed high school/GED	104	15.3	118	17.4
Some college	122	17.9	90	13.2
Business/technical certificate/degree	25	3.7	28	4.1
Associate's degree	50	7.4	50	7.4
Bachelor's degree	179	26.3	180	26.5
Some graduate work	14	2.1	13	1.9
Master's degree (M.A., M.S., MBA)	90	13.2	85	12.5
Specialist degree (Ed.S.)	< 5	---	< 5	---
Doctoral degree (Ph.D., Ed.D.)	21	3.1	20	2.9
Professional degree (MD, JD)	34	5.0	16	2.4
Unknown	8	1.2	17	2.5
Not applicable	< 5	---	24	3.5
Missing	2	0.3	3	0.4

Note: Table reports only Student responses (*n* = 680).

[42]With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Subsequent analyses indicated that of the responding Undergraduate Students, 33% ($n = 204$) were first-year students, 23% ($n = 141$) were second-year students, 23% ($n = 141$) were third-year students, and 20% ($n = 124$) were fourth-year students. One percent ($n = 8$) were in their fifth year or more of their undergraduate career (Table 10).

Table 10. **Undergraduate Students Year in College Career**

Year in college career	n	%
Non-degree student	< 5	---
First year	204	32.7
Second year	141	22.6
Third year	141	22.6
Fourth year	124	19.9
Fifth year	8	1.3
Sixth year	< 5	---
Seventh year (or more)	< 5	---

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 ($n = 624$).

Table 11 reveals that 62% ($n = 387$) of Undergraduate Student respondents were in the College of Arts and Sciences and 26% ($n = 160$) were in the School of Business Administration.

Table 11. **Undergraduate Student Respondents' Academic Majors**

Academic major	*n*	*%*
College of Arts and Sciences	**387**	**62.0**
Division of Education	16	4.1
Division of Humanities & Arts	104	26.9
Division of Natural Sciences	140	36.2
Division of Social Sciences	139	35.9
Division of Education	**17**	**2.7**
Division of Humanities & Arts	**33**	**5.3**
Division of Natural Sciences	**29**	**4.6**
Division of Social Sciences	**22**	**3.5**
College of Law	**5**	**0.8**
School of Business Administration	**160**	**25.6**
School of Music	**31**	**5.0**

Note: Table includes only Undergraduate Student respondents ($n = 624$). Table does not report majors where $n < 5$.
Sum does not total 100% owing to multiple response choices.

Fifty-five percent ($n = 30$) of Graduate Student respondents were in Counselor Education, 24% ($n = 13$) were in Business Administration, and 16% ($n = 9$) were in Education.

Table 12. **Graduate Student Respondents' Academic Divisions**

Academic division	*n*	*%*
Business Administration	13	23.6
Counselor Education	30	54.5
Education	9	16.4
English/Creative Writing	0	0.0

Note: Table includes only Graduate Student respondents ($n = 56$). Table does not report majors where $n < 5$.
Sum does not total 100% owing to multiple response choices.

Analyses revealed that 38% ($n = 237$) of Undergraduate Student respondents and 25% ($n = 14$) of Graduate/Professional Student respondents were employed on campus. Additional analyses indicated that 22% ($n = 140$) of Undergraduate Student respondents and 57% ($n = 32$) of Graduate/Professional Student respondents were employed off campus. Sixty-eight percent ($n = 156$) of Undergraduate Student respondents, but no Graduate/Professional Student respondents, who were employed on or off campus worked an average of 1 to 10 hours per week. Twenty-five percent ($n = 57$) of Undergraduate Student respondents and 57% ($n = 8$) of Graduate/Professional Student respondents who were employed on or off campus worked an average of 11 to 20 hours per week. Six percent ($n = 14$) of Undergraduate Student respondents and 1% ($n < 5$) of Graduate/Professional Student respondents were employed on or off campus an average of 21 to 30 hours per week.

Sixty-one percent ($n = 414$) of Student respondents experienced financial hardship while attending Stetson Deland, including 62% ($n = 383$) of Undergraduate Student respondents and 56% ($n = 31$) of Graduate/Professional Student respondents. Of these Student respondents, 78% ($n = 322$) had difficulty affording tuition, 64% ($n = 264$) had difficulty purchasing books and other course materials, and 42% ($n = 172$) had difficulty participating in social events (Table 13). "Other" responses including difficulty affording "car," "clothes," "health bills," "meal plan," and "school supplies." Students also noted hardships such as "parent with cancer," "family lifestyle changes and sacrifices," and "worry of future semesters."

Table 13. **Experienced Financial Hardship**

Experience	*n*	%
Difficulty affording tuition	322	77.8
Difficulty purchasing my books	264	63.8
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)	240	58.0
Difficulty in affording housing	204	49.3
Difficulty participating in social events	172	41.5
Difficulty affording food	172	41.5
Difficulty in affording other campus fees	125	30.2
Difficulty in affording healthcare	120	29.0
Difficulty traveling home during Stetson University breaks	119	28.7
Difficulty commuting to campus	70	16.9
A financial hardship not listed here	21	5.1
Difficulty in affording childcare	5	1.2
Difficulty in affording eldercare	< 5	---

Note: Table includes only Student respondents who experienced financial hardship (*n* = 414).

Sixty-five percent (*n* = 443) of Student respondents depended on non-need based scholarships/grants to pay for their education at Stetson Deland (Table 14). Seventy percent (*n* = 436) of Undergraduate Student respondents and 13% (*n* = 7) of Graduate/Professional Student respondents relied on non-need based scholarships/grants to pay for their education. Additionally, 67% (*n* = 312) of Not-Low-Income[43] Student respondents and 64% (*n* = 119) of Low-Income Student respondents relied on non-need based scholarships/grants to help pay for college. Likewise, 67% (*n* = 332) of Not-First-Generation Student respondents and 60% (*n* = 110) of First-Generation Student respondents depended on non-need based scholarships/grants.

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[43]For several analyses in this report, the variables of "Low-Income" and "Not-Low-Income" are used. With the CSWG's approval, Low-Income respondents are respondents with incomes below $39,999.00. Not-Low-Income respondents are respondents with incomes of $40,000.00 or greater.

Sixty percent ($n = 411$) of Student respondents used loans to pay for college. Subsequent analyses indicated that 63% ($n = 35$) of Graduate/Professional Student respondents and 60% ($n = 376$) of Undergraduate Student respondents used loans to pay for college. Analyses also revealed that 79% ($n = 147$) of Low-Income Student respondents and 55% ($n = 254$) of Not-Low-Income Student respondents used loans to pay for college. Seventy-two percent ($n = 133$) of First-Generation Student respondents and 56% ($n = 278$) of Not-First-Generation Student respondents had loans to pay for college.

Fifty-four percent ($n = 366$) of Student respondents depended on family contributions to pay for their living and educational expenses. Subsequent analyses indicated that 58% ($n = 363$) of Undergraduate Student respondents and 5% ($n < 5$) of Graduate/Professional Student respondents depended on family contributions for their living/educational expenses. Additionally, 36% ($n = 67$) of Low-Income Student respondents, 61% ($n = 285$) of Not-Low-Income Student respondents, 38% ($n = 70$) of First-Generation students, and 60% ($n = 295$) of Not-First-Generation Student respondents depended on family contributions.

Table 14. **How Student Respondents Were Paying for College**

Source of funding	*n*	*%*
Non-need-based scholarship/grant (e.g., Stetson scholarship, athletic, music)	443	65.1
Loans	411	60.4
Family contribution	366	53.8
Need-based scholarship/grant (e.g., Pell, Gates)	293	43.1
Work-study/student employment	194	28.5
Personal contribution/job	190	27.9
Credit card	79	11.6
A method of payment not listed here	35	5.1
GI Bill	19	2.8

Note: Table includes only Student respondents ($n = 680$).

Seventeen percent ($n = 114$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 13% ($n = 78$) of Undergraduate Student respondents and 67% ($n = 36$) of Graduate/Professional Student respondents were the sole providers for their living/educational expenses. Additionally, 40% ($n = 75$) of Low-Income Student respondents, 9% ($n = 38$) of Not-Low-Income Student respondents, 29% ($n = 51$) of First-Generation students, and 13% ($n = 63$) of Not-First-Generation Student respondents were financially independent. Eighty-seven percent ($n = 527$) of Undergraduate Student respondents and 33% ($n = 18$) of Graduate/Professional Student respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Twenty-nine percent ($n = 187$) of Student respondents reported that they or their families had annual incomes of less than $40,000. Forty-one percent ($n = 280$) reported annual incomes between $40,000 and $99,999; 16% ($n = 106$) between $100,000 and $149,999; 8% ($n = 56$) between $150,000 and $299,999; and 4% ($n = 24$) reported an annual income of $300,000 or more.[44] These figures are displayed by student status in Figure 11. Information is provided for those Student respondents who indicated that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

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[44]Refer to Table B25 in Appendix B for the combined Student data.
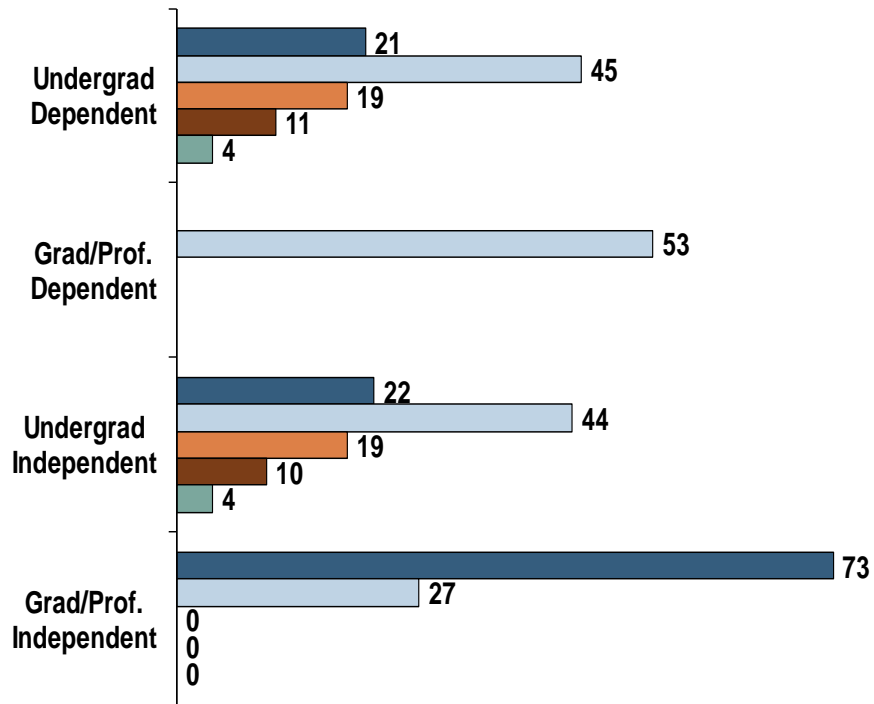
Note: Responses with *n* < 5 are not presented in the figure.

Figure 11. Student Respondents' Income
by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Students completing the survey, 65% ($n = 438$) lived in campus housing, 35% ($n = 232$) lived in non-campus housing, and 0% ($n = 0$) identified as transient (Table 15). Subsequent analyses indicated that 70% ($n = 435$) of Undergraduate Student respondents lived in campus housing, while 94% ($n = 45$) of Graduate/Professional Student respondents lived in non-campus housing. All campus houses are not listed in the table as a result of low number of responses.

Table 15. **Student Respondents' Residence**

Residence	*n*	%
Campus housing	**438**	**65.4**
Carson Hall	8	2.0
Chaudoin Hall	69	17.2
Conrad Hall	24	6.0
DeLand Inn	19	4.7
Emily Hall	51	12.7
Gordis Hall	30	7.5
Hatter Hall	21	5.2
Hollis Hall	5	1.2
Nemec Hall	22	5.5
Smith Hall	46	11.5
Stetson Cove	21	5.2
University Hall	18	4.5
University Village Apartments (UVA)	38	9.5
Non-campus housing	**232**	**34.6**
Independently in an apartment/house	131	60.4
Living with family member/guardian	86	39.6
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**0**	**0.0**

Note: Table reports only Student responses ($n = 680$).

Twenty-three percent (n = 155) of Student respondents did not participate in any student clubs or organizations at Stetson Deland (Table 16). Twenty-six percent (n = 174) were involved with Greek letter organizations, 25% (n = 172) were involved with academic and honors societies, and 19% (n = 128) participated in cultural and faith-based organizations. Other responses included "MSC orgs," "equestrian club," "National Organization for Women," "Nerd Culture Society," and "varsity." A majority of responses referenced "not being in Greek Life."

Table 16. **Student Respondents' Participation in Clubs/Organizations at Stetson Deland**

Club/organization	*n*	%
Greek social letter fraternities and sororities	174	25.6
Academic and honors societies (e.g., Stetson Organization for Business Ethics, Omicron Delta Kappa, German Club)	172	25.3
I do not participate in any clubs/organizations	155	22.8
Cultural and faith-based (e.g., Caribbean Student Organization, Hillel, Kaleidoscope, Jewish Law Student Association, Black Law Students Association)	128	18.8
Interests and hobbies (e.g., Stetson Cycles, Anime Viewing Club, Stetson Alumni Association)	124	18.2
Club sports	98	14.4
Service (e.g., ME Strong, PAWS, Hatter Harvest)	92	13.5
An organization type not listed here	78	11.5
Career and professional (e.g., Alpha Kappa Psi, American Marketing Association, Stetson Entrepreneurial Group, Business Law Society)	70	10.3
Political and social action (e.g., Alexander Hamilton Society, STAND, SUPR HERO, Stetson Democrats)	55	8.1
NCAA Athletics	49	7.2
Student Government Association	28	4.1
Veterans organizations (e.g., Student Veterans Organization)	10	1.5

Note: Table includes only Student responses (n = 680). Percentages may not sum to 100% as a result of multiple responses.

Table 17 indicates that the majority of Student respondents had GPA's higher than 3.0.

Table 17. **Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	*n*	*%*
3.50 – 4.00	363	53.7
3.00 – 3.49	190	28.1
2.50 – 2.99	87	12.9
2.00 – 2.49	26	3.8
1.99 and below	10	1.5

Note: Table includes only Student responses (*n* = 680).

Campus Climate Assessment Findings[45]

The following section reviews the major findings of this study.[46] The review explores the climate at Stetson Deland through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort With the Climate at Stetson Deland

The survey posed questions regarding respondents' level of comfort with Stetson Deland' campus climate. Table 18 illustrates that 75% ($n = 814$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Stetson Deland. Seventy-seven percent ($n = 309$) of Faculty, Staff, and Administrator respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. Eighty-four percent ($n = 701$) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.

Table 18. **Respondents' Comfort With the Climate at Stetson Deland**

Level of comfort	Comfort with overall climate		Comfort with climate in department/ work unit*		Comfort with climate in class**	
	n	*%*	*n*	*%*	*n*	*%*
Very comfortable	248	22.9	161	40.0	274	33.0
Comfortable	566	52.3	148	36.8	427	51.4
Neither comfortable nor uncomfortable	150	13.9	52	12.9	83	10.0
Uncomfortable	101	9.3	29	7.2	41	4.9
Very uncomfortable	17	1.6	12	3.0	6	0.7

*Faculty, Staff, and Administrator respondents ($n = 402$) only.
**Faculty and Student respondents ($n = 834$) only.

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[45]Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

[46]The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 12 illustrates that Undergraduate Student respondents (25%, $n = 158$) and Graduate/Professional Student respondents (36%, $n = 20$) were significantly more comfortable ("very comfortable") with the overall climate at Stetson Deland than were Staff/Administration respondents (18%, $n = 44$) and Faculty respondents (17%, $n = 26$).[i]
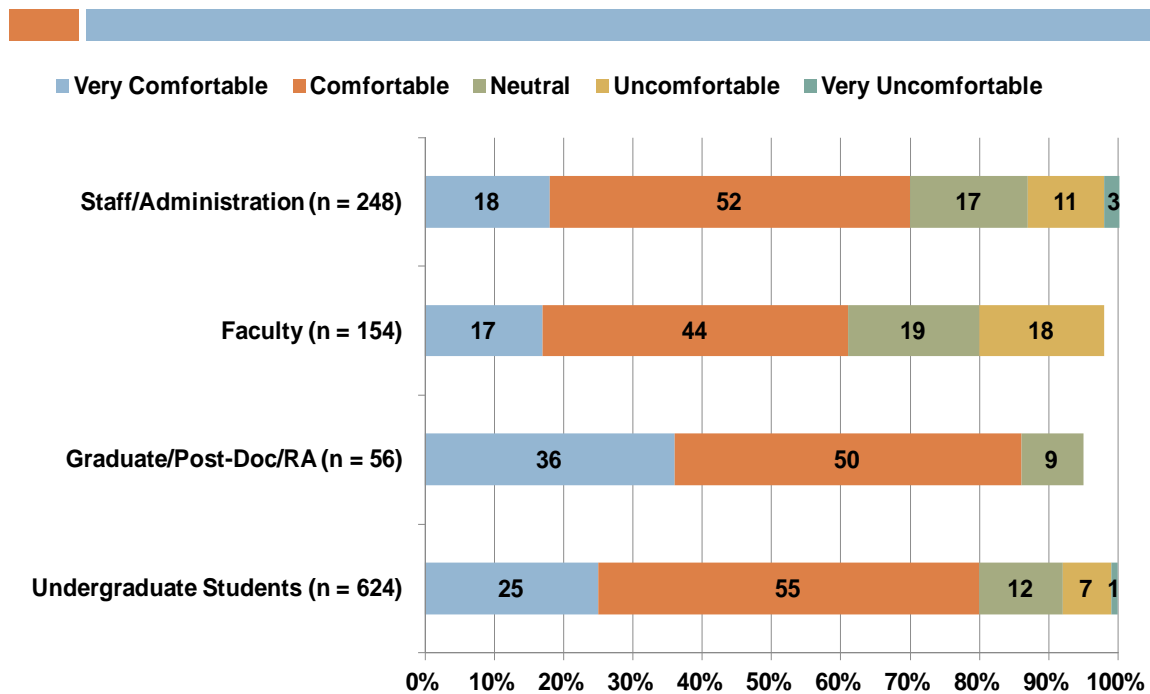
Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Respondents' Comfort With Overall Climate by Position Status (%)

Figure 13 illustrates that low percentages of Staff/Administrator respondents (39%, $n = 97$) and Faculty (42%, $n = 64$) were "very comfortable" with the climate in their departments/work units at Stetson Deland. No significant differences emerged between Hourly respondents' (56%, $n = 54$) and Salary respondents' (76%, $n = 106$) level of comfort with the climate in their departments/work units.
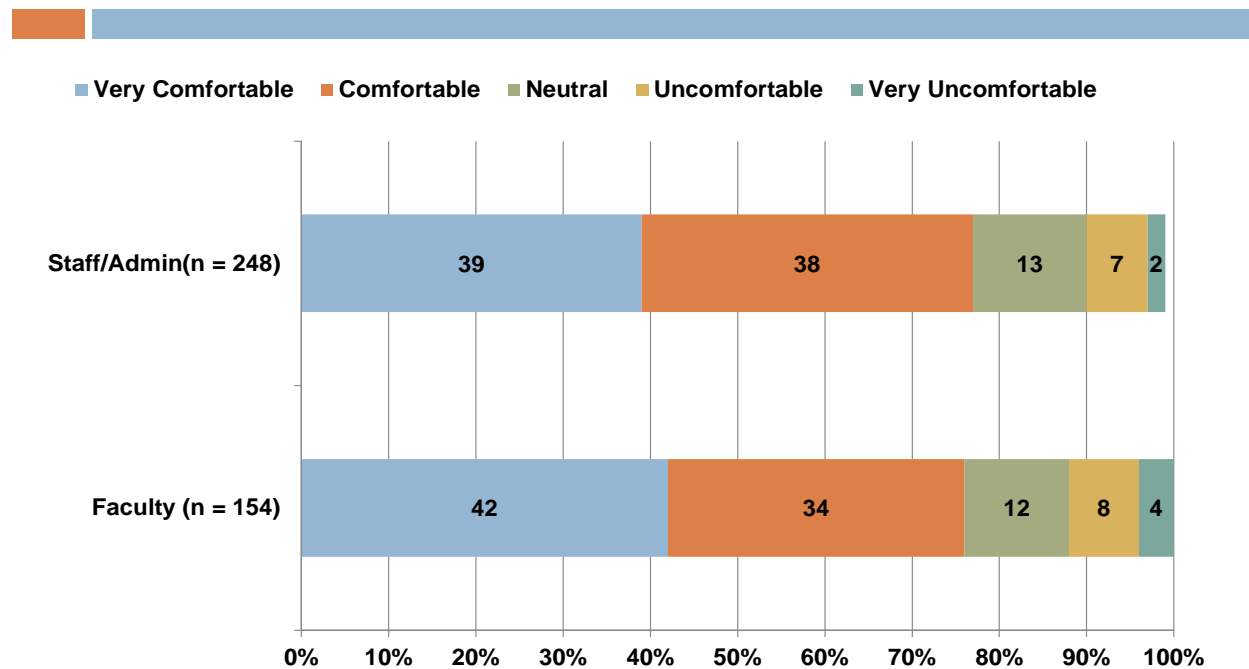
Figure 13. Faculty and Staff Respondents' Comfort With Climate in Department/Work Unit by Position Status (%)

When analyzed by position status, no significant differences emerged with respect to level of comfort with classroom climate. Fifty-nine percent ($n = 33$) of Graduate/Professional Student respondents, 30% of Undergraduate Student respondents ($n = 188$), and 35% of Faculty respondents ($n = 53$) were "very comfortable" with the classroom climate.

Several analyses were conducted to determine whether respondents' level of comfort with the overall climate, the climate in their departments/work units, or the climate in their classes differed based on various demographic characteristics.

By gender identity,[47] 78% ($n = 260$) of Men respondents compared with 75%[48] ($n = 532$) of Women respondents felt "very comfortable" or "comfortable" with the overall climate at Stetson Deland (Figure 14).[ii]
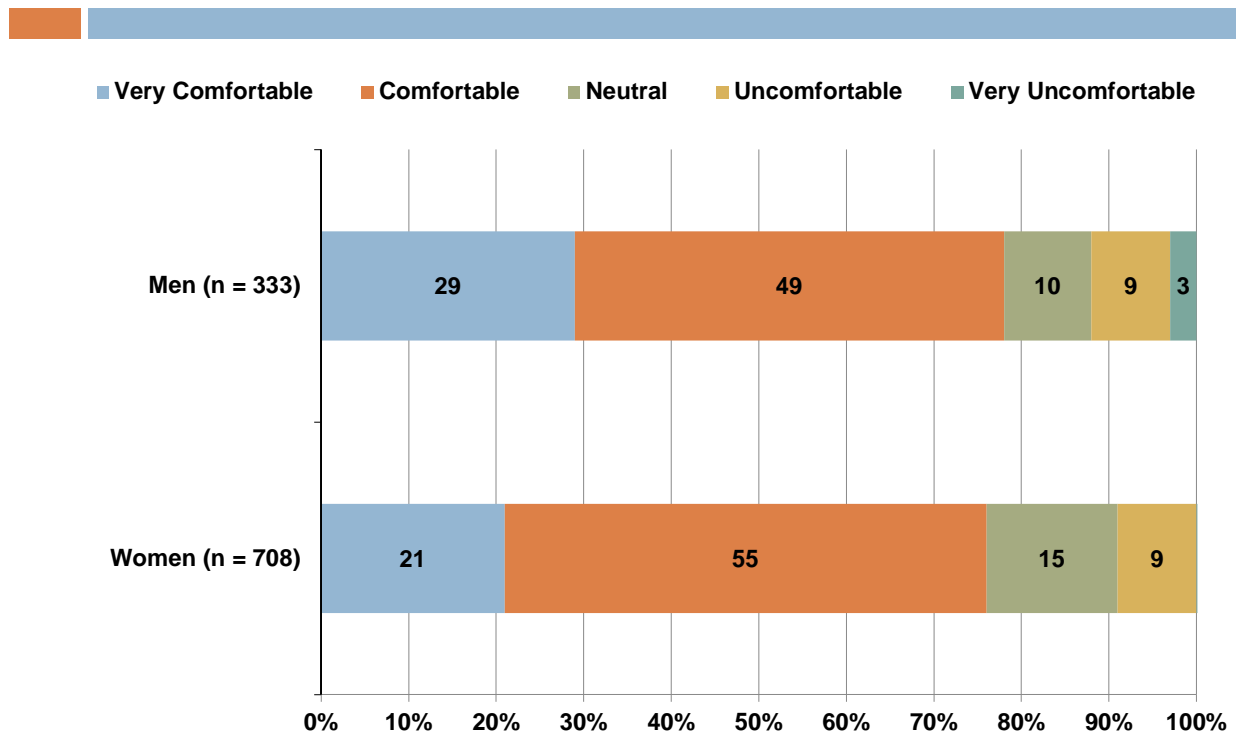
Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Respondents' Comfort With Overall Climate by Gender Identity (%)

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[47]Per the CSWG, gender identity was recoded into the categories Men ($n = 333$), Women ($n = 708$), Transspectrum/Missing/Unknown ($n = 41$), where Transspectrum respondents included those individuals who marked "transgender" or 'genderqueer" only for the question, "What is your gender/gender identity (mark all that apply)?" Transspectrum Missing/Unknown respondents were not included to maintain the confidentiality of their responses.

[48]In several places throughout the report narrative, the figure may not provide the exact total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number.

No significant differences existed between Men and Women employee respondents regarding their level of comfort with the climate in their departments/work units[49] (Figure 15). Forty-six percent ($n = 69$) of Men Faculty and Staff respondents and 37% ($n = 87$) of Women Faculty and Staff respondents were "very comfortable" with the climate in their departments/work units.

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Men (n = 149)	46	31	12	7	3
Women (n = 235)	37	41	12	8	3

Note: Responses with $n < 5$ are not presented in the figure.

Figure 15. Faculty and Staff Respondents' Comfort With Climate in Department/Work Unit by Gender Identity (%)

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[49]Transspectrum/Missing/Unknown Faculty and Staff respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n = 41$).

Additionally, the percentage of Men Faculty and Student respondents (38%, $n = 96$) compared with Women Faculty and Student respondents (32%, $n = 174$) who felt "very comfortable" in their classes did not differ significantly (Figure 16).

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable
Men (n = 250)	38	48	10	3
Women (n = 544)	32	52	10	5

Note: Responses with $n < 5$ are not presented in the figure.

Figure 16. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial identity, Respondents of Color (69%, $n = 191$) were less likely to be "very comfortable" or "comfortable" with the overall climate at Stetson Deland than were White respondents (78%, $n = 585$) (Figure 17). This difference was not significant.
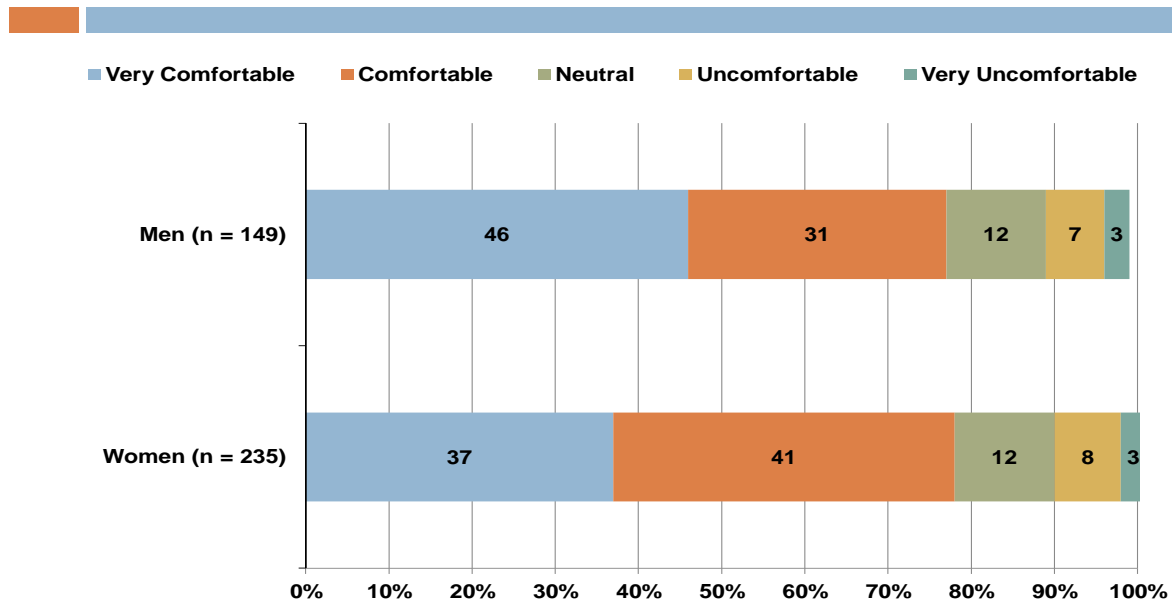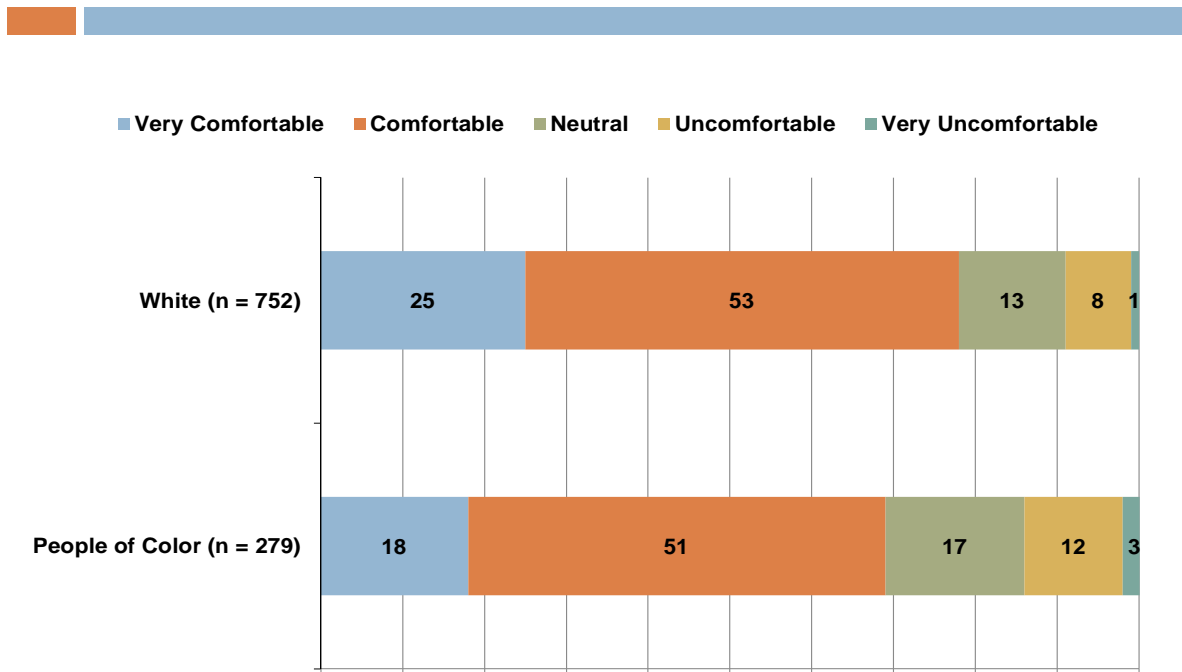

Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Respondents' Comfort With Overall Climate by Racial Identity (%)

No significant difference was found between Faculty and Staff (77%, $n = 243$) and Faculty and Staff Respondents of Color (74%, $n = 30$) who were "very comfortable" or "comfortable" with the climate in their departments/work units (Figure 18).

Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Faculty and Staff Respondents' Comfort With Climate in Department/Work Unit by Racial Identity (%)

Figure 19 illustrates that White Faculty and Students (88%, $n = 482$) were significantly more likely to be "very comfortable" or "comfortable" with the climate in their classes than were Faculty and Student Respondents of Color (71%, $n = 118$).[iii]
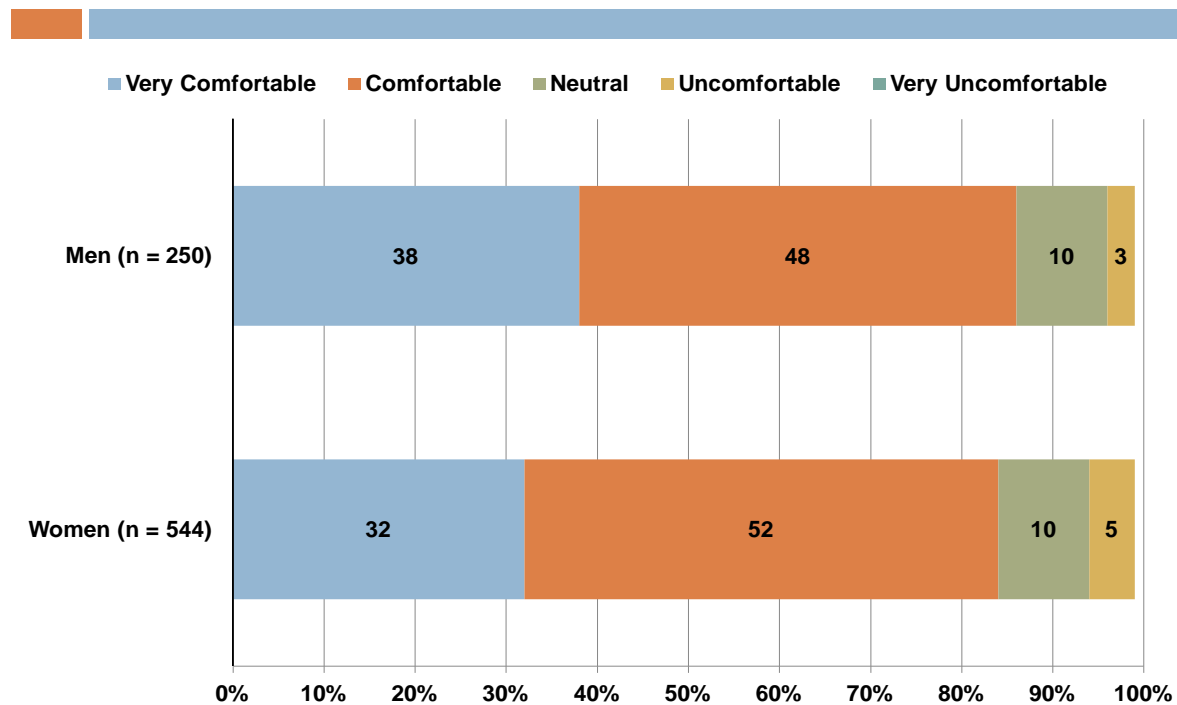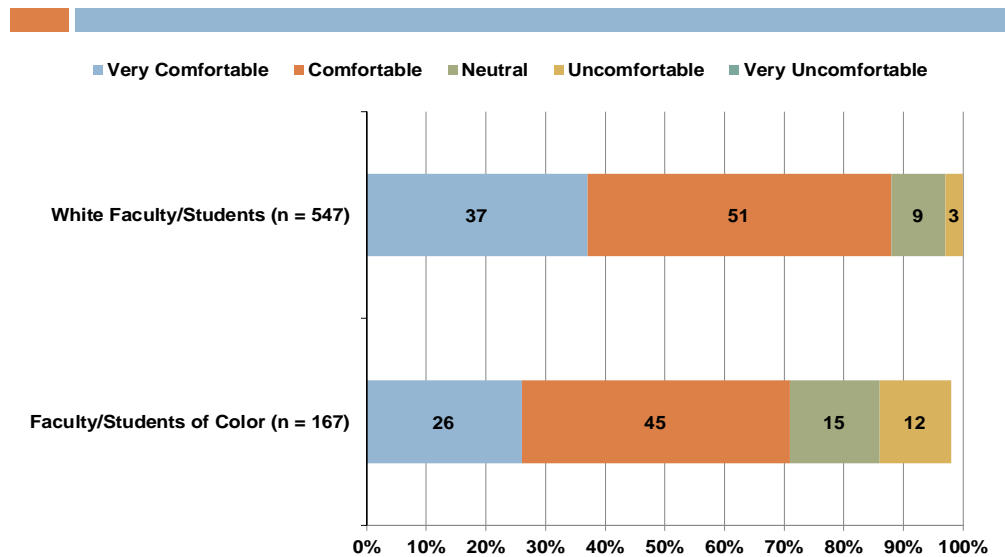

Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

No significant difference occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 20). LGBQ respondents (76%, *n* = 103) were similarly "very comfortable" or "comfortable" with the overall climate than were Heterosexual respondents (76%, *n* = 667).

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
LGBQ (n = 148)	20	57	14	10	
Heterosexual (n = 876)	24	52	13	9	2
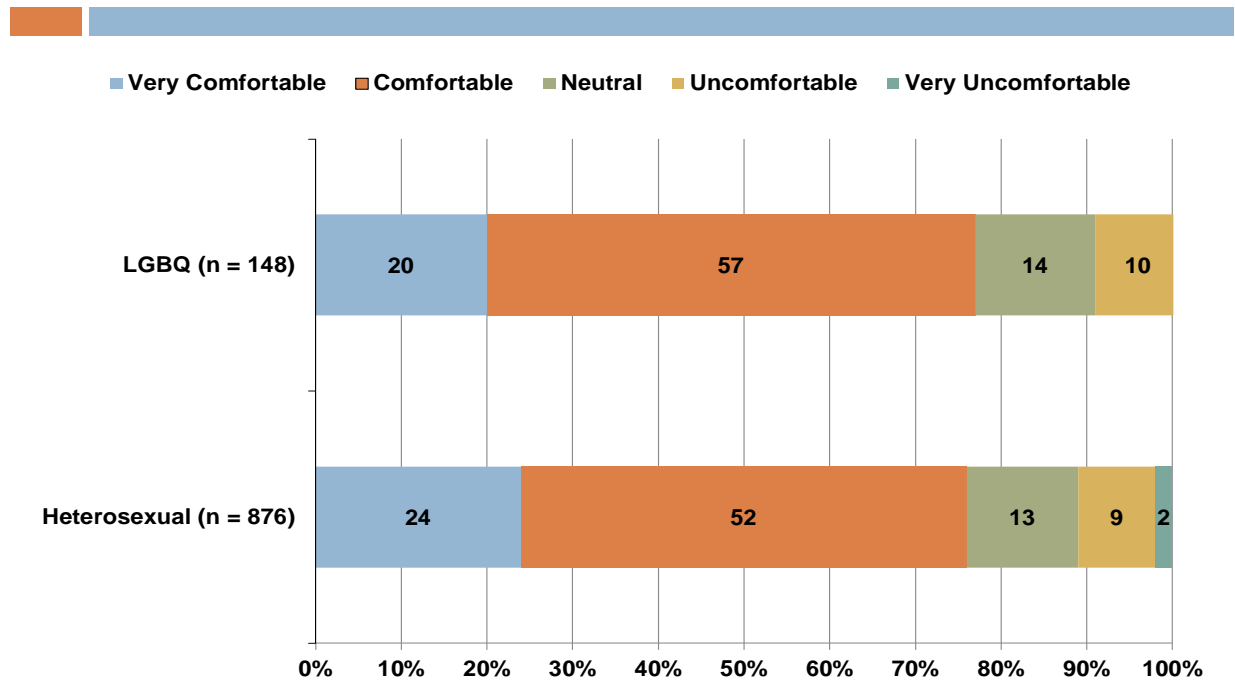
Figure 20. Respondents' Comfort With Overall Climate by Sexual Identity (%)

No significant differences in Faculty and Staff respondents' level of comfort with the climate in their department/work unit occurred based on sexual identity (Figure 21).
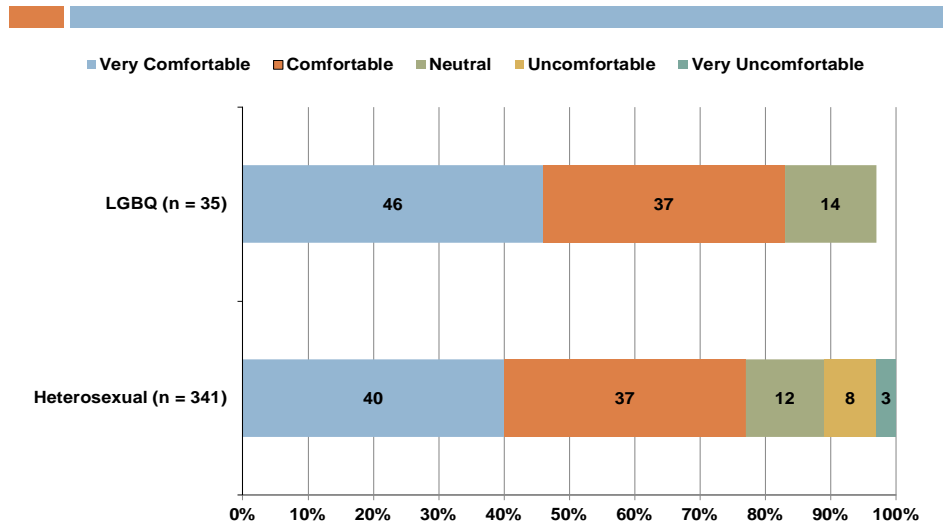
Figure 21. Faculty and Staff Respondents' Comfort With Climate in Department/Work Unit by Sexual Identity (%)

Heterosexual Faculty and Student respondents (86%, $n = 563$) were more comfortable with the climate in their courses than were LGBQ Faculty and Student respondents (79%, $n = 101$) (Figure 22). This difference was not significant.

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

LGBQ (n = 128): 27 | 52 | 14 | 7

Heterosexual (n = 655): 35 | 51 | 9 | 4 | 1
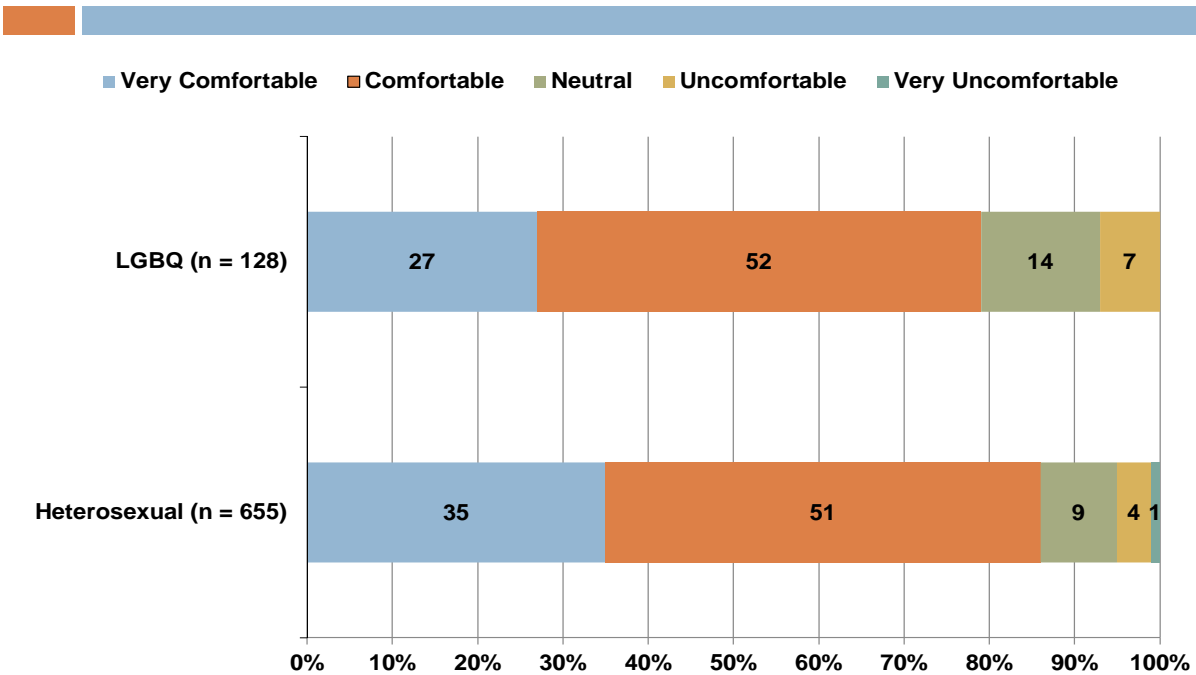
Note: Responses with $n < 5$ are not presented in the figure.

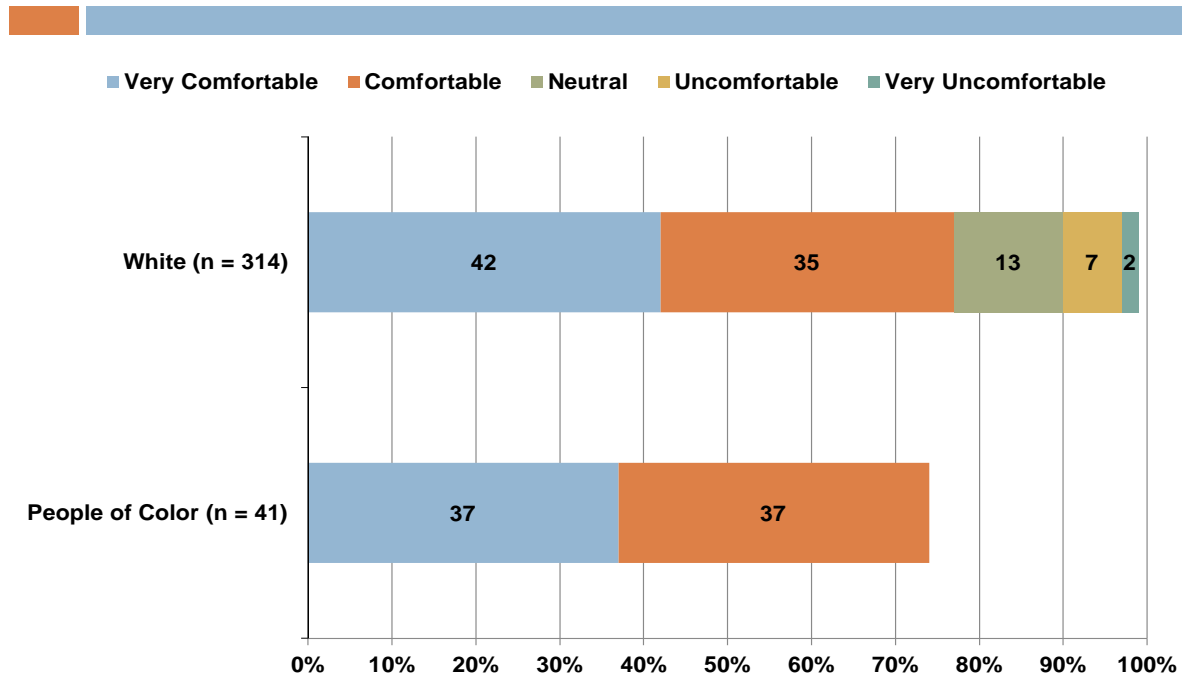*Figure 22.* Faculty and Student Respondents' Comfort With Climate in Their Classes by Sexual Identity (%)

No significant difference existed in respondents' level of comfort with the overall climate based on faith-based affiliation (Figure 23). Respondents from Other Faith-Based Affiliations (65%, *n* = 30) were less likely to be "very comfortable" or "comfortable" with the overall climate than were respondents with No Affiliation (73%, *n* = 271), respondents from Christian Affiliations (77%, *n* = 437), and respondents with Multiple Affiliations (80%, *n* = 44).

No significant differences in responses emerged with respect to Faculty and Staff respondents' level of comfort with the climate in their department/program/work unit or in Faculty and Student respondents' level of comfort with the classroom climate based on faith-based affiliation.

Note: Responses with *n* < 5 are not presented in the figure.

Figure 23. Respondents' Comfort With Overall Climate by Faith-Based Affiliation (%)

When analyzed by military status,[50] the survey data revealed significant differences in the perceptions of Military Service respondents (74%, $n = 34$) and Non-Military respondents (76%, $n = 775$) regarding being comfortable with the overall climate (Figure 24).[iv]

Very Comfortable **Comfortable** **Neutral** **Uncomfortable** **Very Uncomfortable**
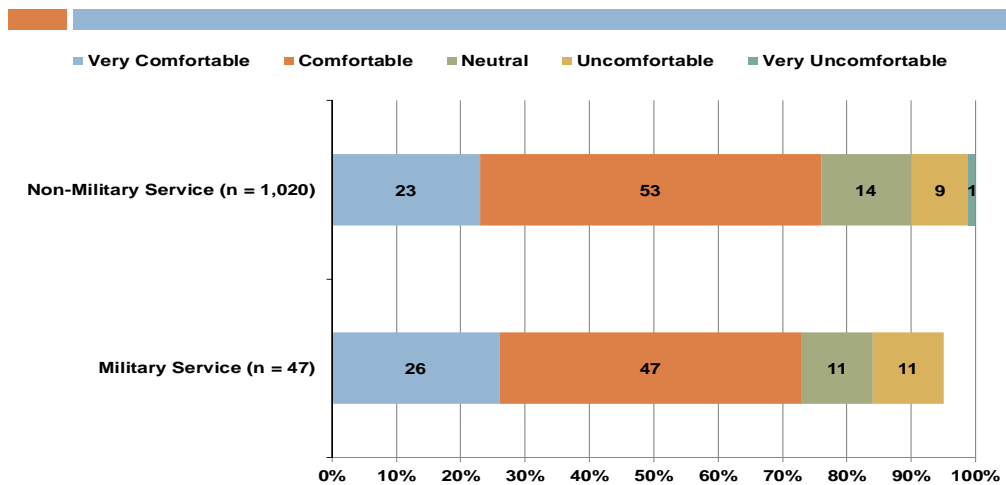
Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Faculty and Staff Respondents' Comfort With Overall Climate
by Military Status (%)

The data revealed that Military Faculty and Staff Service respondents (67%, $n = 10$) were significantly more likely to be "very comfortable" with the climate in their department/program/work unit than were Non-Military Service Faculty and Staff respondents (40%, $n = 149$).

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[50]Per the CSWG, this report uses the categories "Military Service" to represent respondents who indicated that they were active military, reservists/National Guard, ROTC, or veterans and "Non-Military Service" for respondents who have never served in the military.

No significant difference was found between the percentage of Faculty and Student respondents with Military Service (36%, $n = 14$) who were "very comfortable" with the climate in their classes at Stetson Deland and that of Non-Military Service Faculty and Student respondents (33%, $n = 258$) (Figure 25).

Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Faculty and Student Respondents' Comfort With Climate in Their Classes by Military Status (%)

Figure 26 illustrates that respondents with No Disability (76%, $n = 713$) were more comfortable with the overall climate than were respondents with a Single Disability (68%, $n = 58$) or Multiple Disabilities (73%, $n = 37$). The low number of respondents prevented valid significant tests results.
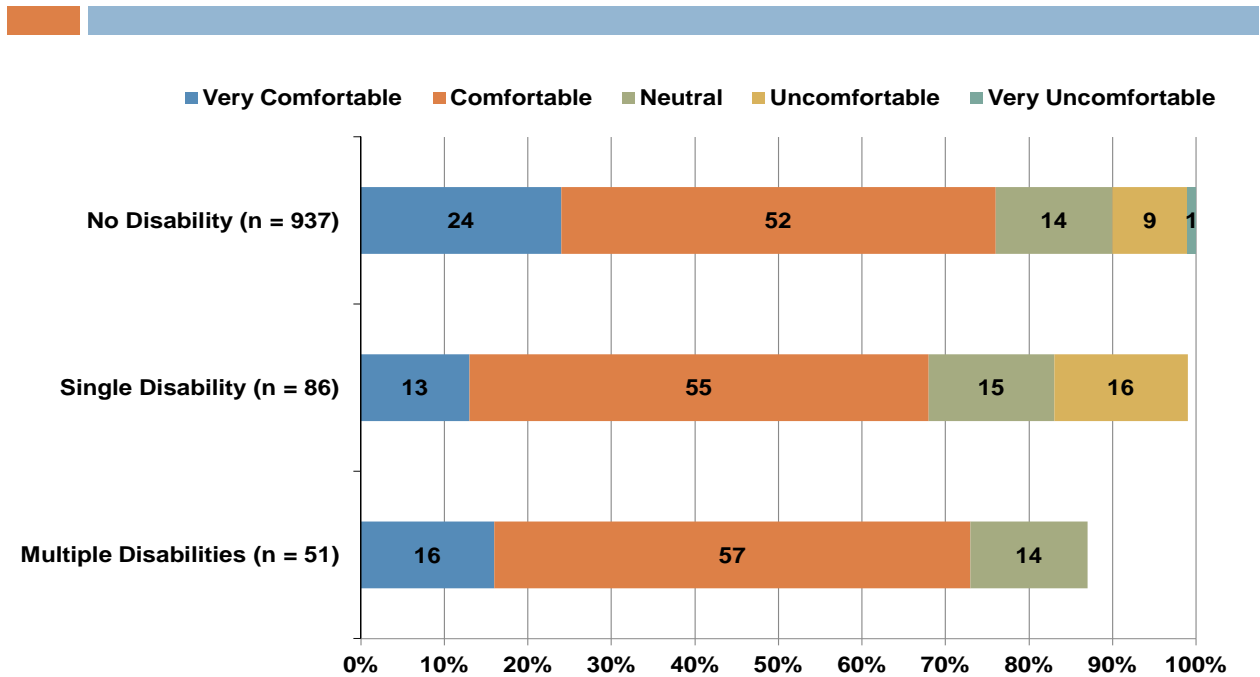
Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Respondents' Comfort With Overall Climate by Disability Status (%)

No significant differences emerged in Faculty and Staff respondents' level of comfort with the climate in their departments/work units by disability status. However, Faculty and Student respondents with Multiple Disabilities (23%, $n = 9$) were less comfortable with the climate in their classes than were Faculty and Student respondents with a Single Disability (25%, $n = 18$) and those with No Disability (34%, $n = 244$); test results were not valid (Figure 27).
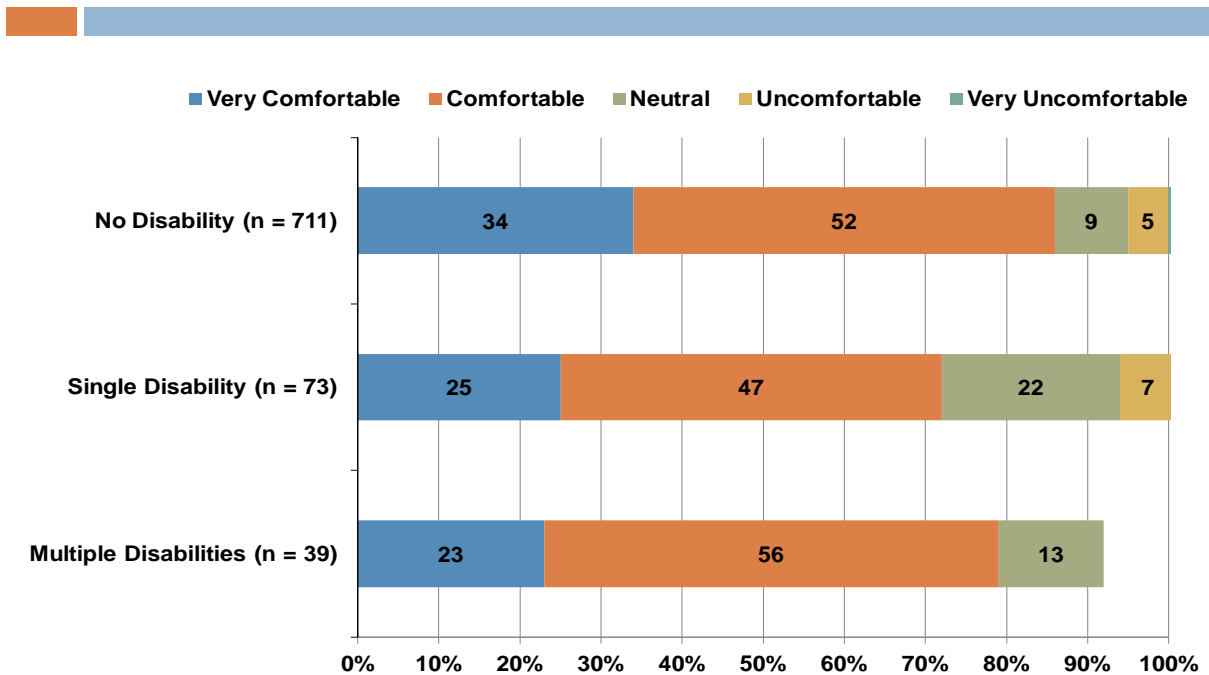
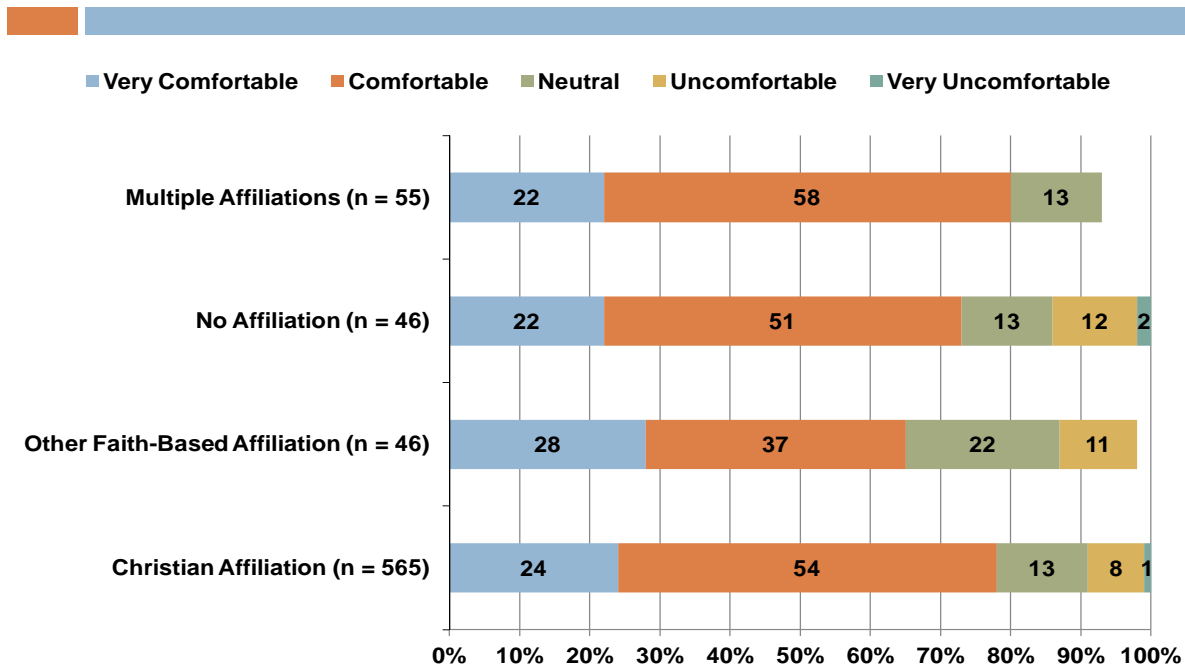Note: Responses with $n < 5$ are not presented in the figure.

Figure 27. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents' socioeconomic status and comfort with the overall climate on campus, significant differences emerged. Low-Income Student respondents (73%, $n = 136$) were less comfortable with the overall climate than were Not-Low-Income Student respondents (84%, $n = 389$). The low number of respondents prevented valid significant tests results.

Although the majority of both groups were comfortable with the climate in their classes, Low-Income Student respondents (79%, $n = 148$) were less comfortable with the climate in their classes than were Not-Low-Income Student (86%, $n = 403$) (Figure 28). The low number of respondents prevented valid significant tests results.
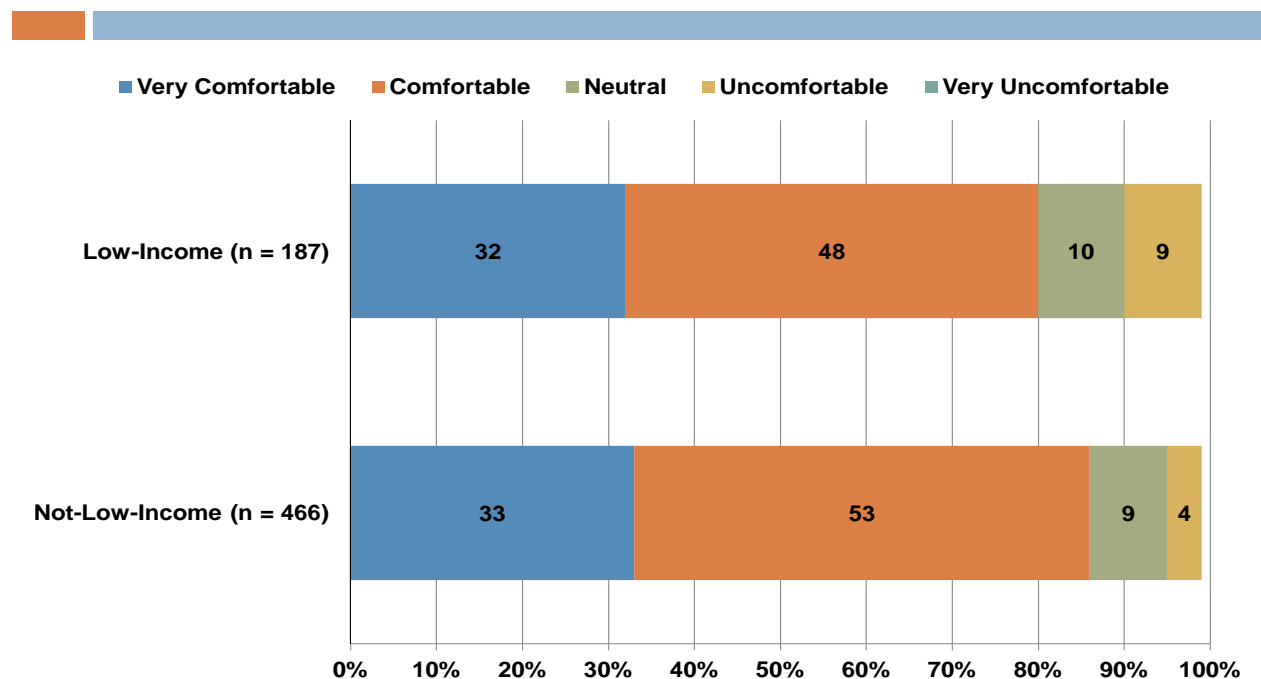
Note: Responses with $n < 5$ are not presented in the figure.

Figure 28. Student Respondents' Comfort With Climate in Their Classes by Socioeconomic Status (%)

By first-generation status, First-Generation Student respondents (23%, $n = 42$) were less comfortable ("very comfortable") with the overall climate than were Not-First-Generation Student respondents (28%, $n = 136$) (Figure 29). Results were not significant.

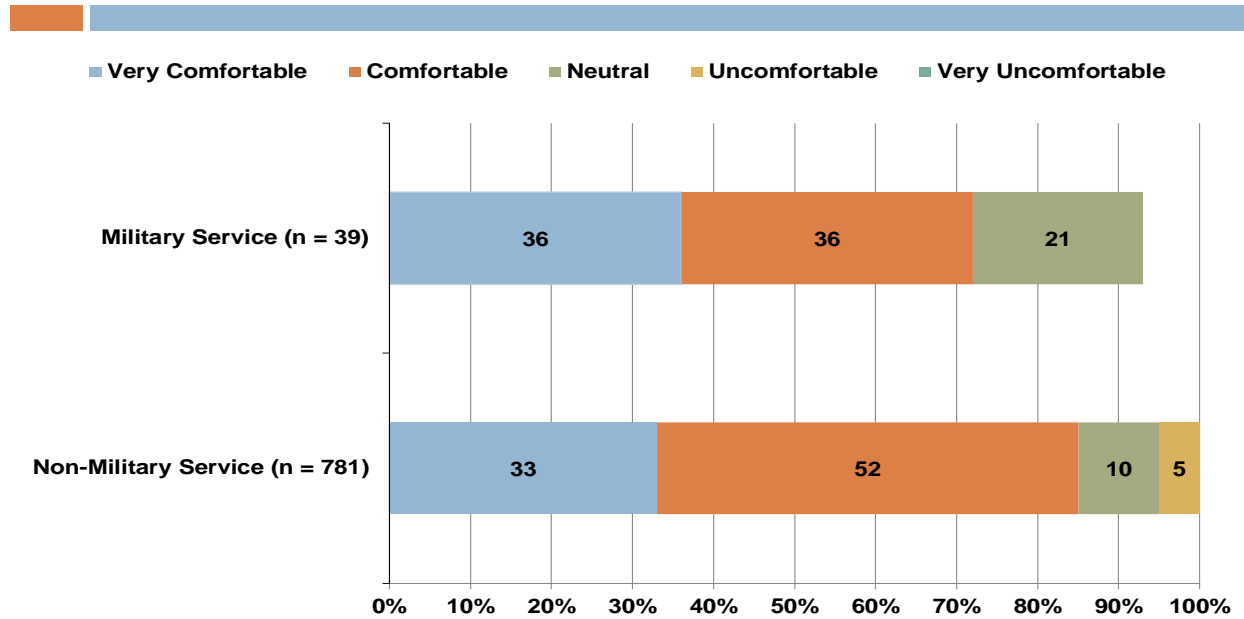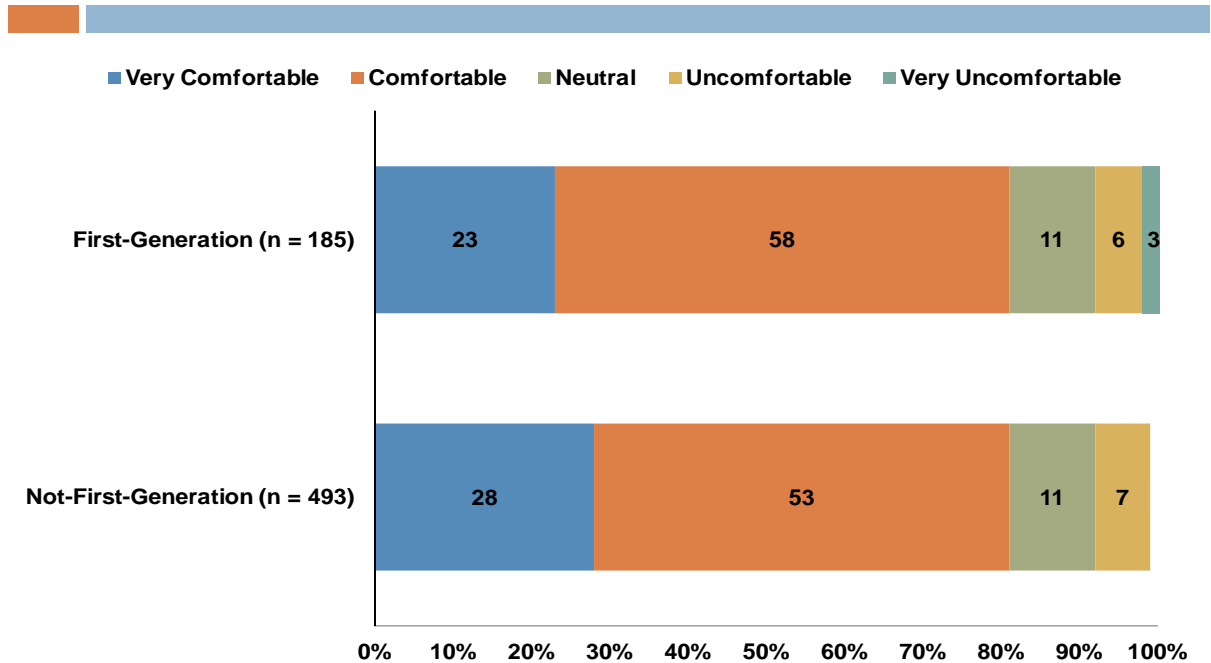
Note: Responses with $n < 5$ are not presented in the figure.

Figure 29. Student Respondents' Comfort With Overall Climate
by First-Generation Status (%)

Additionally, Faculty and Staff respondents who were U.S. Citizens (79%, $n = 273$) were more comfortable with the climate in their departments/work units than were Faculty and Staff respondents who were Non-U.S. Citizens (68%, $n = 34$); the low number of respondents prevented valid significant tests results (Figure 30).
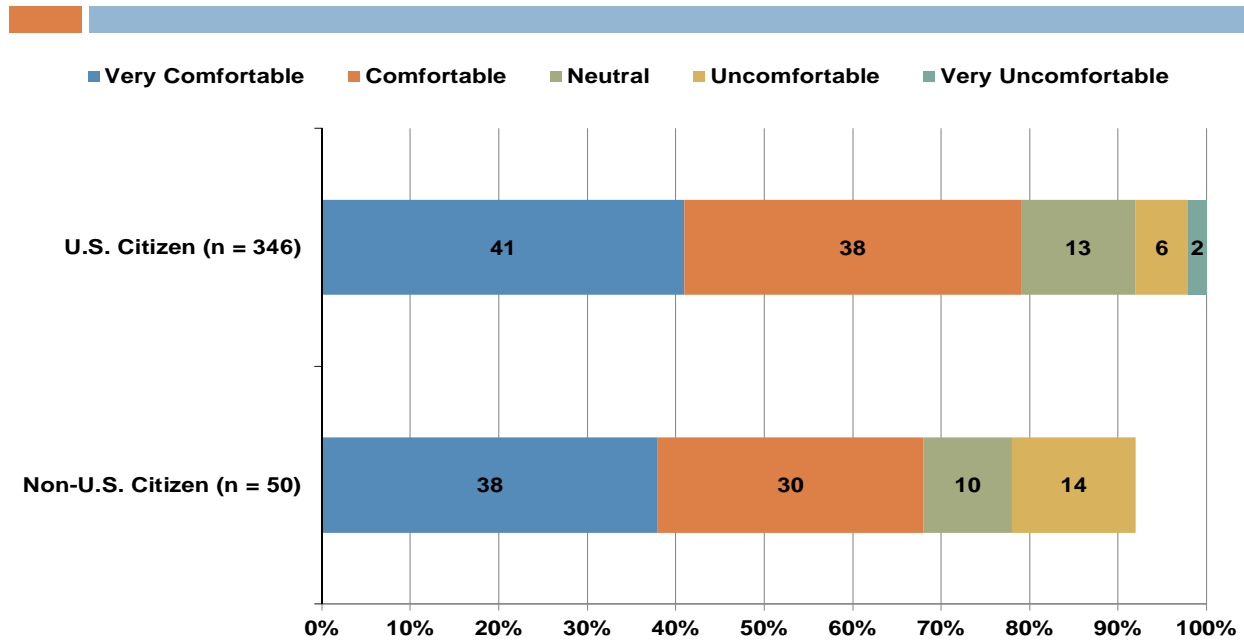
Note: Responses with $n < 5$ are not presented in the figure.

Figure 30. Faculty and Staff Respondents' Comfort With Climate
in Department/Work Unit by Citizenship Status (%)

[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (12, N = 1,082) = 44.07, p < .001$.
[ii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2 (4, N = 1,041) = 19.78, p < .01$.
[iii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the classroom climate by racial identity: $\chi^2 (4, N = 714) = 39.87, p < .01$.
[iv]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by military status: $\chi^2 (4, N = 1,067) = 9.55, p < .05$.

Barriers at Stetson Deland for Respondents With Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, and educational materials at Stetson Deland within the past year. Tables 19 through 22 highlight the top 10 responses where respondents with one or more disabilities experienced barriers at Stetson Deland.[51]

With regard to campus facilities, 41% (*n* = 53) of respondents with disabilities experienced temporary barriers as a result of construction or maintenance and 38% (*n* = 49) experienced barriers with campus transportation/parking within the past year (Table 190.

Table 19. **Facilities Barriers Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
Facilities	*n*	*%*	*n*	*%*	*n*	*%*
Temporary barriers due to construction or maintenance	53	40.8	68	52.3	9	6.9
Campus transportation/parking	49	37.7	70	53.8	11	8.5
College housing/residence halls	39	29.8	59	45.0	33	25.2
Walkways, pedestrian paths, crosswalks	37	28.7	86	66.7	6	4.7
Classroom buildings	34	26.0	83	63.4	14	10.7
Dining facilities	34	25.8	81	61.4	17	12.9
Classrooms, labs (including computer labs)/courtrooms	21	16.3	93	72.1	15	11.6
Doors	18	13.7	104	79.4	9	6.9
Elevators/lifts	17	13.1	101	77.7	12	9.2
Restrooms	16	12.3	106	81.5	8	6.2
Health center	14	10.7	94	71.8	23	17.6
Emergency preparedness	13	9.9	101	77.1	17	13.0
Athletic and recreational facilities	13	9.9	80	61.1	38	29.0
Other campus buildings	12	9.2	103	79.2	15	11.5
Library	11	8.5	110	85.3	8	6.2
Office furniture (e.g., chair, desk)	11	8.5	108	83.7	10	7.8
Studios/performing arts spaces	9	7.0	90	69.8	30	23.3

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[51]See Appendix B, Table B103 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at Stetson-Deland/Celebration Campus?"

Table 19 (cont.)	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Podium	< 5	---	100	77.5	25	19.4
Signage	< 5	---	112	86.2	14	10.8

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 140).

Table 20 illustrates that, in terms of the technological or online environment, 19% (*n* = 24) of respondents with one or more disabilities had difficulty with Blackboard and 16% (*n* = 20) experienced barriers with computer equipment (e.g., screens, mouse, keyboard).

Table 20. **Barriers in Technology/Online Environment Experienced by Respondents With Disabilities**

Technology/online environment	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Blackboard	24	19.4	88	71.0	12	9.7
Website	23	19.2	91	75.8	6	5.0
Computer equipment (e.g., screens, mouse, keyboard)	20	16.1	98	79.0	6	4.8
Electronic forms	13	10.6	104	84.6	6	4.9
Accessible electronic format	11	8.9	104	84.6	8	6.5
Clickers	9	7.3	86	69.4	29	23.4
Software (e.g., voice recognition/audiobooks)	8	6.5	101	82.1	14	11.4
Library database	8	6.5	106	85.5	10	8.1
Phone/phone equipment	7	5.7	105	86.1	10	8.2
Video/video audio description	7	5.7	104	85.2	11	9.0
Electronic signage	5	4.0	108	87.1	11	8.9
Electronic surveys (including this one)	< 5	---	111	90.2	8	6.5
Kiosks	< 5	---	103	83.7	19	15.4

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 140).

The survey also queried respondents with one or more disabilities about whether they experienced barriers with regard to identity accuracy (Table 21). Thirteen percent ($n = 16$) of respondents with one or more disabilities experienced difficulty with electronic databases and 24% ($n = 29$) experienced barriers with their email accounts.

Table 21. **Barriers in Identity Accuracy Experienced by Respondents With Disabilities**

Identity Accuracy	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Email account	29	23.8	90	73.8	< 5	---
Electronic databases (e.g., Banner)	16	13.0	101	82.1	6	4.9
Learning technology	12	9.8	102	82.9	9	7.3
Intake forms (e.g., health center)	7	5.8	94	77.7	20	16.5
Surveys	6	5.0	105	88.2	8	6.7

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 140$).

In terms of instructional and campus materials, 19% (*n* = 23) of respondents with one or more disabilities had difficulty with textbooks, 16% (*n* = 19) had difficulty with food menus, and 16% (*n* = 20) experienced barriers with receiving accommodations from faculty (e.g., note-takers, extra test time) (Table 22).

Table 22. **Barriers With Instructional Campus Materials Experienced by Respondents With Disabilities**

Instructional/Campus Materials	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Textbooks	23	18.5	85	68.5	16	12.9
Receiving accommodations from faculty (e.g., note-takers, extra test time)	20	16.4	72	59.0	30	24.6
Food menus	19	15.6	85	69.7	18	14.8
Forms	9	7.3	101	82.1	13	10.6
Journal articles	8	6.5	104	84.6	11	8.9
Library books	7	5.8	103	85.1	11	9.1
Syllabi	7	5.7	100	82.0	15	12.3
Video-closed captioning and text description	6	4.9	99	80.5	18	14.6
Other publications	< 5	---	108	87.8	11	8.9
Brochures	< 5	---	101	82.1	19	15.4

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 140).

Thirty-five respondents elaborated on their responses regarding accessibility. Five common themes were identified in the responses: facilities, technology, parking, handicap access, and dining.

Facilities. Twenty-three percent of respondents commented on the state of Stetson facilities. Several respondents felt that bathrooms needed to be updated and/or cleaned better. One respondent wrote, "Restrooms on lower floor of LBC are typically filthy; too disgusting to use." Another respondent shared, "Bathrooms in some old buildings could be updated but that's just a preference." Some respondents commented on the lack of elevators in different buildings. One respondent wrote, "No elevators in some buildings." Individuals commented on various items including gym size, posting building maps, old-fashioned desks, and cleaning of art rooms and kitchens.

Technology. Twenty percent of respondents had concerns about technology-related issues in relation to accessibility. Most respondents commented on inadequate Wi-Fi access. One respondent wrote, "Wi-Fi needs to be updated, very slow and pages such as Pearson will not load on my pc/mac. Very frustrating!" Another respondent reported, "Internet is poor. In some places inaccessible."

Parking. Seventeen percent of respondents had concerns about parking. Many respondents felt the amount of parking was inadequate. One respondent wrote, "Parking is ridiculous for all students, residents and commuters." Another respondent stated, "We still need more parking."

Lack of accessibility. Fourteen percent of respondents felt that accessibility, particularly for those with impaired mobility, needed improvement. One respondent reported, "I don't think it's any secret that there are plenty of spaces on our campus that are not accessible for people who have disabilities/conditions that limit their mobility, whether or not they use a wheelchair." Another respondent shared, "There are no handicap parking spaces close to the front door of the library, Allen Hall, Sampson hall, etc. Walking distance to the front door from the nearest parking is important to consider when planning."

Dining. Fourteen percent of respondents commented on dining-related issues. Some respondents were concerned about the limited amount of vegan or vegetarian options. One respondent wrote, "Although it has become somewhat easier, it is difficult to eat vegan." Other respondents were more concerned with general availability of dining options. One respondent reported, "Need more food options in both areas: CUB and Hatrack. I cannot use my meal plan for a majority of the food on campus." Another respondent shared, "We are also unhappy with the limited selection of food menu options ON CAMPUS."

Barriers at Stetson Deland for Respondents Who Identified as Transgender

One survey item asked respondents who identified their gender identity as transgender if they had experienced barriers in facilities or identity accuracy at Stetson Deland within the past year (Table 23). Transgender respondents experienced barriers with regard to restrooms ($n < 5$) within the past year.

Table 23. **Barriers at Stetson Deland Experienced by Trans* Respondents**

Area	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Facilities						
Athletic and recreational facilities	0	0.0	< 5	---	< 5	---
Changing rooms/locker rooms	0	0.0	< 5	---	< 5	---
College housing (including Greek houses, apartments)	0	0.0	< 5	---	< 5	---
Restrooms	< 5	---	< 5	---	< 5	---
Signage	0	0.0	5	83.3	< 5	---
Identity Accuracy					< 5	---
Stetson ID card	0	0.0	5	100.0	< 5	---
Electronic databases (e.g., Banner)	0	0.0	< 5	---	< 5	---
Email account	0	0.0	< 5	---	< 5	---
Intake forms (e.g., health center)	0	0.0	< 5	---	< 5	---
Learning technology	0	0.0	< 5	---	< 5	---
Public affairs/marketing	0	0.0	< 5	---	< 5	---
Surveys	0	0.0	< 5	---	< 5	---

Note: Only answered by respondents who indicated on the survey that they identified as transgender and did not have a disability ($n = 8$).

No qualitative responses existed for Transgender/Genderqueer respondents.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[52]

Twenty-three percent (*n* = 246) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work or learn at Stetson Deland within the past year.[53] Table 24 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 27% (*n* = 66) indicated that the conduct was based on their position status at Stetson Deland. Nineteen percent (*n* = 47) noted that the conduct was based on their ethnicity, and 18% (*n* = 43) felt that it was based on their gender/gender identity. "Reasons not listed above" included responses such as "unstable student stalking me," "transphobic, racist issues," "jealousy," "not accepting different opinions," "things have always worked this way/I know better attitude," "personality issue," "position status," " sexual harassment," and "students' attitude and background."

Table 24. **Bases of Experienced Conduct**

Basis of conduct	*n*	*%*
Position (e.g., staff, faculty, student)	66	26.8
Ethnicity	47	19.1
A reason not listed above	47	19.1
Gender/gender identity	43	17.5
Age	39	15.9
Racial identity	34	13.8
Don't know	29	11.8
Political views	24	9.8
Major field of study	21	8.5
Nationality	20	8.1
Location where I grew up	19	7.7
Academic performance	18	7.3

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[52]This report uses the phrase "exclusionary conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

[53]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Table 24 (cont.)

Basis of conduct	*n*	%
Living arrangement	18	7.3
Philosophical views	18	7.3
Religious/spiritual views	18	7.3
Socioeconomic status	18	7.3
Participation in an organization	17	6.9
Mental health/psychological disability/condition	16	6.5
Sexual identity/orientation	16	6.5
Physical characteristics	15	6.1
Educational credentials (e.g., MS, PhD)	14	5.7
Immigrant/citizen status	13	5.3
Gender expression	12	4.9
English language proficiency/accent	9	3.7
Marital status (e.g., single, married, partnered)	9	3.7
Learning disability/condition	7	2.8
Medical disability/condition	7	2.8
Military/veteran status	5	2.0
Participation on an athletic team	< 5	---
Physical disability/condition	< 5	---
Parental status (e.g., having children)	< 5	---
Pregnancy	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced
exclusionary conduct (*n* = 246). Percentages do not sum to 100% as a result of multiple responses.

The following figures depict the responses by selected characteristics (position status, ethnicity, gender/gender identity) of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Stetson?"

In terms of position status, no significant differences existed between respondents who indicated that they had experienced this conduct (Figure 31). Of those respondents who noted that they had experienced this conduct, 48% (*n* = 30) of Staff/Administrator respondents, 47% (*n* = 20) Faculty respondents, 17% (*n* = 2) of Graduate/Professional Student respondents, and 11% (*n* = 14) of Undergraduate Student respondents thought that the conduct was based on their position status.

■ **Overall experienced conduct[1]**

■ **Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status[2]**

Undergrad	Grad/Professional	Faculty	Staff/Admin
(*n* = 129)[1]	(*n* = 12)[1]	(*n* = 43)[1]	(*n* = 62)[1]
(*n* = 14)[2]	(*n* < 5)[2]	(*n* = 20)[2]	(*n* = 30)[2]

[1] Percentages are based on total *n* split by group.
[2] Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.

Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

In terms of ethnicity/racial identity, significant differences were noted in the percentages of White respondents (21%, $n = 155$), Hispanic/Latino(a)/Chicano(a) respondents (19%, $n = 15$), Black/African-American/Afro-Caribbean respondents (37%, $n = 27$), Respondents of Multiple Races (22%, $n = 20$), and other Respondents of Color (31%, $n = 11$) who believed that they had experienced this conduct (Figure 32). Of those respondents who believed that they had experienced this conduct, greater percentages of Hispanic/Latino(a)/Chicano(a) respondents (33%, $n = 5$), Black/African-American/Afro-Caribbean respondents (59%, $n = 16$), Respondents of Multiple Races (40%, $n = 8$), and other Respondents of Color (46%, $n = 5$) than White respondents (5%, $n = 7$) thought that the conduct was based on their ethnicity/race.

■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity[2]

	Hispanic/ Latin@/ Chican@	Black/African-American/Afro-Caribbean	Multiple Races	People of Color	White
Overall experienced conduct[1]	19	37	22	31	21
Result of ethnicity[2]	33	59	40	46	5
	($n = 15$)[1]	($n = 27$)[1]	($n = 20$)[1]	($n = 11$)[1]	($n = 155$)[1]
	($n = 5$)[2]	($n = 16$)[2]	($n = 8$)[2]	($n = 5$)[2]	($n = 7$)[2]

[1] Percentages are based on total *n* split by group.
[2] Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.

Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

By gender identity, a higher, though not statistically different, percentage of Women respondents (24%, $n = 170$) than Men respondents (19%, $n = 62$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Figure 33). Twenty-two percent ($n = 38$) of Women respondents, compared with Men respondents ($n < 5$), who noted that they had experienced exclusionary conduct indicated that the conduct was based on their gender identity.

■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity[2]

	Men	Women
Overall experienced conduct[1]	19	24
Gender identity[2]		22

Men
($n = 62$)[1]
($n < 5$)[2]

Women
($n = 170$)[1]
($n = 38$)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

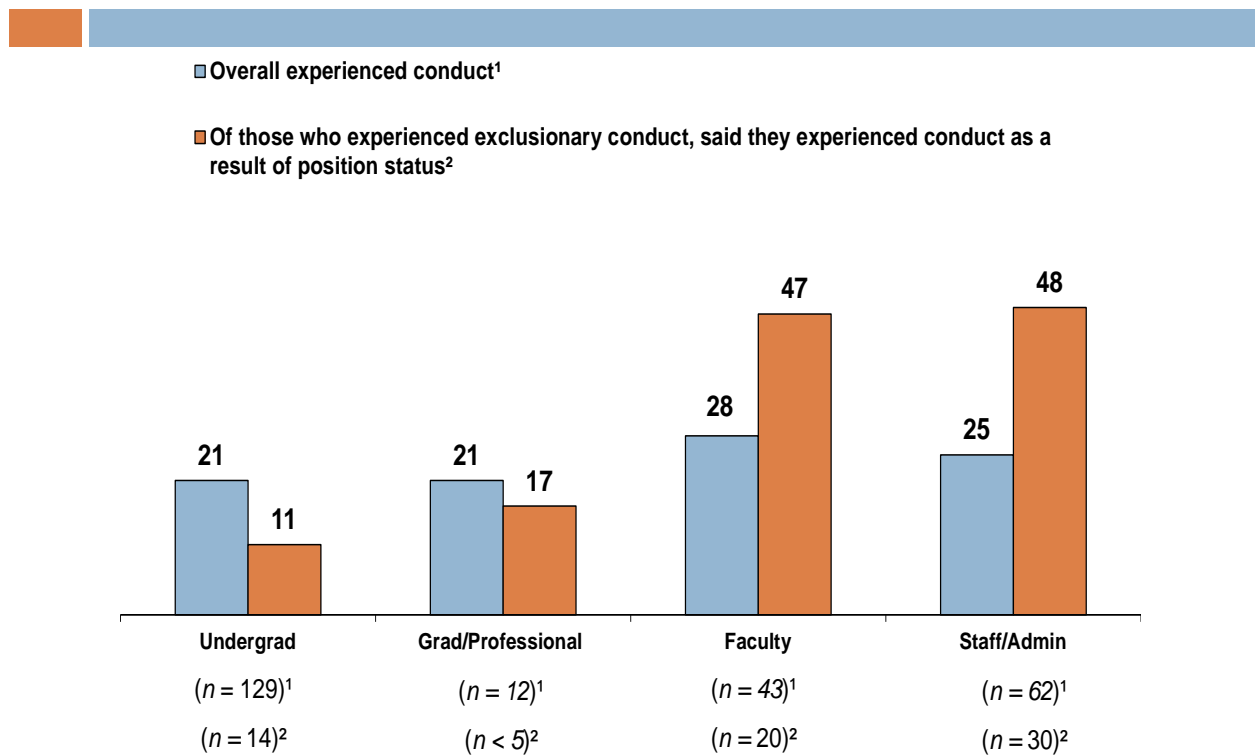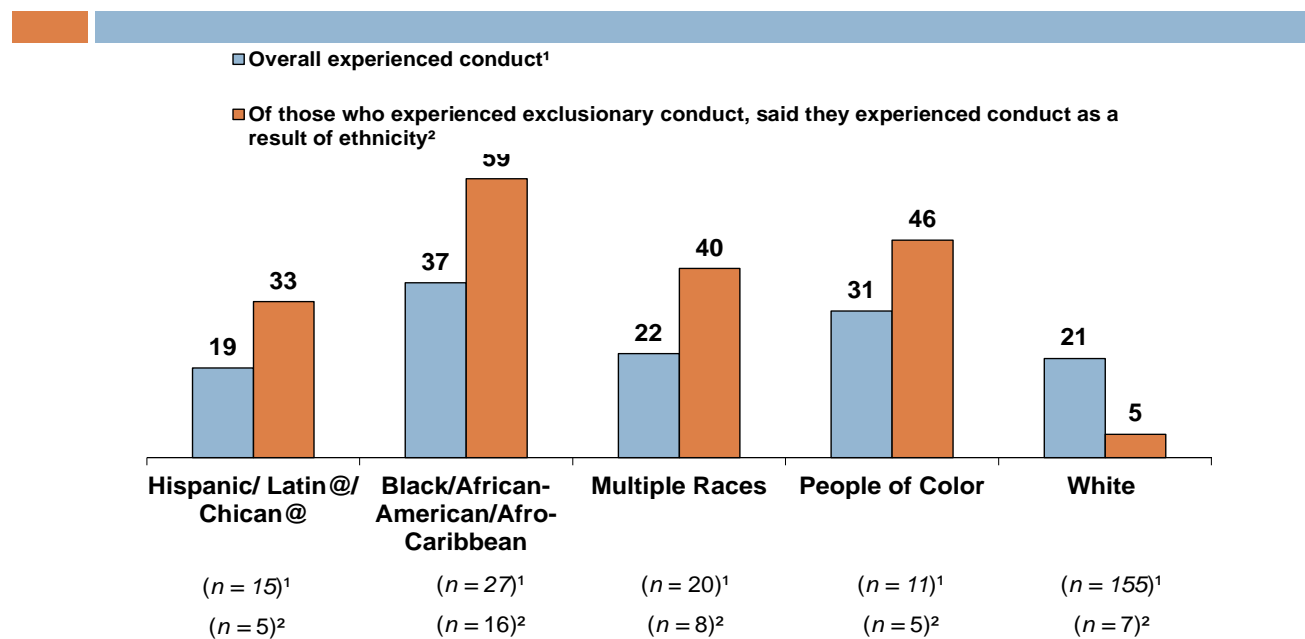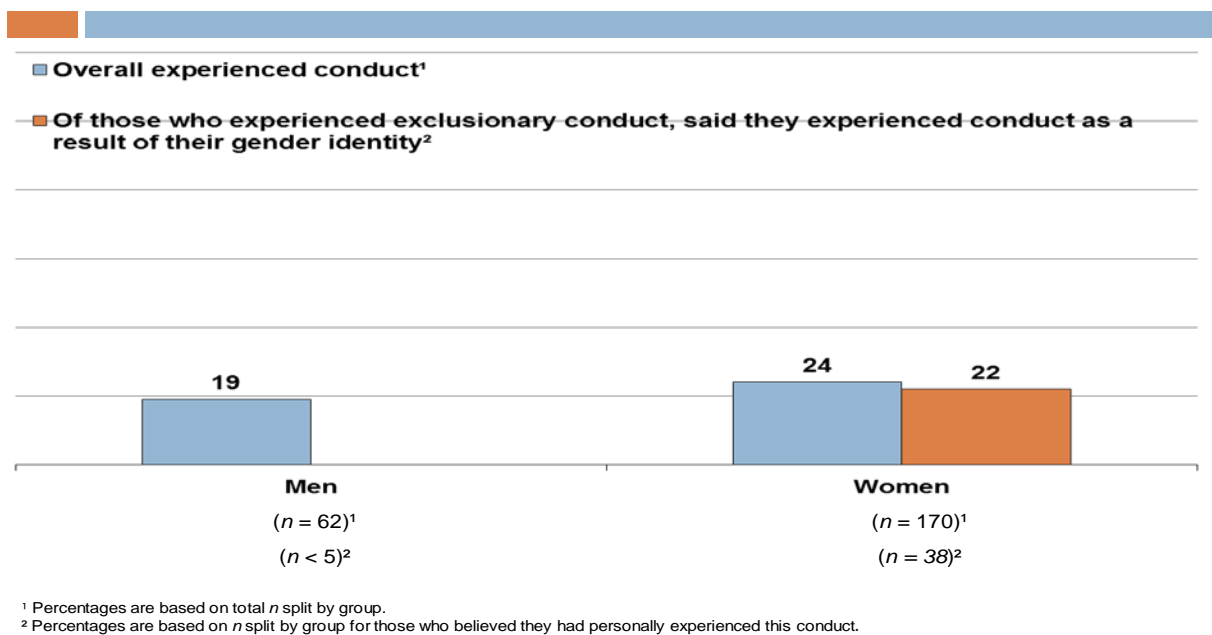*Figure 33*. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

Table 25 illustrates the manners in which respondents experienced exclusionary conduct. Sixty-four ($n = 158$) percent felt disrespected, 45% ($n = 111$) felt ignored or excluded, 37% ($n = 91$) felt isolated or left out, and 31% ($n = 77$) felt intimidated and bullied. Other forms of such conduct included "administrators ignoring staff," "attitude," "disruption," "fear of my job," "concerns not taken seriously by supervisor," "one violent and one just ignoring," "unequal pay," "told days are numbered because I do not fit in the department," "witnessed instructor use of physical punishment on a student," "adjuncts overlooked for competitive grants," "pressured to make decision that I disagreed with by senior faculty," "prevented from pursuing some opportunities," "professor disrespectful due to major," "somewhat hostile work environment," "target of anonymous social media comments," and "unwanted comments of harassment."

Table 25. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)**

Form of conduct	*n*	% of those who experienced the conduct
I was disrespected.	158	64.2
I was ignored or excluded.	111	45.1
I was isolated or left out.	91	37.0
I was intimidated/bullied.	77	31.3
I was the target of derogatory or inappropriate verbal remarks.	60	24.4
I observed others staring at me.	45	18.3
I was the target of workplace incivility.	31	12.6
I was singled out as the spokesperson for my identity group.	28	11.4
I feared getting a poor grade because of a hostile classroom environment.	27	11.0
An experience not listed above	25	10.2
I was the target of racial/ethnic profiling.	25	10.2
I feared for my physical safety.	21	8.5
I received a low performance evaluation.	21	8.5
I was the target of retaliation.	19	7.7
Someone implied I was admitted/hired/promoted due to my identity group.	19	7.7
I received inappropriate phone calls/text messages/email.	16	6.5
I was the target of unwanted sexual contact.	16	6.5
I received inappropriate written comments.	15	6.1

Table 25 (cont.)

Form of conduct	*n*	% of those who experienced the conduct
I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).	14	5.7
I received threats of physical violence.	13	5.3
I was the target of physical violence.	9	3.7
I was the target of stalking.	7	2.8
Someone implied I was not admitted/hired/promoted due to my identity group.	6	2.4
I feared for my family's safety.	< 5	---
I was the target of graffiti/vandalism.	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 246). Percentages do not sum to 100% as a result of multiple responses.

Twenty-five percent of respondents who indicated that they experienced exclusionary conduct noted that it occurred in a meeting with a group of people, 24% in an on-campus class/lab/clinical setting, 23% while working at a Stetson job, and 22% in other public spaces at Stetson (Table 26). Many respondents who marked "a location not listed above" described email, departmental emails, fraternity house, faculty senate meetings, and Airwaves. Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 26. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
In a meeting with a group of people	61	24.8
In an on-campus class/lab/clinical setting	59	24.0
While working at a Stetson job	57	23.2
In a public space at Stetson	54	22.0
In campus housing	40	16.3
In a meeting with one other person	37	15.0
In a Stetson administrative office	36	14.6
While walking on campus	30	12.2

Table 26 (cont.)

Location of conduct	*n*	% of respondents who experienced conduct
At a location not listed above	27	11.0
At a Stetson event	27	11.0
In a faculty office	24	9.8
On social networking sites/Facebook/Twitter/Yik Yak	23	9.3
Off campus	21	8.5
In a Stetson dining facility	17	6.9
In off-campus housing	11	4.5
In athletic/recreational facilities	6	2.4
In a Stetson library	5	2.0
In a counseling setting referred to me by Stetson	< 5	---
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	< 5	---
On Stetson media (e.g., Stetson Facebook, reporter)	< 5	---
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 246). Percentages do not sum to 100% as a result of multiple responses.

Fifty percent of the respondents who indicated that they experienced exclusionary conduct identified students, 31% identified faculty members or other instructional staff, and 12% identified friends as the sources of the conduct (Table 27). Sources of exclusionary conduct "not listed above" included "Board of Directors," "Director and Admin. Asst.," "Greek Life," "husband/wife team," "police," "member of Greek organization," "parent of staff member," "roommate," "senior administrator," "significant other," and "student organization executive board."

74

Table 27. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced conduct
Student	123	50.0
Faculty member – full-time	75	30.5
Friend	30	12.2
Senior administration (e.g., president, provost, dean, vice provost, vice president)	28	11.4
Co-worker	27	11.0
Department chair/head/director	25	10.2
Supervisor	21	8.5
Staff member	20	8.1
Stranger	15	6.1
A source not listed above	14	5.7
Faculty member – adjunct	11	4.5
Social networking site (e.g., Facebook, Twitter, Yik Yak)	10	4.1
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	10	4.1
Off-campus community member	7	2.8
Don't know source	6	2.4
Alumni	5	2.0
Stetson Public Safety	< 5	---
Athletic coach/training	< 5	---
Academic adviser	< 5	---
Stetson media (e.g., Stetson website, reporter)	< 5	---
Health/counseling services	< 5	---
Donor	< 5	---
Person whom I supervise	< 5	---
Teaching assistant/graduate assistant/tutor	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 246). Percentages do not sum to 100% as a result of multiple responses.
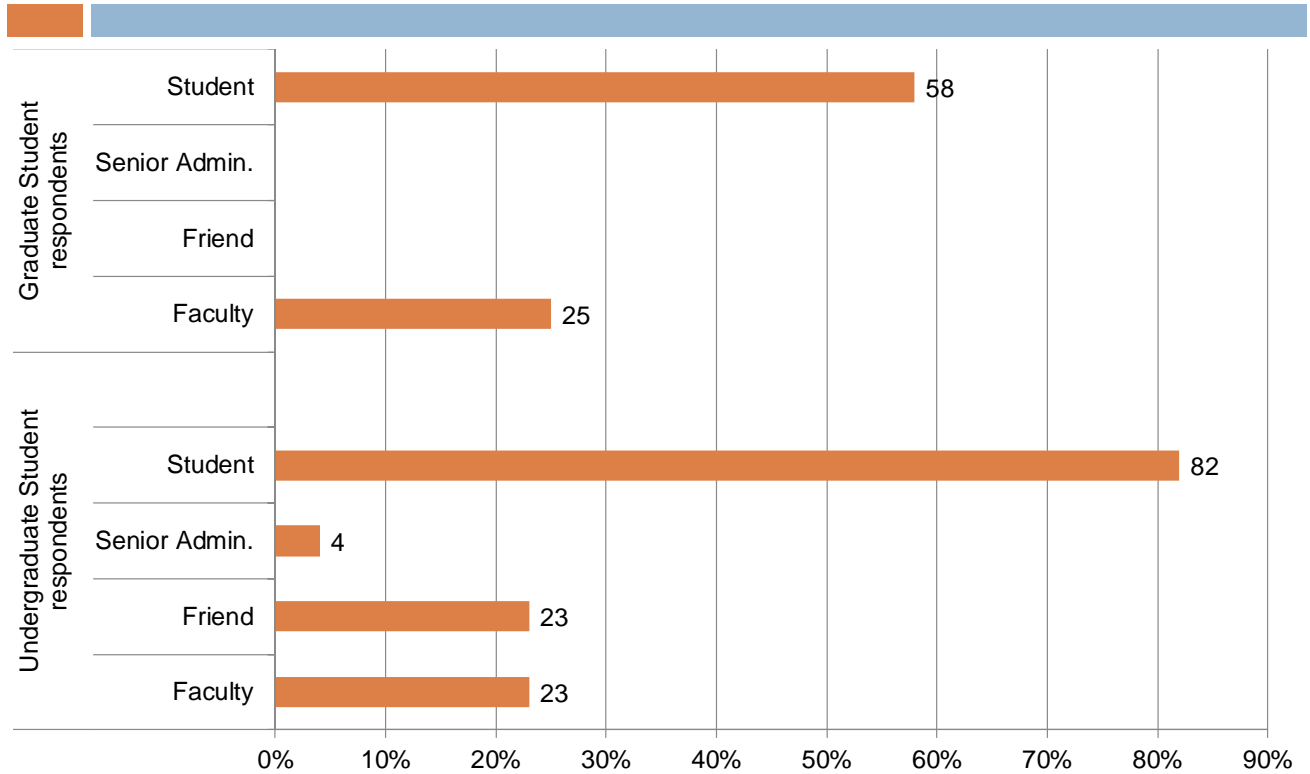
Figures 34 through 36 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents and Graduate/Professional Student respondents.

Note: Responses with *n* < 5 are not presented in the figure.

Figure 34. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Student Position Status (%)

Faculty and Staff respondents most often cited other faculty, senior administrators, students, and coworkers as the source of the exclusionary conduct (Figure 35). No significant differences existed between groups.
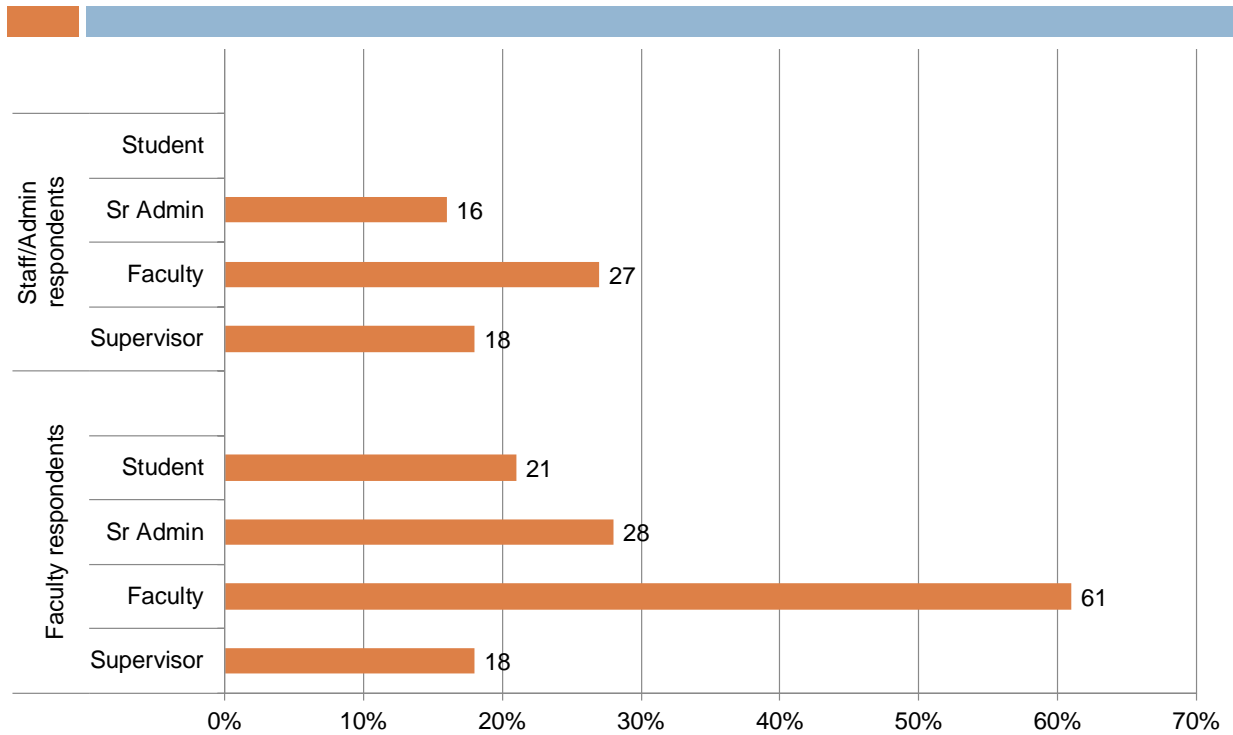
Note: Responses with $n < 5$ are not presented in the figure.

Figure 35. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Salary and Hourly Staff respondents identified coworkers, supervisors, and other staff, faculty members, and department chairs as their greatest sources of exclusionary conduct (Figure 36). No significant differences existed between groups.
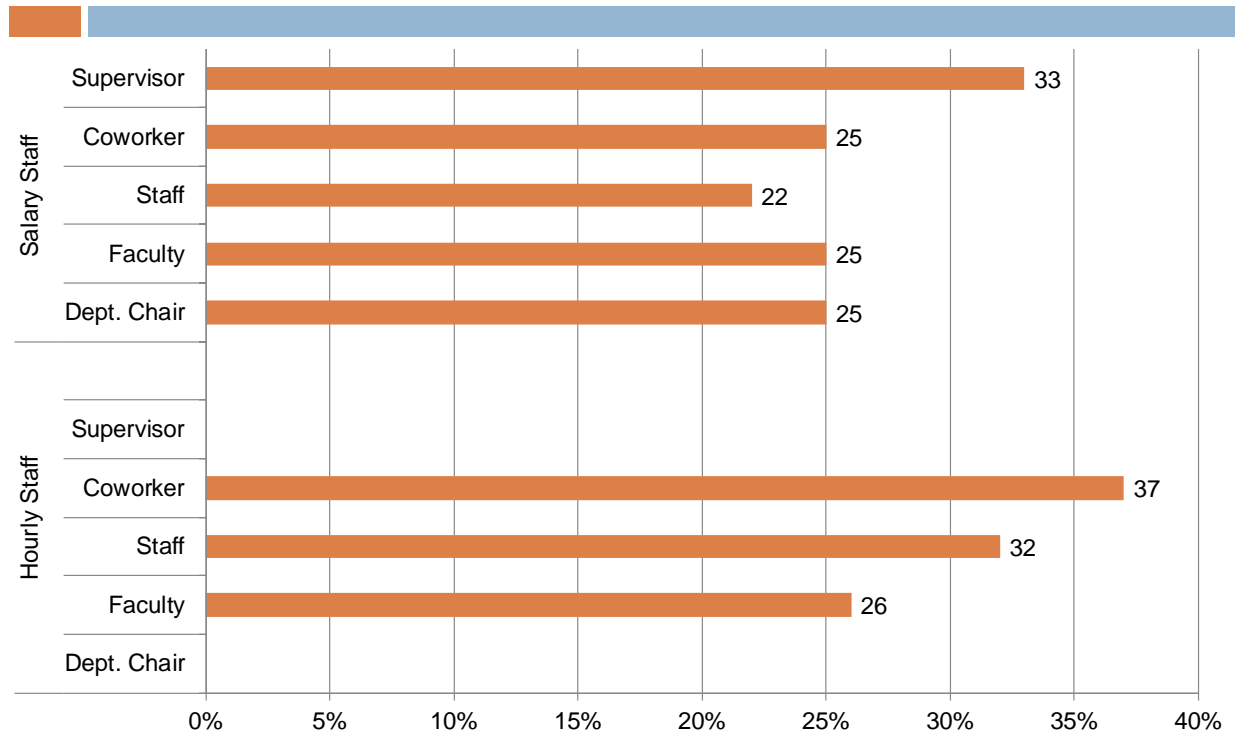
Note: Responses with $n < 5$ are not presented in the figure.

Figure 36. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Position Status (%)

In response to this conduct, 68% ($n = 168$) of respondents were angry, 48% ($n = 118$) felt embarrassed, 24% ($n = 59$) ignored it, 22% ($n = 55$) were afraid, and 18% ($n = 43$) felt somehow responsible (Table 28). Several comments indicated that many respondents were "anxious," "belittled," "blind-sided," "depressed," "disrespected," "distressed," "offended," "misunderstood," and "sad."

Table 28. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	*n*	% of respondents who experienced conduct
I felt angry.	168	68.3
I felt embarrassed.	118	48.0
I ignored it.	59	24.0
I felt afraid.	55	22.4
I felt somehow responsible.	43	17.5
An experience not listed above	40	16.3

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 246$). Percentages do not sum to 100% as a result of multiple responses.

In response to experiencing the conduct, 46% ($n = 114$) told a friend, 36% ($n = 89$) avoided the person/venue, 35% ($n = 85$) did not do anything, and 33% ($n = 82$) told a family member (Table 29). Of the 18% ($n = 43$) of respondents who sought support from a Stetson resource, 28% ($n = 12$) sought support from the Counseling Center and 26% ($n = 11$) sought help from Senior administrator (e.g., president, provost, dean, vice provost, vice president). Some "response not listed above" comments were "voiced that I wanted a different supervisor," "contacted another faculty member/campus Reform/professor by email," "cried," "discussed with Dean," "dialogue," "attempted media attention," "stopped going to events or making friends or walk around campus unless to go to class," "got a lawyer," "deal with it," "moved rooms," "put up with it then filed grievance," "sought supervisor support," "self-defense," "restraining order," and "You cannot confront a racist teacher."

Table 29. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
I told a friend.	114	46.3
I avoided the person/venue.	89	36.2
I didn't do anything.	85	34.6
I told a family member.	82	33.3
A response not listed above	46	18.7
I contacted a Stetson resource.	43	17.5
Faculty member	10	23.3
Faculty academic advisor	< 5	---
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	11	25.6
Stetson Public Safety	5	11.6
Counseling Center	12	27.9
Employee Assistance Program (EAP)	< 5	---
Title IX Coordinator	< 5	---
Office of Human Resources	8	18.6
Student staff (e.g., resident assistant)	5	11.6
Staff person	10	23.3
I didn't know who to go to.	43	17.5
I confronted the person(s) at the time.	41	16.7
I confronted the person(s) later.	36	14.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	9	3.7
I sought information online.	8	3.3
I sought support from off-campus hot-line/advocacy services.	8	3.3
I contacted a local law enforcement official.	5	2.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 246). Percentages do not sum to 100% as a result of multiple responses.

Table 30 illustrates that 79% ($n = 192$) of respondents did not report the incident and that 21% ($n = 51$) of respondents did report the incident. Of the respondents who reported the incident, 22% ($n = 8$) were satisfied with the outcome, 33% ($n = 12$) felt the complaint received an appropriate response, and 44% ($n = 16$) felt the incident did not receive an appropriate response.

Table 30. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	192	79.0
Yes, I reported it.	51	21.0
Yes, I reported the incident and was satisfied with the outcome.	8	22.2
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	12	33.3
Yes, I reported the incident, but felt that it was not responded to appropriately.	16	44.4

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 246$). Percentages do not sum to 100% as a result of multiple responses.

One hundred and thirty eight respondents elaborated on their experiences with exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct. No themes were common across all groups of respondents. The themes with supporting comments follow.

Students as the source. Thirteen percent of Student and Faculty respondents identified students as the source of the hostile conduct. One Student respondent shared, "I was a student in a class last semester where I was heckled during presentations, when I raised my hand to answer a question, when I entered the room, but the instructor was oblivious to it and I had no idea how to handle it. Comments ranged from my weight, to my physical disability, to age, to veteran status. It was shocking that this kind of activity could happen at such a great school." Another Student respondent shared, "There are some students here that still live with a 'high school' state of mind. The women in my dorm are very harsh with each other. They like to tear things such as decorations and name tags off doors of others, as well as spread rumors among the other residents."

81

Institutional classism. Twenty seven percent of employee (Administrator, Faculty, Staff) respondents described experiences related to institutional classism. Many Staff respondents felt they were frequently treated as "second-class citizens" by faculty and administration, and had little voice in decision-making. One Staff respondent wrote, "Multiple times I have sat with Faculty and upper administration and have been excluded. It is almost as if I am bound to communicate to those who have the same level as my age, gender, or professional qualifications, etc. Otherwise, my opinion is not valid as I have not been at Stetson for a millennia or something similar." Another Staff respondent shared, "It was just another symptom of the issue that staff are regarded as 'second class citizens' by some Faculty."

Other respondents described classism within the faculty and administration. One Faculty respondent wrote, "In contrast to our previous administration (which had its own problems), I have experienced first-hand--and had at least a dozen colleagues describe similar situations--in which a senior administrator has openly stated and/or implied that expressing an opinion different from that of the president, deans, or provost is misinformed, invalid, inappropriate, unprofessional, and/or otherwise problematic. Several junior level faculty expressed a "fear of retaliation for expressing opinions." An Administrator respondent wrote, "I refer to faculty members trying very hard to exclude administrators from decision making on this campus and being openly hostile towards administrators in faculty meetings. While this is relatively minor 'exclusion' behavior, and I do not take it personally, it contributes to an atmosphere of hostility between faculty and administrators that is not a pleasant environment in which to work."

Lack of civility in the workplace. Twenty-seven percent of employee respondents reported hostile conduct instigated by people in the workplace by coworkers or supervisors. One Staff respondent shared, "I've been belittled by other staff outside my department and faculty, and I've clashed with my direct coworkers as well." A Faculty respondent wrote, "I have never been so disrespected by colleagues and peers as I have since coming to Stetson." An Administrator respondent wrote, "Our department is treated very poorly by our supervisor. [Name] should be coached to help develop their social skills."

Discrimination due to demographic characteristic. Thirty-two percent of Undergraduate Student respondents elaborated on hostile conduct in the form of discrimination for various demographic differences. Some respondents were targeted because of their race. One respondent shared, "I came back from a break early once, and on Yik Yak, the entire feed was just horrendous things about any non-white group, and I feared for my safety." Another respondent wrote, "Three girls in my hall threw insults and derogatory slurs at me, including being called a 'sp*ck' and calling me a Mexican and an 'Undocumented' (even though I am Puerto Rican and, therefore, documented and legally a U.S. Citizen.)." Other respondents spoke of being targeted for other specific demographic characteristics. One respondent wrote, "It was during one of the events for my organization, which is essentially a group of feminists. Occasionally, we have students that come to our events and openly heckle the presenters, which, for this time, happened to be me." Another respondent shared, "I was completely singled out and discriminated against for being Christian and mentioning the word 'Jesus' multiple times." Another respondent reported, "I feel like since this is a liberal arts school, Republicans are looked upon as the outsiders. I have had several remarks made towards me about my views, I've been called a 'stuck up rich bitch' and it makes me feel really uncomfortable and upsets me."

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

Respondents' observations of others' experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Twenty-nine percent ($n = 307$) of survey respondents observed conduct or communications directed toward a person or group of people at Stetson Deland that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile working or learning environment[54] within the past year. Most of the observed exclusionary conduct was based on ethnicity (28%, $n = 85$), racial identity (27%, $n = 82$), gender/gender identity (22%, $n = 67$), and physical characteristics (14%, $n = 44$). Thirteen percent ($n = 39$) of respondents indicated that they did not know the basis (Table 31).

Table 31. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	*n*	% of respondents who observed conduct
Ethnicity	85	27.7
Racial identity	82	26.7
Gender/gender identity	67	21.8
Physical characteristics	44	14.3
Sexual identity/orientation	44	14.3
Political views	41	13.4
Don't know	39	12.7
Gender expression	38	12.4
Position (e.g., staff, faculty, student)	38	12.4
Religious/spiritual views	36	11.7
A reason not listed above	33	10.7
Age	31	10.1
English language proficiency/accent	31	10.1
Nationality	31	10.1
Academic performance	29	9.4

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[54]This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Stetson-Deland/Celebration Campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

Table 31 (cont.) Characteristic	n	% of respondents who observed conduct
Philosophical views	29	9.4
Socioeconomic status	28	9.1
Learning difference/disability	21	6.8
Mental health/psychological disability/condition	21	6.8
Participation in an organization/team	18	5.9
Educational credentials (MS, PhD, etc.)	17	5.5
Major field of study	16	5.2
Physical disability/condition	16	5.2
Immigrant/citizen status	15	4.9
Medical disability/condition	14	4.6
Location where I grew up	9	2.9
Marital status (e.g., single, married, partnered)	6	2.0
Pregnancy	6	2.0
Living arrangement	5	1.6
Participation on an athletic team	5	1.6
Military/veteran status	< 5	---
Parental status (e.g., having children)	0	0.0

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct ($n = 307$).
Percentages do not sum to 100% as a result of multiple responses.

Figures 37 and 38 separate by demographic categories (i.e., gender identity, racial identity, sexual identity, faith-based affiliation, disability status, citizenship status, position status, and students' socioeconomic status) the significant responses of those individuals who indicated on the survey that they observed exclusionary conduct within the past year. No significant differences were noted in the percentages of respondents who indicated that they had observed exclusionary conduct within the past year by position status, citizenship status, military status, first-generation status, Student respondents' socioeconomic status, and faith-based affiliation.

Significantly higher percentages of Women respondents (31%, n =216) than Men respondents (24%, n = 78) noted that they observed such conduct.[v] Additionally, the percentages of Black/African-American/Afro-Caribbean respondents (41%, n = 30), Hispanic/Latino(a)/Chicano(a) respondents (21%, n = 17), Respondents of Multiple Races (33%, n = 30), other Respondents of Color (26%, n = 9), and White respondents (27%, n = 201) who witnessed exclusionary conduct differed significantly.[vi] A higher percentage of LGBQ respondents (41%, n = 60) indicated on the survey that they observed such conduct than did Heterosexual respondents (26%, n = 229).[vii]
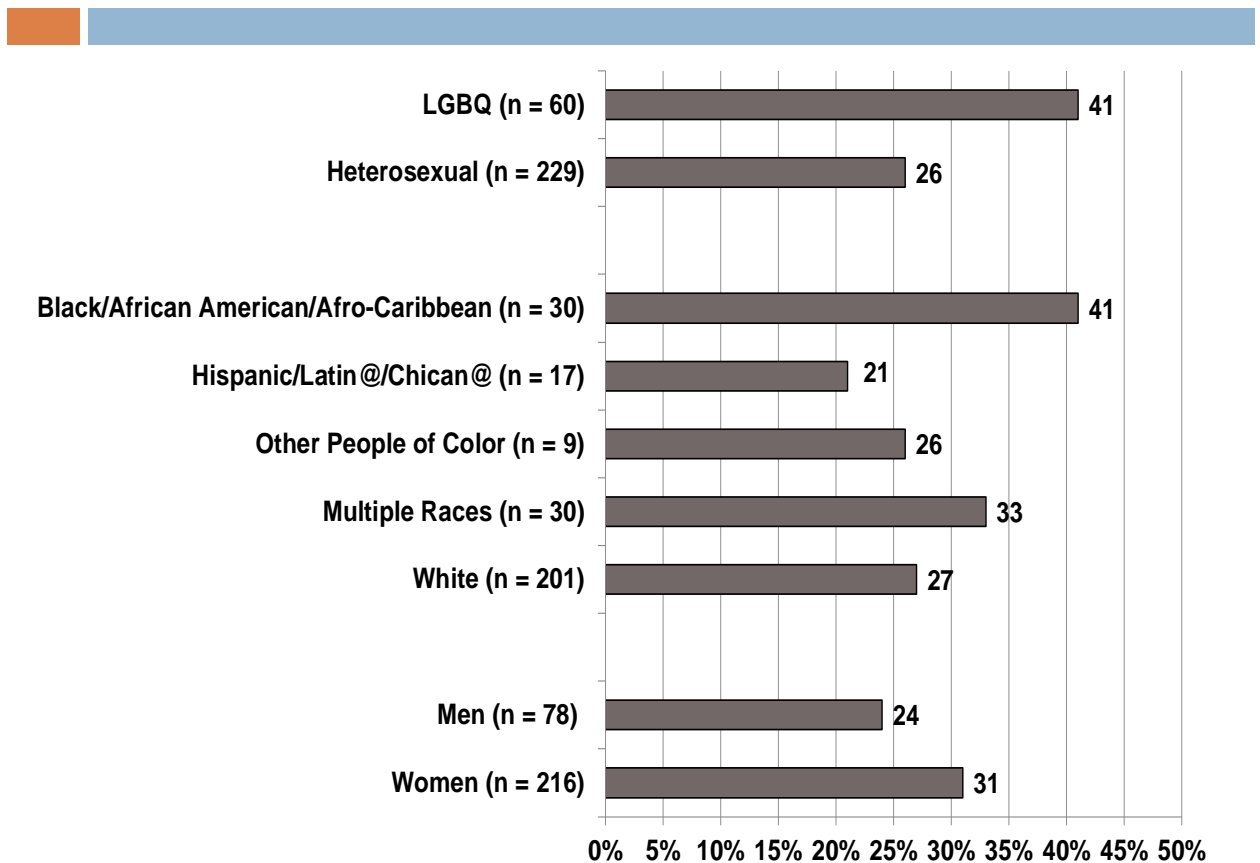
Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Sexual Identity, Racial Identity, and Gender Identity (%)

86

Higher percentages of respondents with a Single Disability (41%, $n = 35$) or Multiple Disabilities 43%, $n = 21$) than respondents with No Disability (27%, $n = 249$) indicated that they had observed such conduct (Figure 38).[viii]
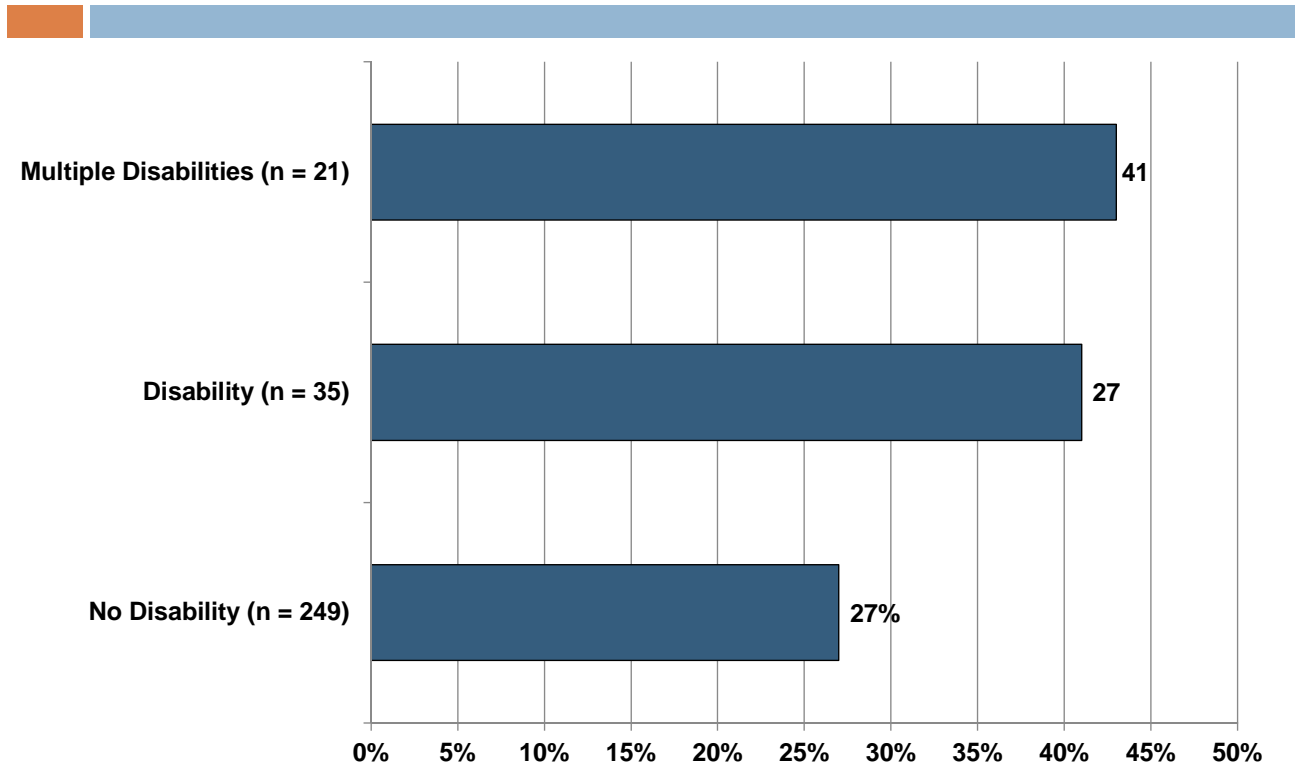
Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status (%)

In terms of position status at Stetson Deland, though not significant, a higher percentage of Faculty respondents (33%, $n = 49$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Staff respondents (30%, $n = 73$), Undergraduate Student respondents (28%, $n = 175$), or Graduate/Professional Student respondents (18%, $n = 10$) (Figure 39).

■ Undergraduate Students (n = 175)   ■ Graduate/Professional Student (n = 10)

■ Faculty (n = 49)   ■ Staff/Administrator (n = 73)
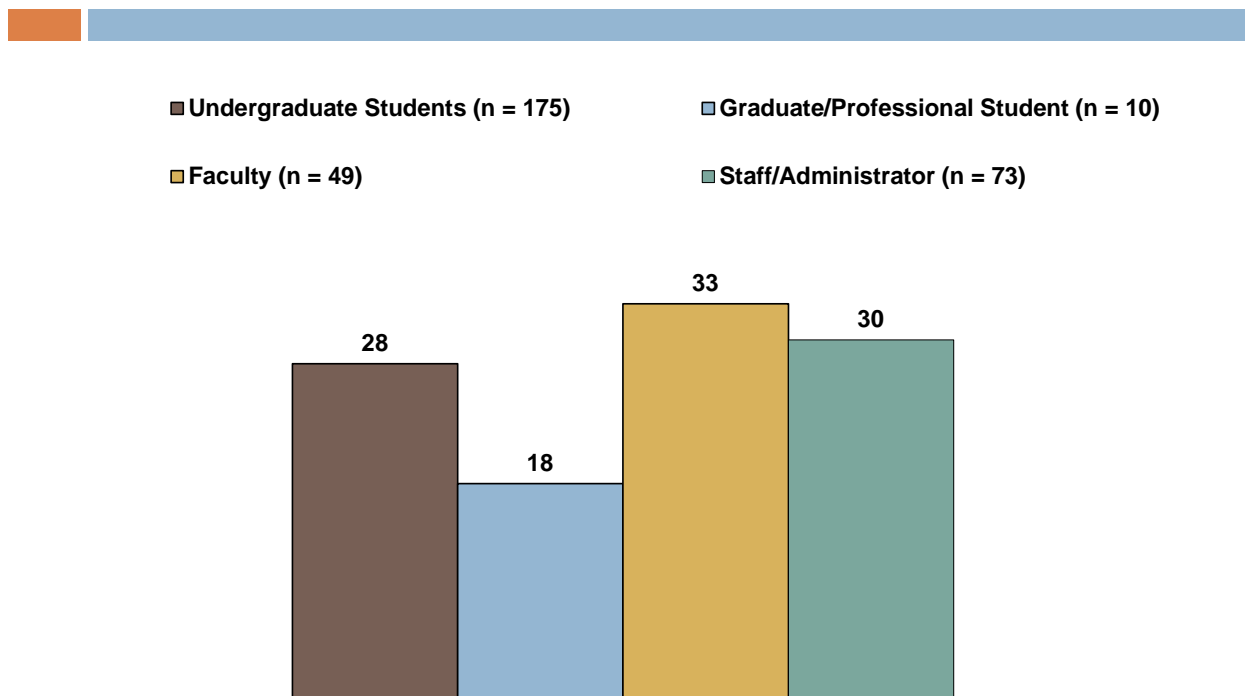
Figure 39. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 32 illustrates that respondents most often observed this conduct in the form of someone being disrespected (49%, $n = 150$), subjected to derogatory remarks (47%, $n = 143$), deliberately ignored or excluded (44%, $n = 135$), being isolated or left out (39%, $n = 119$), or being intimidated/bullied (36%, $n = 111$).

Table 32. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Person was disrespected	150	48.9
Person was the target of derogatory or inappropriate verbal remarks	143	46.6
Person ignored or excluded	135	44.0
Person isolated or left out	119	38.8
Person intimidated/bullied	111	36.2
Racial/ethnic profiling	61	19.9
Person being stared at	54	17.6
Derogatory written comments	41	13.4
Person was the target of workplace incivility	38	12.4
Person received inappropriate/unsolicited messages through social media	36	11.7
Assumption that someone was admitted/hired/promoted based on his/her identity	34	11.1
Person was the target of retaliation	32	10.4
Singled out as the spokesperson for their identity group	28	9.1
Person received inappropriate phone calls/text messages/e-mail	25	8.1
Person received a low or unfair performance evaluation	24	7.8
Person feared for their physical safety	21	6.8
Something not listed above	20	6.5
Assumption that someone was not admitted/hired/promoted based on his/her identity	13	4.2
Person was the target of physical violence	13	4.2
Person received threats of physical violence	13	4.2
Person was the target of unwanted sexual contact	11	3.6
Person was unfairly evaluated in the promotion and tenure process	11	3.6
Person received a poor grade	9	2.9
Person was stalked	7	2.3
Person was the target of graffiti/vandalism	5	1.6
Person feared for their family's safety	< 5	---

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 307). Percentages do not sum to 100% as a result of multiple responses.

Additionally, 31% ($n = 94$) of the respondents who indicated that they observed exclusionary conduct noted that it happened in public spaces at Stetson Deland (Table 33). Some respondents noted that the incidents occurred in a meeting with a group of people (22%, $n = 67$) or while working in an on-campus class/lab/clinical setting (22%, $n = 66$).

Table 33. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
In a public space at Stetson	94	30.6
In a meeting with a group of people	67	21.8
In an on-campus class/lab/clinical setting	66	21.5
At a Stetson event	64	20.8
On social networking sites/Facebook/Twitter/Yik Yak	52	16.9
While working at a Stetson job	50	16.3
In campus housing	48	15.6
While walking on campus	40	13.0
In a Stetson dining facility	31	10.1
Off campus	30	9.8
In a Stetson administrative office	24	7.8
In a meeting with one other person	22	7.2
A location not listed above	17	5.5
In a faculty office	16	5.2
In a Stetson library	16	5.2
In off-campus housing	11	3.6
On Stetson media (e.g., Stetson Facebook, reporter)	10	3.3
In athletic/recreational facilities	9	2.9
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	< 5	---
In a counseling setting referred to me by Stetson	< 5	---
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	< 5	---

Sixty-five percent ($n = 200$) of respondents who indicated that they observed exclusionary conduct noted that the targets of the conduct were students. Other respondents identified friends (29%, $n = 89$), staff members (14%, $n = 42$), faculty members/instructional staff (13%, $n = 41$), and coworkers (11%, $n = 33$) as targets.

Table 34. **Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Target	*n*	% of respondents who observed conduct
Student	200	65.1
Friend	89	29.0
Staff member	42	13.7
Faculty member – full-time	41	13.4
Co-worker	33	10.7
Stranger	31	10.1
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	19	6.2
A source not listed above	14	4.6
Social networking site (e.g., Facebook, Twitter, Yik Yak)	14	4.6
Faculty member – adjunct	12	3.9
Senior administration (e.g., president, provost, dean, vice provost, vice president)	11	3.6
Don't know source	10	3.3
Stetson Public Safety	6	2.0
Supervisor	6	2.0
Department chair/head/director	5	1.6
Off-campus community member	5	1.6
Person whom I supervise	5	1.6
Teaching assistant/graduate assistant/tutor	< 5	---
Alumni	< 5	---
Athletic coach/training	< 5	---

***Table 34* (cont.)**

Target	n	% of respondents who observed conduct
Academic adviser	< 5	---
Health/counseling services	< 5	---
Stetson media (e.g., Stetson website, reporter)	< 5	---
Donor	0	0.0

Note: Table includes answers from only those respondents who indicated that they observed conduct ($n = 307$).
Percentages may not sum to 100% as a result of multiple responses.

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 57% ($n = 175$) noted that students were the sources of the conduct. Respondents identified additional sources as faculty members/instructional staff (19%, $n = 57$), staff members (13%, $n = 39$), and strangers (10%, $n = 31$).

***Table 35*. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	n	% of respondents who observed conduct
Student	175	57.0
Faculty member – full-time	57	18.6
Staff member	39	12.7
Stranger	31	10.1
Senior administration (e.g., president, provost, dean, vice provost, vice president)	24	7.8
Department chair/head/director	22	7.2
Friend	22	7.2
Co-worker	20	6.5
Social networking site (e.g., Facebook, Twitter, Yik Yak)	20	6.5
A source not listed above	19	6.2
Supervisor	18	5.9
Don't know source	17	5.5

Table 35 (cont.)

Source	n	% of respondents who observed conduct
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	13	4.2
Faculty member – adjunct	10	3.3
Stetson Public Safety	8	2.6
Off-campus community member	7	2.3
Stetson media (e.g., Stetson website, reporter)	7	2.3
Alumni	5	1.6
Athletic coach/training	5	1.6
Academic adviser	< 5	---
Teaching assistant/graduate assistant/tutor	< 5	---
Health/counseling services	< 5	---
Person whom I supervise	< 5	---
Donor	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct ($n = 307$).
Percentages may not sum to 100% as a result of multiple responses.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 67% ($n = 207$) didn't do anything, 34% ($n = 105$) avoided the person/venue, 11% ($n = 33$) contacted a local law enforcement official, and 57% ($n = 175$) of respondents did not know to whom to go (Table 36). Ten percent of respondents (10%, $n = 31$) sought support from a Stetson Deland resource.

Table 36. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I didn't do anything.	207	67.4
I didn't know who to go to.	175	57.0
I sought information online.	113	36.8
I avoided the person/venue.	105	34.2
I told a family member.	45	14.7
I told a friend.	45	14.7
I confronted the person(s) at the time.	34	11.1
I contacted a local law enforcement official.	33	10.7
I sought support from off-campus hot-line/advocacy services.	32	10.4
I contacted a Stetson resource.	31	10.1
Faculty member	*< 5*	---
Faculty academic advisor	*< 5*	---
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*< 5*	---
Stetson Public Safety	*< 5*	---
Counseling Center	*< 5*	---
Employee Assistance Program (EAP)	*0*	*0.0*
Title IX Coordinator	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Student staff (e.g., resident assistant)	*< 5*	---
Staff person	*< 5*	---
I confronted the person(s) later.	25	8.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	17	5.5
A response not listed above	*< 5*	---

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 307). Percentages do not sum to 100% as a result of multiple responses.
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Table 37 illustrates that 86% ($n = 258$) of respondents did not report the incident and that 14% ($n = 42$) of respondents did report the incident. Of the respondents who reported the incident, 33% ($n = 14$) were satisfied with the outcome, 19% ($n = 8$) felt that the complaint received an appropriate response, and 33% ($n = 14$) felt that the incident did not receive an appropriate response.

Table 37. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	n	% of respondents who observed conduct
No, I didn't report it.	258	86.0
Yes, I reported it.	42	14.0
Yes, I reported the incident and was satisfied with the outcome.	*14*	*33.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*8*	*19.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*14*	*33.3*

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct ($n = 307$). Percentages do not sum to 100% as a result of multiple responses.

Eighty nine respondents elaborated about their observations of conduct directed toward a person or group of people on campus that created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working or learning environment at Stetson. The themes are presented below with supporting comments.

Discrimination by difference. Thirty-three percent of respondents described incidents that included discrimination based on some form of difference such as race, gender, disability, religion, or politics. One respondent wrote, "During a Black Lives Matter protest against police brutality and the killing of unarmed black men, protesters were heckled and disrespected by fraternity/sorority students tabling in the quad." Another respondent shared, "In my role at Stetson I have access to many student complaints about how they felt harassed or discriminated by other students or faculty in person or on social media. I have seen students be targeted directly based on ethnicity and gender. Additionally, I have faculty and staff make comments to me in regard to both my age and my gender." One respondent stated, "A friend of mine is being

shunned by progressives in his dorm because he holds conservative views." Another respondent reported, "Students with Disabilities encounter a number of issues within the classroom. Faculty sometimes see this as a burden on their teaching process or students trying to 'get away' with making things easier. Some faculty have made comments in front of their classes about disabilities creating a hostile environment for the student(s). The use of social media to 'other' individuals or groups has been difficult to see, as well."

Hostile work environment for staff. Thirty percent of Staff respondents described hostile workplace environments in broad terms. One respondent shared, "Some people seem to be targeted as if the working condition is made uncomfortable enough, maybe they will simply leave on their own accord." Another respondent stated, "I know that a hostile work place is okay at Stetson." Another respondent shared, "This person makes me feel as though I can't say what I need to get the job done. My co-worker is afraid that if you say anything that our supervisor does not like then our supervisor will try and get you to quit or will find a way to get you fired."

Incivility based on race. Twenty-six percent of all respondents commented on issues of race. Many of the respondents described incidents of discrimination that were based on race. One Undergraduate respondent wrote, "I have not personally experienced any racism on campus. I have seen disgusting comments on social media directed towards Black people, and I am appalled that this speech is allowed to circulate around campus. I should not feel uncomfortable at my chosen college." Another Undergraduate respondent reported, "I have a friend who was told she was here only because of Affirmative Action and that there was no way for any other reason she was allowed into Stetson." Other respondents commented on race-related issues facing the university. One Faculty respondent shared, "I think the administration's failure to diversify the faculty and the curriculum sends a strong message to students of color that they don't matter---indeed, students of color have shared this frustration with me. The administration does not support non-Eurocentric programs or courses." A Staff respondent observed, "The topic of privilege has been difficult on Stetson's campus. White students believe that they cannot engage in multicultural events or difficult dialogues because 'they are part of the problem.'"

Concerns with the reporting process. Twelve percent of respondents commented how the reporting process works for misconduct. Some respondents described situations where things were handled well and a satisfactory outcome was reached. One respondent wrote, "The department chair handled the situation thoroughly and talked with every person in the department to ascertain what next steps were needed." Other respondents lamented the lack of accountability and fairness if and when incidents were reported. One respondent shared, "My co-worker works in a hostile environment because of the comments and actions by the department head. Almost everyone is aware of the situation but we don't know what to do to help our co-worker because we are afraid we either won't be taken seriously or will be treated the same way. There is no clear way to deal with this situation and we have reasons to not completely trust that HR will keep the situation confidential."

Overall incivility observed at Stetson. Thirteen percent of respondents wrote very generally of conduct that they had observed at Stetson but included few details. One respondent wrote, "I don't really think there is too much to elaborate. These things happen 'in daylight' in front of everybody's eyes..." Another respondent stated, "I have never been discriminated or attacked on campus but I have witnessed it many times." Another respondent shared, "The setting was a meeting about diversity and inclusion, whereby someone spoke openly of their experience. My understanding is that, after the event, this person was contacted by another who was at the meeting who basically told the person to 'suck it up.'"

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[v] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by gender identity: $\chi^2 (1, N = 1,039) = 5.55, p < .05$.

[vi] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by racial identity: $\chi^2 (1, N = 1,031) = 9.57, p < .05$.

[vii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by sexual identity: $\chi^2 (1, N = 1,023) = 12.90, p < .001$.

[viii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by disability status: $\chi^2 (1, N = 1,070) = 12.84, p < .01$.

Unwanted Sexual Experiences

Twelve percent ($n = 125$) of respondents indicated on the survey that they had experienced a form of unwanted sexual contact,[55] with 2% ($n = 17$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 3% ($n = 31$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 8% ($n = 82$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 3% ($n = 35$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the Stetson Deland community.

Subsequent analyses of the data suggested that Undergraduate respondents[ix] (18%, $n = 113$) were significantly more likely to experience any form of unwanted sexual contact than were Graduate respondents ($n < 5$), Faculty respondents ($n < 5$), and Staff/Admin respondents ($n < 5$). Women respondents[x] (15%, $n = 106$) were much more likely than were Men respondents (4%, $n = 14$) to experience any unwanted sexual contact. Similarly, Heterosexual respondents[xi] (10%, $n = 87$) were much less likely than were LGBQ respondents (22%, $n = 33$) to have experienced any unwanted sexual contact. Higher percentages of respondents with Multiple Disabilities[xii] (26%, $n = 13$) and respondents with a Single Disability (22%, $n = 19$) than respondents with No Disability (10%, $n = 91$) experienced any unwanted sexual contact. Christian respondents[xiii] (91%, $n = 515$) were significantly more likely than Other Faith-Based respondents (83%, $n = 38$), No Affiliation respondents (84%, $n = 312$), and Multiple Affiliations respondents (86%, $n = 47$) to have experienced any unwanted sexual contact while a member of the Stetson Deland community.

The most common experiences were unwanted sexual interaction relating to cat-calling, repeated sexual advances, or sexual harassment and unwanted sexual contact. Most unwanted sexual experiences of any kind occurred within the past year or past 2-4 years. Seventy-five percent ($n = 62$) of those respondents who indicated on the survey that they had experienced unwanted sexual

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[55]The survey used the term "unwanted sexual contact" to depict any unwanted sexual experiences and defined it as "unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact."

interaction relating to cat-calling, repeated sexual advances, or sexual harassment noted that it happened within the past year, and 21% (*n* = 17) noted that it happened 2 to 4 years ago. Fifty-one percent (*n* = 18) of those respondents who indicated on the survey that they had experienced unwanted sexual contact related to fondling, rape, sexual assault, penetration without consent, or gang rape noted that it happened within the past year, and 46% (*n* = 16) noted that it happened 2 to 4 years ago.

Students[56] were asked to share what year in their college career they had any kind of unwanted sexual experience. Of note, the greatest percentage of occurrences of unwanted sexual experiences of any kind happened in the first semester. Of Student respondents (8%, *n* = 77) who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 73% (*n* = 56) noted that it occurred within their first year, 55% (*n* = 42) noted that it occurred in their second year, 36% (*n* = 28) noted that it occurred in their third year, and 18% (*n* = 14) noted that it occurred during their fourth year (Table 38). Of Student respondents (5%, *n* = 34) who indicated that they experienced unwanted sexual contact (specifically, fondling, rape, sexual assault, penetration without consent, or gang rape), 71% (*n* = 24) noted that it occurred within their first year, 18% (*n* = 6) noted that it occurred in their second year, less than 5 respondents noted that it occurred in their third year or their fourth year.

[56]Analysis of Undergraduate and Graduate Students were combined because the number of Graduate Student respondents (*n* < 5) was too low to maintain confidentiality.

Table 38. **Year in Which Student Respondents Experienced Unwanted Sexual Interaction (e.g., Cat-Calling, Repeated Sexual Advances, Sexual Harassment)Unwanted Sexual Contact (e.g., Fondling, Rape, Sexual Assault, Penetration Without Consent, Gang Rape)**

Year experience occurred	Unwanted Sexual Interaction		Unwanted Sexual Contact	
	n	*%*	*n*	*%*
First year	**56**	**72.7**	**24**	**70.6**
Fall semester	*41*	*73.2*	*13*	*54.2*
Spring semester	*41*	*73.2*	*12*	*50.0*
Summer semester	*n < 5*	*---*	*n < 5*	*---*
Second year	**42**	**54.5**	**6**	**17.6**
Fall semester	*32*	*76.2*	*n < 5*	*---*
Spring semester	*29*	*69.0*	*n < 5*	*---*
Summer semester	*n < 5*	*---*	*n < 5*	*---*
Third year	**28**	**36.4**	***n < 5***	**---**
Fall semester	*26*	*92.9*	*n < 5*	*---*
Spring semester	*20*	*71.4*	*n < 5*	*---*
Summer semester	*n < 5*	*---*	*n < 5*	*---*
Fourth Year	**14**	**18.2**	***n < 5***	**---**
Fall semester	*14*	*100.0*	*n < 5*	*---*
Spring semester	*13*	*92.9*	*n < 5*	*---*
Summer semester	*n < 5*	*---*	*n < 5*	*---*
After fourth year	*n < 5*	*---*	*n < 5*	*---*

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual interaction (n = 77) or unwanted sexual contact (*n* = 34). Percentages may not sum to 100 as a result of multiple responses.

Sixty-three percent (*n* = 52) of the respondents who indicated on the survey that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) identified strangers as the perpetrators of the conduct. Respondents also identified other sources as Stetson students (50%, *n* = 41) and acquaintances/friends (21%, *n* = 17). Fifty-nine percent (*n* = 20) of the Student respondents who indicated on the survey that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape) identified Stetson students as the perpetrators of the conduct (Figure 40). Respondents also identified other sources as acquaintances/friends (41%, *n* = 14) and strangers (21%, *n* = 7).
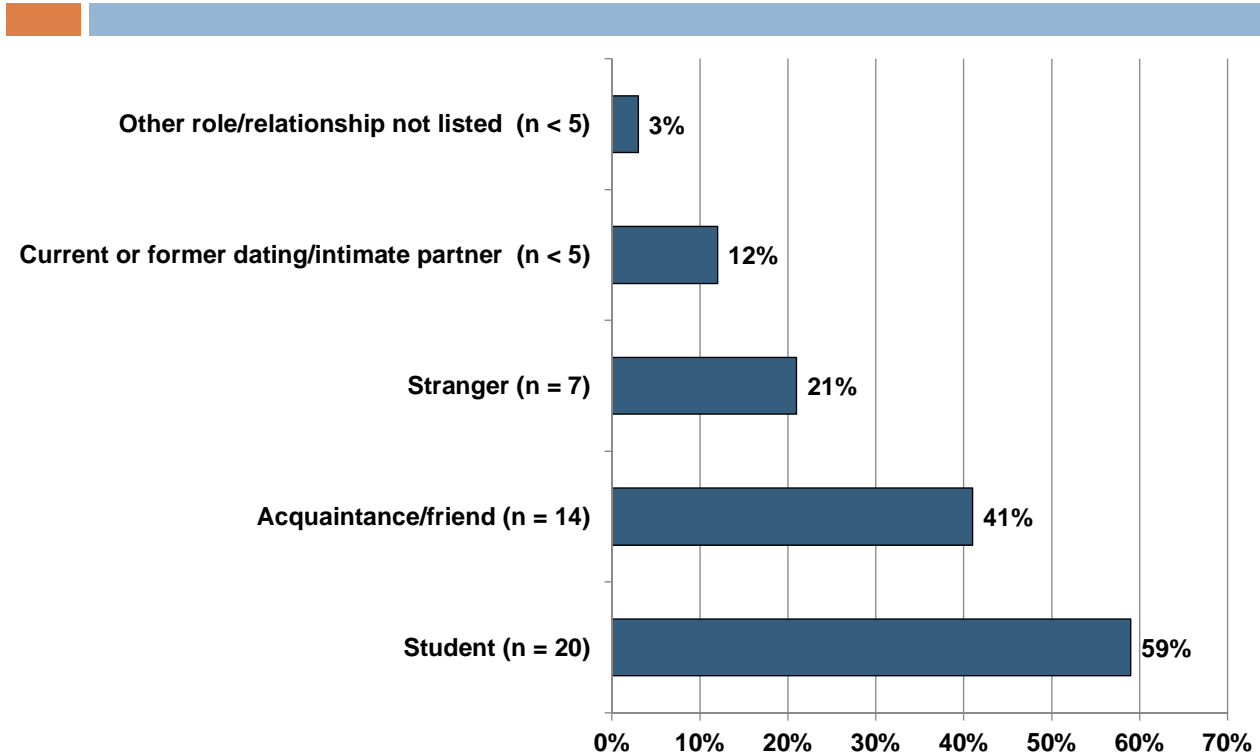
Figure 40. Perpetrator of Unwanted Sexual Contact (%)

Asked where the incidents occurred, 78% (*n* = 64) of respondents who experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) indicated that they occurred on campus, in locations such as "dorm room," "cove," "hotel," "fraternity house/row," "Woodland," "while walking around campus," and various campus buildings. Forty-six percent (*n* = 38) of all respondents who indicated on the survey that they had experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) specified that the incidents occurred off campus. Several of these respondents identified places such as bars, club, downtown or on the way, private homes, Woodland area, and walking down street as locations where off-campus unwanted sexual contact occurred.

Asked where the incidents occurred, 53% ($n = 47$) of respondents who experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape) indicated that they occurred on campus, in locations such as "dorm room," "cove," "hotel," "fraternity house/row," "Chaudoin," and "Carson." Fifty-nine percent ($n = 50$) of all respondents who indicated on the survey that they had experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape) specified that the incidents occurred off campus. Several of these respondents identified places such as private/friend homes, parties, near home, school trip, and house as locations where off-campus unwanted sexual contact occurred.

Asked how they felt in response to experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 62% ($n = 51$) were angry, 50% ($n = 41$) were embarrassed, and 41% ($n = 34$) ignored it (Table 39). Asked how they felt in response to experiencing unwanted sexual contact (specifically, fondling, rape, sexual assault, penetration without consent, or gang rape), 49% ($n = 17$) of these respondents indicated that they felt afraid, 54% ($n = 19$) were angry, 66% ($n = 23$) were embarrassed, and 63% ($n = 22$) felt somehow responsible.

Table 39. **Emotional Reactions to Unwanted Sexual Experiences**

	Unwanted Sexual Interaction		Unwanted Sexual Contact	
Emotional reaction to conduct	***n***	**%**	***n***	**%**
I felt angry.	51	62.2	19	54.3
I felt embarrassed.	41	50.0	23	65.7
I ignored it.	34	41.5	13	37.1
I felt afraid.	29	35.4	17	48.6
I felt somehow responsible.	15	18.3	22	62.9
An experience not listed here	5	6.1	7	20.0

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction ($n = 82$) and unwanted sexual contact ($n = 35$).

In response to experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), 7 (14%) respondents contacted a Stetson Deland resource. Most respondents didn't do anything (60%, $n = 49$), told a friend (54%, $n = 45$), avoided the person/venue (54%, $n = 44$), confronted the person(s) at the time (12%, $n = 10$), and confronted the person(s) later (12%, $n = 10$). Less than 5 respondents didn't know to whom to go. In response to experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape), 14 (5%) respondents contacted a Stetson Deland resource (Table 40). Most respondents told a friend (51%, $n = 18$), avoided the person/venue (49%, $n = 17$), didn't do anything (40%, $n = 14$), confronted the person(s) later (29%, $n = 10$), and confronted the person(s) at the time (23%, $n = 8$). Twenty percent ($n = 7$) didn't know to whom to go.

Table 40. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	%
I told a friend.	18	51.4
I avoided the person/venue.	17	48.6
I didn't do anything.	14	40.0
I confronted the person(s) later.	10	28.6
I told a family member.	8	22.9
I confronted the person(s) at the time.	8	22.9
I didn't know who to go to.	7	20.0
I sought information online.	6	17.1
I contacted a Stetson resource.	5	14.3
Faculty member	*n < 5*	---
Faculty academic advisor	*n < 5*	---
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*n < 5*	---
Stetson Public Safety	*n < 5*	---
Counseling Center	*n < 5*	---
Employee Assistance Program (EAP)	*n < 5*	---
Title IX Coordinator	*n < 5*	---
Office of Human Resources	*n < 5*	---
Student staff (e.g., resident assistant)	*n < 5*	---
Staff person	*n < 5*	---
I contacted a local law enforcement official.	*n < 5*	---
I sought support from off-campus hot-line/advocacy services.	*n < 5*	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	*n < 5*	---
A response not listed above	*n < 5*	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (*n = 35*).

Ninety-five percent (*n = 78*) of respondents did not report the incident(s) of unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) and that less than five respondents reported the incident.

Table 41 illustrates that 91% ($n = 32$) of respondents did not report the incident(s) of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape) and that less than five respondents reported the incident. Of the respondents who reported the incident, less than five were satisfied with the outcomes, less than five thought the complaint received an appropriate response, and less than five felt the incident did not receive an appropriate response.

Table 41. **Respondents' Reporting Unwanted Sexual Contact**

Reporting the unwanted sexual contact	n	% of respondents who experienced conduct
No, I didn't report it.	32	91.4
Yes, I reported it.	*n < 5*	---
Yes, I reported the incident and was satisfied with the outcome.	*n < 5*	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*n < 5*	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	*n < 5*	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual conduct ($n = 35$). Percentages do not sum to 100% as a result of multiple responses.

Not Reporting Sexual Contact

Thirteen respondents indicated that they did NOT report relationship violence and chose to elaborate on why they did not. The themes that emerged with supporting comments follow.

Not worth reporting it. One third of the respondents indicated that they chose not to report the relationship violence because they did not think the incident was worth reporting. One respondent indicated, "not a big deal." Another respondent shared, "It was a private matter between me and my partner at the time. I didn't think it was bad enough to report or even worth reporting."

Protect the partner. Seventeen percent of respondents explained that one reason they did NOT report the relationship violence was because they did not want to get their partner into trouble. One respondent wrote, "I didn't report it because as much as he has hurt me, I still love him and

do not want him to be punished." Another respondent shared, "He was mostly controlling and emotionally manipulative, and I didn't want to 'ruin his life.'"

Twenty four respondents chose to explain why they did not report stalking to a campus official or staff member. The themes are reported below with supporting comments.

Handled it myself. Twenty seven percent of respondents indicated that they did NOT report the stalking because they were able to handle the situation on their own. One respondent wrote, "I could handle it myself." Another respondent shared, "they left me alone after I confronted them."

Concerns with the reporting process. Twenty seven percent of respondents explained that they did NOT report the stalking because they did not feel that reporting the stalking would make any difference. Some respondents doubted they would be taken seriously while others felt Stetson University would not be helpful. One respondent wrote, "I didn't think anyone would believe that it was unwanted contact and I didn't think anything would be done about it even if I did." Another respondent shared, "Because Stetson wouldn't have helped me anyway."

Not significant enough to report. Eighteen percent of respondents felt that the stalking behavior was not worth the trouble of reporting it. One respondent wrote, "Didn't feel the need." Another respondent explained, "Didn't feel extremely threatened and eventually felt safe around friends."

Eight five percent of respondents explained why they did NOT report sexual interactions to a campus official or staff member. The themes and supporting comments follow.

Not significant enough to report. Fifty six percent of respondents felt that the sexual interaction was not significant enough to report. Many respondents commented how frequently cat-calling is heard, so it was not worth reporting it. Additionally, they were not sure what could really be done if they did report it. One respondent explained, "I experience cat-calling on a regular basis, as do many of the other girls I know on campus. While this is unfair, there is not much that can be done about it especially since it typically happens from strangers in passing cars. What is there to report and what would happen if it was reported? We don't have enough information for

anything to be done." Another respondent shared, "No one takes cat calling seriously (despite it happening frequently to students-mostly from random Deland men)." Other respondents simply commented how their incident just was not enough of a big deal to make it worth reporting. One respondent wrote, "If I reported it every time, it would always be getting reported." Another respondent shared, "If every woman reported every instance that they had been cat-called and repeatedly hit on then nothing would ever get done. None of them passed the threshold of danger that I developed at a young age to determine whether my safety was at risk so I went about my day." Another respondent wrote, "It didn't seem significant enough to me at the time to report it."

Sexual interaction source was a stranger. Twenty three percent of respondents explained that because the unwanted sexual interaction came from a stranger, they chose NOT to report it. One respondent wrote, "What am I supposed to do? It's a stranger. PSafe can't track down strangers. They wouldn't have even gotten there in time." Another respondent wrote, "They were relatively minor incidents; strangers grabbing my bottom as they walked by, usually." Again, cat-calling was a big concern. One respondent shared, "At Stetson I have been fortunate enough to only experience the smallest degree of interaction, being cat-called. Repeatedly throughout my 4 years of attending Stetson. Most times the cat-calling that was in and around campus was by strangers or students I did not know. If the situation had been more serious (unwanted sexual advancement, touching or sexual harassment) I would have reported it to Faculty and Public Safety. As a women cat-calling is pretty much unavoidable in today's society." Another respondent shared, "They would not be able to do anything, they would not know who cat-called me and said those things and there is nothing they could have done."

Concerns with the reporting process. Fourteen percent of respondents had concerns about the reporting process that kept them from reporting the sexual interaction to a campus official or staff member. Some respondents did not believe Stetson officials would be helpful. One respondent shared, "Based on past experiences I expected to be ignored or mocked by staff." Another respondent shared, "I do not trust the on campus staff members. I have heard them talk about confidential issues outside of a confidential setting. This includes implying things as well as explicitly stating things." Another respondent shared, "I was young and didn't think anyone

would listen or care." Others were worried about negative consequences following the report. One respondent wrote, "Because I would be kicked out."

Thirty one respondents explained why they did NOT report sexual contact to a campus official or staff member. The themes and supporting comments follow.

Not serious enough to report. Twenty two percent of respondents did NOT report the sexual contact because they felt the incident was not serious enough. One respondent wrote, "It didn't seem like a big deal to me." Another respondent simply noted, "There was no reason to." Some respondents felt that since the incident was not rape, it was not worth reporting. One respondent shared, "It was oral sex and digital sex, never anal or vaginal so I didn't think it counted as rape and he made me think he was being nice to me."

Fear of consequences. Twenty four percent of respondents were concerned about the potential consequences if they reported it. Some respondents were worried about what would happen to the perpetrator. One respondent shared, "There were two separate times I experienced this with two different people, but they were both friends/acquaintances, so I didn't want to get them in trouble." Another respondent wrote, "I was afraid of ruining his reputation." Other respondents were afraid of retaliation. One respondent wrote, "He would have killed me." Another respondent shared, "The person who committed the offense was/is a highly respected member of the community. I didn't think anyone would believe me if I complained. I was also afraid if I reported I would polarize the faculty and create a group who supported the offender and who would have influence over my tenure decision - I was pre-tenure at the time."

Chose not to. Seventeen percent of respondents indicated that they simply made the choice not to report the sexual contact. One respondent shared, "Personal choice. I did speak with a counselor, but still did not report." Another respondent wrote, "I didn't want to deal with situation any longer than I had to." Another respondent stated simply, "It's my prerogative."

Own fault. Fifteen percent of respondents blamed themselves for the sexual contact and that was one of the reasons why they did NOT report it to a campus official or staff member. One

respondent shared, "I felt like it was my fault because I had slept with a few different people already that semester and everyone thought it was normal for me to hook-up at parties. No one forced me to drink, so I thought it was my fault that I was too drunk to remove myself from the situation." Another respondent wrote, "I did not want to get him in trouble, and I felt like it was my fault." Another respondent explained, "There was alcohol involved, and because the incident started because I initiated it in the beginning, and did not result in sex, I felt I had no place to report it."

Reporting Sexual Contact

Just one respondent explained why s/he did not feel that their report of relationship violence was not responded to appropriately. The respondent wrote, "I applied for a restraining order and later a police officer told me to call when he was really hurting me."

Only two respondents explained why they felt that their report of stalking was not responded to appropriately. One respondent felt the consequences related to the incident were not appropriate. This respondent wrote, "I was told to continue to share an office with this person or leave the University. Those were my only options. The staff member received only a written 'warning.'" The other respondent was not taken seriously by Public Safety. This respondent shared, "Public Safety told me that my former partner just seemed heartbroken that I left and it was just young love. Nothing came of the incident. Later on after threats of physical violence I filed for a restraining order with law enforcement outside of Stetson and was granted the injunction for protection."

Only two respondents who reported sexual interaction chose to explain why they felt their report was not responded to appropriately. One respondent felt that appropriate consequences did not occur following the report. This respondent wrote, "Reported to Human Resources and was told to continue to share an office with the attacker or leave the University. This staff member received only a written warning." The other respondent was told that the incident was outside the jurisdiction of the university. This respondent wrote, "I was told that because the street I was cat-called on was technically on a public street there wasn't much that could be done."

Only two respondents explained why they thought that their report of sexual contact was not responded to appropriately. Both were frustrated that the report did not lead to any consequences. One respondent wrote, "Nothing was done," while the other respondent stated, "No repercussions."

[ix]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(3, N = 1,082) = 63.38, p < .001$.

[x]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 1,041) = 25.75, p < .001$.

[xi]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 1,024) = 18.71, p < .001$.

[xii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 1,074) = 22.31, p < .001$.

[xiii]A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by faith-based affiliation: $\chi^2(3, N = 1,038) = 12.77, p < .01$.

Summary

Seventy-five percent ($n = 814$) of all respondents were "comfortable" or "very comfortable" with the climate at Stetson Deland, and 77% ($n = 309$) of Faculty and Staff respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "comfortable" or "very comfortable," suggests a similar range for Stetson Deland respondents (75%) as "comfortable" or "very comfortable" with the climate at Stetson Deland.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Stetson Deland, 23% ($n = 246$) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty-nine percent ($n = 307$) of Stetson Deland survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Stetson Deland that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Additionally, 12% ($n = 125$) of respondents indicated on the survey that they had experienced unwanted sexual contact in any form while a member of the Stetson Deland community.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at Stetson Deland (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus; and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty, Staff, and Administrators respondents about whether they had observed discriminatory employment practices at Stetson Deland. No significant differences were found between Faculty and Staff who indicated that they had observed hiring practices at Stetson Deland (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 42).[57]

Table 42. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion, tenure, and/or reclassification	
	n	%	*n*	%	*n*	%
No	**323**	**81.2**	**339**	**85.4**	**303**	**77.7**
Faculty	120	78.4	128	84.2	105	71.4
Staff	203	82.9	211	86.1	198	81.5
Yes	**75**	**18.8**	**59**	**14.6**	**87**	**22.3**
Faculty	33	21.6	24	15.8	42	28.6
Staff	42	17.1	34	13.9	45	18.5

Note: Table includes only Faculty, Staff , and Administrators responses (*n* = 398).

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[57] Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at Stetson Deland, 27% ($n = 20$) noted that it was based on age, 25% ($n = 19$) on ethnicity, 21% ($n = 16$) on gender/gender identity, 19% ($n = 14$) on racial identity, and 16% ($n = 12$) educational credentials.[58]

Subsequent analyses[59] indicated the following:

- By citizenship status: 17% ($n = 59$) of U.S. Citizen employee respondents and 31% ($n = 15$) of Non-U.S. Citizen employee respondents indicated that they had observed discriminatory hiring practices.

Twenty-five respondents chose to elaborate on their observations of unjust hiring practices. The themes with supporting comments follow:

Divergent views on diversity. Forty percent of respondents discussed issues of diversity related to unjust hiring practices. Some respondents reported situations where diversity candidates were NOT hired. One respondent wrote, "I have seen minority candidates who had great degrees and publications fail to get offers because they were allegedly not qualified--then go on to get offers from places far more prestigious than Stetson." Other respondents felt that diversity requirements for hiring sometimes meant missing out on the more qualified candidates. One respondent wrote, "I see people who apply who are more qualified for a position but it goes to a minority, a gay or lesbian instead of the straight white male." Some respondents commented how more training is needed for committees to know how to diversify the candidate pool. One respondent shared, "I have not observed anything I would categorize as unjust, but I have observed actions which inhibit the diversification of our staff. We say we value diversity, but I have not seen that play out as a priority in the hiring process. I am also concerned about the diversity of the applicant pools. I don't know whether this is a lack of effort, aptitude, and/or structural concerns (location, salary, etc.), but I do not feel our applicant pools or our hires match our rhetoric around wanting to have a staff population that mirrors, particularly the racial diversity, of our students."

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[58]Percentages do not sum to 100% due to multiple responses

[59]Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, faith-based affiliation, citizenship status, military status, disability status, housing status, and employment status; only significant differences are reported.

Divergent views on gender. Thirty two percent of respondents commented on issues of gender as related to unjust hiring practices. Some respondents felt that women received preferential treatment in hiring at Stetson. One respondent wrote, "This institution is heavily biased towards hiring women regardless of their qualification." Another respondent wrote, "Hiring white men is very difficult. One can and should, all else being equal, hire to promote diversity: I 'get' that and I strongly support it. But if all else is not equal (i.e. if talent disparities in the hiring pool are clear and obvious), AND if promoting diversity has already generated an appreciable improvement in campus diversity, then the bias against hiring men is patently unfair, bad for the university as a whole and, therefore, should not take place." Other respondents felt sexism (among other things) continued to be an issue in the hiring process. One respondent wrote, "Candidates eliminated from pool for appearance reasons ('she's too mousy'); 'we shouldn't hire Chinese people since they can't teach' (paraphrase); 'they're from X university, they must be good' (paraphrase); male faculty interviewers behaviors: all men in pool; women referred to by first name, while men their last."

Fifteen percent ($n = 58$) of Faculty, Staff, and Administrator respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle at Stetson Deland. Subsequent analyses indicated that of those individuals, 19% ($n = 11$) believed that the discrimination was based on age, 19% ($n = 11$) on ethnicity, and 16% ($n = 9$) on position.

Subsequent analyses revealed no significant differences by those who reported that they had witnessed discriminatory disciplinary actions.

Nineteen respondents elaborated on their observations of employment-related discipline or action. The themes and supporting comments follow.

Discipline based on demographic. Fifty percent of respondents reported incidents of employment-related discipline that were connected with personal characteristics. Some respondents commented on the fewer numbers of minority faculty who made tenure. One respondent shared, "Frankly I am too scared to give details. Just go look at our high rate of

faculty of color failing to get tenure or being dismissed before they went up for tenure (or our record until very recently of uncoupling tenure from promotion for women and minorities). The record should speak for itself. It is a chilly climate for the non-white and the non-male." Other respondents reported incidents related to age, gender, or culture. One respondent wrote, "Older (staff) women in my department are treated with disrespect and belittled when disciplined." Another respondent shared, "I believe our community is pretty ethnocentric and judges others by the standards of our culture. This often means that we miss a lot that others have to offer."

Nepotism. Thirty nine of respondents reported observations of employment-related discipline or action that were related to supervisors' personal preferences or "who you know." Respondents described situations where they or someone else was at the whim of their supervisor for job security. One respondent wrote, "Since reporting to HR, my manager…has made a point to squash all input and creativity from me. I believe he is trying to get me to quit, which I will happily do once I can find another job." Another respondent shared, "Problematic [senior administrator] fired a competent secretary because she didn't fit the mold of what they wanted (which I believe is appearance, age, and subservient demeanor-related); she was never allowed to even discuss this matter." Another respondent observed, "Working at Stetson is just like anywhere else. It's not what you know it's who you know. If someone dislikes you...fear for your job."

Twenty-nine percent ($n = 42$) of Faculty respondents and 19% ($n = 45$) of Staff respondents indicated that they had observed procedures or practices related to promotion, tenure, and/or reclassification at Stetson Deland.[xiv]

Subsequent analyses revealed no significant differences by those who reported that they had observed unfair or unjust practices related to promotion, tenure, reappointment, and/or reclassification.

[xiv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to promotion, tenure, reappointment, and/or reclassification by position status: $\chi^2 (1, N = 390) = 5.34, p < .05$.

Staff and Administrator Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff and Administrator respondents about their opinions regarding work-life issues, and support and resources available at Stetson Deland. Frequencies and significant differences based on staff status (Salary or Hourly),[60] gender identity, racial identity, sexual identity, disability status, citizenship status, military status, disability status, and faith-based affiliation are provided in Tables 43 through 46.[61]

Eighty percent (*n* = 197) of Staff and Administrator respondents believed that they had supervisors who gave them job/career advice or guidance when they needed it (Table 43). No statistically significant differences were found between groups.

Eighty-three percent (*n* = 205) of Staff and Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Seventy-four percent (*n* = 183) of Staff and Administrator respondents felt that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

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[60]Readers will note that 211 of 248 Staff and Administrator respondents further identified their positions as Hourly Staff (*n* = 71) or Salary Staff (*n* = 140).

[61]Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 43. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have supervisors who give me job/career advice or guidance when I need it.	96	38.7	101	40.7	32	12.9	19	7.7
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	93	37.5	112	45.2	30	12.1	13	5.2
I am included in opportunities that will help my career as much as others in similar positions.	70	28.5	113	45.9	45	18.3	18	7.3

Note: Table includes only Staff and Administrator responses (*n* = 248).

Table 44 illustrates that 67% (*n* = 166) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. No statistically significant differences were found between groups.

Fifty-six percent (*n* = 135) of Staff respondents believed that the performance evaluation process was productive. No statistically significant differences were found between groups.

Table 44. **Staff Respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The performance evaluation process is clear.	48	19.4	118	47.6	60	24.2	22	8.9
The performance evaluation process is productive.	37	15.3	98	40.5	70	28.9	37	15.3

Note: Table includes only Staff and Administrator responses (*n* = 248).

Table 45 illustrates frequencies and significant differences based on staff status (Salary and Hourly),[62] gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and faith-based affiliation for several items in survey Question 38.[63]

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[62]Readers will note that 211 of 248 Staff and Administrator respondents further identified their positions as Hourly Staff (*n* = 71) or Salary Staff (*n* = 140).

[63]Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Eighty-one percent (*n* = 199) of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found in analyses by selected demographic groups.

Twenty percent (*n* = 47) of Staff respondents felt that people who do not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.

Few Staff respondents (24%, *n* = 58) felt that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).

Forty-three percent (*n* = 104) of Staff respondents suggested they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). Christian Staff respondents (40%, *n* = 57) were much more likely than No Affiliation Staff respondents (49%, *n* = 37) to believe they performed more work than colleagues with similar performance expectations.

Thirty-nine percent (*n* = 90) of Staff respondents felt that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home).

Only 52% (*n* = 124) of Staff respondents felt that Stetson Deland provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Women Staff respondents (46%, *n* = 72) were much less likely than Men Staff respondents (65%, *n* = 51) to believe that Stetson Deland provided adequate resources to help them manage work-life balance.

Table 45. **Staff Respondents' Perceptions of Work-Life Issues**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor provides adequate support for me to manage work-life balance.	88	35.6	111	44.9	29	11.7	19	7.7
People who do not have children are burdened with work responsibilities beyond those who do have children.	15	6.3	32	13.4	141	59.0	51	21.3
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations	10	4.1	48	19.7	144	59.0	42	17.2
I perform more work than colleagues with similar performance expectations.	23	9.5	81	33.5	106	43.8	32	13.2
Faith-based affiliation[xv]								
Christian	7	4.9	50	35.2	62	43.7	23	16.2
No Affiliation	13	17.3	24	32.0	31	41.3	7	9.3
People who have children or elder care are burdened with balancing work and family responsibilities.	9	3.9	81	34.8	119	51.1	24	10.3
Stetson provides adequate resources to help me manage work-life balance.	13	5.5	111	46.8	87	36.7	26	11.0
Gender identity[xvi]								
Woman	9	5.8	63	40.1	64	41.3	19	12.3
Man	*n* < 5	---	48	60.8	22	27.8	6	7.6

Note: Table includes only Staff and Administrator responses (*n* = 248).

Sixty-one percent (*n* = 149) of Staff respondents reported that they were able to complete their assigned duties during scheduled hours (Table 46). A significantly greater percentage of Hourly respondents (80%, *n* = 55) than Salary respondents (54%, *n* = 74) felt that they were able to complete their assigned duties during scheduled hours.

The majority (84%, $n = 205$) of Staff respondents believed that they were given a reasonable time frame to complete assigned responsibilities. A significantly greater percentage of Hourly respondents (90%, $n = 62$) than Salary respondents (80%, $n = 110$) believed that they were given a reasonable time frame to complete assigned responsibilities.

Less than half (42%, $n = 102$) of Staff respondents indicated that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled).

Forty percent ($n = 98$) of Staff and Administrator respondents felt that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Sixteen percent ($n = 11$) of Hourly Staff and Administrator respondents and 49% ($n = 69$) of Salary Staff and Administrator respondents felt that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Sixty-two percent ($n = 150$) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Sixty-nine percent ($n = 109$) of Women Staff respondents and 49% ($n = 39$) of Men Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 46. **Staff Respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am able to complete my assigned duties during scheduled hours.	43	17.6	106	43.4	57	23.4	38	15.6
Staff status[xvii]								
Hourly	18	26.1	37	53.6	11	15.9	*n* < 5	---
Salary	19	13.8	55	39.9	35	254	29	21.0
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	46	18.7	56	22.8	111	45.1	33	13.4
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.								
Staff status[xviii]								
Hourly	*n* < 5	---	9	13.4	39	58.2	17	25.4
Salary	30	21.4	39	27.9	59	42.1	12	8.9
I am given a reasonable time frame to complete assigned responsibilities.	50	20.6	155	63.8	28	11.5	10	4.1
Staff status[xix]								
Hourly	23	33.3	39	56.5	6	8.7	*n* < 5	---
Salary	22	16.1	88	64.2	19	13.9	8	5.8
There is a hierarchy within staff positions that allows some voices to be valued more than others.	49	20.3	101	41.9	70	29.0	21	8.7
Gender identity[xx]								
Woman	34	21.5	75	47.5	41	25.9	8	5.1
Man	14	17.5	25	31.3	29	36.3	12	15.0

Note: Table includes only Staff and Administrator responses (*n* = 248).

Sixty one respondents elaborated on their responses to previous statements and related issues about performance evaluation, workload, work-life balance, and hierarchy. The themes and supportive comments follow.

Increased workload. Thirty-seven percent of respondents commented on their perceived increased workload at Stetson. Many felt that their workload was too high, especially compared with the associated compensation. One respondent shared, "When you take on additional work tasks when colleague leaves and is never replaced you should get a pay raise to compensate for

it." Another respondent wrote, "My workload was permanently increased (not due to staff departures) but my job description was NOT changed and my salary was NOT changed to reflect added responsibility beyond my unit and with university-wide responsibilities. That's NOT FAIR." Another respondent stated, "Definitely have a workload that is not able to be completed during normal hours. Too much work, not enough staff. There are about 4 times of the year that I put in insane work hours for and those hours are never compensated." Some respondents simply acknowledged that their position came with a large workload or long hours. One respondent shared, "Note that my work outside scheduled hours is due to the nature of my job and goes with the territory. I'm not necessarily 'pressured' by that work, I just want to be on record saying that it exists." Another respondent wrote, "In my area of work everyone works more than the traditional 40 hours a week, but it is basically an expectation because our work cannot be accomplished within traditional work hours."

Work-life balance. Thirty five percent of respondents discussed issues related to work-life balance, particularly in regard to child care responsibilities. Several respondents praised the support they received from their supervisor for a healthy work-life balance. One respondent wrote, "I feel very supported by my boss in my work life balance and with my kids. I am not sure how transferrable this is to other areas, but my experience has been wonderful. I receive lots of support from peers and great mentoring (especially from amazing women) above me." Another respondent shared, "My supervisors have always been extremely supportive of me when we've had a family issue, crisis, or emergency. But that feels individually driven; I'm not saying other supervisors don't support, but there are no formal resources in place at Stetson, at least not that I am aware of." Some respondents acknowledged a flexible environment for dealing with family responsibilities, at least in some departments. One respondent wrote, "There is a culture in our department that values family and colleagues are more than willing to make allowances for family needs. This is wonderful." Other respondents commented on the lack of child care at Stetson. One respondent stated simply, "Childcare resources would be helpful." Another respondent shared, "Late hours and weekend programming is part of the reality of working in a higher education institution. I do believe providing options for childcare would be a huge benefit to employees that have children."

Workload Inequity. Nineteen percent of respondents identified various forms of inequity that they experienced at Stetson. Some respondents targeted the difference in treatment between employees with family responsibilities and those without. One respondent wrote, "I am concerned about workload inequity and expectations due to others in department either having children or will be having a child." Another respondent shared, "It would also seem that there is this idea that if you are married with children as I am, you are more responsible, and therefore are relied on considerably more than childless and/or unwed employees making the same salary. I'm sure there is a reason for that, but it should be acknowledged and compensated for accordingly." Other respondents commented on differences in allocation of resources for raises and promotions as well as contributions to decision making. One respondent wrote, "People are given promotions, without notice when they have told other people that there are no raises, or promotions given." Another respondent shared, "There is definitely a hierarchy and unspoken tension in some meetings whereby some people's opinions are clearly valued more than others. I also believe that some people have been promoted for the wrong reasons." Another respondent elaborated, "I do find the disparity between staff (1.5%) increases and faculty (3%) increases as classist, given that I am a salaried employee that works evening, weekend, special events as required and continue to work throughout the summer as well as teach. I don't feel that I am doing less work than faculty members so I think it does create a classist environment where they are paid more and have the protections of tenure."

[xv]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt burdened by work responsibilities beyond those of their colleagues by faith-based affiliation: χ^2 (3, $N = 217$) = 10.08, $p < .05$.
[xvi]A chi-square test was conducted to compare percentages of Staff respondents who indicated that Stetson provides adequate resources to help manage work-life balance by gender identity: χ^2 (3, $N = 234$) = 8.51, $p < .05$.
[xvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were able to complete assigned duties during scheduled hours by staff status: χ^2 (3, $N = 207$) = 16.0, $p < .001$.
[xviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were pressured by departmental work requirements that occur outside of my normally scheduled hours by staff status: χ^2 (3, $N = 206$) = 25.64, $p < .001$.
[xix]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were given a reasonable time frame to complete assigned responsibilities by staff status: χ^2 (3, $N = 206$) = 9.75, $p < .05$.
[xx]A chi-square test was conducted to compare percentages of Staff respondents who indicated that a hierarchy existed within staff positions that allows some voices to be valued more than others by gender identity: χ^2 (3, $N = 238$) = 11.91, $p < .05$.

Staff Respondents' Feelings of Support and Value at Stetson Deland

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as Stetson Deland's benefits and salary. Tables 47 to 49 illustrate Staff responses to these items. Analyses were conducted by staff status (Salary or Hourly)[64], gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, and disability status; significant differences are presented in the tables.[65]

Eighty-two percent ($n = 200$) of Staff respondents believed that Stetson Deland provided them with resources to pursue training/professional development opportunities (Table 47).

Seventy-nine percent ($n = 194$) of Staff respondents thought that their supervisors provided them with resources to pursue training/professional development opportunities.

Eighty-five percent ($n = 197$) of Staff respondents indicated that Stetson Deland was supportive of taking extended leave (e.g., FMLA, parental).

Ninety-one percent ($n = 220$) of Staff respondents believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).

Few Staff respondents (9%, $n = 19$) thought that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Eighty-one percent ($n = 173$) of Staff respondents agreed that Stetson Deland policies (e.g., FMLA) were fairly applied across Stetson Deland.

Almost two-thirds of Staff respondents (65%, $n = 154$) believed that Stetson Deland was supportive of flexible work schedules. A significantly higher percentage of Men Staff

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[64]Readers will note that 211 of 248 Staff and Administrator respondents further identified their positions as Hourly Staff ($n = 71$) or Salary Staff ($n = 140$).

[65]Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

respondents (79%, $n = 60$) than Women Staff respondents (59%, $n = 92$) believed that Stetson Deland was supportive of flexible work schedules.

Table 47. **Staff Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Stetson Deland provides me with resources to pursue training/professional development opportunities.	63	25.8	137	56.1	30	12.3	14	5.7
My supervisor provides me with resources to pursue training/professional development opportunities.	73	29.8	121	49.4	31	12.7	20	8.2
Stetson Deland is supportive of taking extended leave (e.g., FMLA, parental).	38	16.5	159	68.8	26	11.3	8	3.5
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	81	33.5	139	57.4	11	4.5	11	4.5
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	*n* < 5	---	17	7.7	152	69.1	49	22.3
Stetson Deland policies (e.g., FMLA) are fairly applied across Stetson Deland.	22	10.3	151	70.6	32	15.0	9	4.2
Stetson Deland is supportive of flexible work schedules.	34	14.4	120	50.8	62	26.3	20	8.5
Gender identity[xxi]								
Women Staff	21	13.5	71	45.5	49	31.4	15	9.6
Men Staff	12	15.8	48	63.2	11	14.5	5	6.6

Note: Table includes only Staff and Administrator respondents ($n = 248$).

Queried about salary and benefits, less than half of Staff respondents (31%, $n = 74$) "agreed" or "strongly agreed" that staff salaries were competitive (Table 48). Seventy-one percent ($n = 168$) of Staff respondents believed that vacation and personal time packages were competitive. A significantly lower percentage of Hourly Staff respondents (61%, $n = 83$) than Salary Staff respondents (85%, $n = 55$) felt that vacation and personal time packages were competitive. Fifty-nine percent ($n = 137$) of all Staff respondents thought that health insurance benefits were competitive.

Only 46% ($n = 93$) of Staff respondents indicated that child care benefits were competitive. Seventy-seven percent ($n = 172$) of Staff respondents felt that retirement benefits were competitive.

Table 48. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Staff salaries are competitive.	7	3.0	67	28.3	84	35.4	79	33.3
Vacation and personal time packages are competitive.	21	8.9	147	62.3	43	18.2	25	10.6
Staff status[xxii]								
Salary Staff	9	13.8	46	70.8	7	10.8	*n* < 5	---
Hourly Staff	6	4.4	77	57.0	30	22.2	22	16.3
Health insurance benefits are competitive.	14	6.0	123	53.0	65	28.0	30	12.9
Child care benefits are competitive.	7	3.5	86	42.8	75	37.3	33	16.4
Retirement benefits are competitive.	38	16.3	134	57.5	45	19.3	16	6.9

Note: Table includes only Staff and Administrator respondents ($n = 248$).

Sixty percent ($n = 141$) of Staff respondents believed that staff opinions were valued on Stetson Deland committees (Table 49). A greater percentage of Salary Staff respondents (66%, $n = 89$) than Hourly respondents (45%, $n = 29$) thought that staff opinions were valued on Stetson Deland committees. Fifty-two percent ($n = 120$) of all Staff respondents believed that staff opinions were valued by Stetson Deland faculty and administration.

Seventy-seven percent ($n = 189$) of Staff respondents believed that expectations of their responsibilities were clear. Only 38% ($n = 91$) of Staff respondents thought that procedures on how they could advance at Stetson Deland were clear.

Fifty-nine percent ($n = 137$) of Staff respondents indicated that they felt positive about their career opportunities at Stetson Deland. Eighty-four percent ($n = 204$) of Staff respondents indicated that Stetson Deland was a good place to work.

Table 49. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff opinions are valued on Stetson committees.	17	7.2	124	52.5	62	26.3	33	14.0
Staff status [xxiii]								
Salary Staff	4	3.2	25	38.5	24	36.9	12	18.5
Hourly Staff	8	5.9	81	59.6	28	20.6	19	14.0
Staff opinions are valued by Stetson faculty and administration.	15	6.5	105	45.3	74	31.9	38	16.4
There are clear expectations of my responsibilities.	53	21.7	136	55.7	35	14.3	20	8.2
There are clear procedures on how I can advance at Stetson Deland.	15	6.3	76	31.9	102	42.9	45	18.9
Positive about my career opportunities at Stetson Deland	25	10.8	112	48.3	64	27.6	31	13.4
Stetson Deland is a good place to work.	72	29.8	132	54.5	31	12.8	7	2.9

Note: Table includes only Staff and Administrator respondents (*n* = 248).

Sixty eight people elaborated on their responses regarding professional development, leave taking, flexible schedules, salaries, and benefits. The themes and supporting comments follow.

Non-competitive salaries/lack of advancement. Twenty four percent of respondents commented on issues of salary and advancement in their responses. Several respondents criticized salary levels. One respondent shared, "Wages might be a little better than other area schools, but they are not even close to competitive on a national basis. Having to choose between groceries and rent is not where I thought I would be twenty years into my career. I currently don't even consider making student loan payments. I'm certain I am not an anomaly here. Stetson IS a good place to work, however I don't feel like employees financial needs are considered in the slightest." Another respondent wrote, "our salary pool is one of the lowest in division IAA."

Another respondent shared, "Salaries are not competitive nor are reflective of job duties and responsibilities." Other respondents commented how difficult it was to get a raise or advance in their position, regardless of performance. One respondent wrote, "Raises are exceedingly poor regardless of my outstanding yearly evaluations. There is essentially no reason to perform above minimum expectations. Compensation seems mostly separate from performance." Another respondent elaborated, "There are minimal opportunities to advance within a position. One doesn't advance from support 1 to support 11, etc. when additional duties are assigned. Raises each year are basically cost of living. The merit portion allotted is usually given to everyone regardless of how many extra duties have been taken on. Some staff do only what is required. Some take on much more responsibility yet they receive the same 2.5 or 3% yearly."

Value. Twenty-one percent of respondents addressed the extent to which they felt that they, or their opinion, were valued in the workplace. Many respondents felt that staff opinions were not valued, except within their own department. One respondent wrote, "Regarding the question: 'Staff opinions are valued by Stetson faculty and administration' - my experience is that staff opinions are highly valued by administrators within their own department. Top admin, maybe not so much. And - this may come up later - some faculty -NOT ALL - are academia classists." Another respondent commented, "Staff opinions are not recognized at Stetson at all." Other respondents commented on the decision-making process as a whole. One respondent wrote, "As a relatively new staff member, I feel that Stetson's administration way of going about major decision-making is incredibly staff-heavy, and rarely considers faculty members' opinions or includes them in the decision-making process. This divide and lack of transparency creates tension and animosity between staff and faculty."

Divergent view on taking leave. Eighteen percent of respondents commented on some aspect of leave taking. Some respondents addressed use of FMLA, with varying perspectives. One respondent wrote, "My personal experience with FMLA was a positive and efficient process." Another respondent stated, "The FMLA process could be much cleaner and easier to understand and go through." Other respondents addressed flex time and personal time. Several respondents felt that use of leave was confusing or that the ability to use leave was inconsistent. One respondent shared, "I believe the flexible work schedule is situation specific. I've seen a situation

where it was approved and supported and another where it was denied from the very start." Another respondent wrote, "I do not have a frame of reference to evaluate the impact of use of FMLA or how they are applied. I can say that in trying to find information about what is available to me as an employee through FMLA for having a child, I was unable to get a definitive answer and am still unclear what benefits are available to me or would be available to someone else. It sounded as though, however, the benefits may not be applied equally."

Question 97 on the survey queried Staff respondents about the degree to which they felt valued at Stetson Deland. Frequencies and significant differences based on staff status (Hourly or Salary),[66] gender identity, racial identity,[67] sexual identity, disability status, and military status are provided in Tables 50 through 52.[68]

Eighty-six percent ($n = 212$) of Staff respondents felt valued by coworkers in their department (Table 50). Seventy-eight percent ($n = 190$) of Staff respondents felt valued by coworkers outside of their department.

Seventy-eight percent ($n = 193$) of Staff respondents felt valued by their supervisors/managers and 78% ($n = 191$) felt appreciated by their supervisors/managers.

More than three-fourths (76%, $n = 185$) of Staff respondents felt valued by Stetson Deland students, while 53% ($n = 129$) of Staff respondents felt valued by Stetson Deland faculty.

Fifty-six percent ($n = 138$) of Staff respondents felt valued by Stetson Deland senior administrators (e.g., president, dean, vice president, provost) and 54% ($n = 130$) of Staff respondents felt appreciated by Stetson Deland senior administrators. A significantly greater percentage of Men Staff respondents (67%, $n = 53$) than Women Staff respondents (47%, $n = 75$) felt appreciated by Stetson Deland senior administrators.

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[66]Readers will note that 211 of 248 Staff and Administrator respondents further identified their positions as Hourly Staff ($n = 71$) or Salary Staff ($n = 140$).

[67]In analyses where the CSWG Level 1 Analyses would yield invalid results, racial minorities are grouped into People of Color.

[68]Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 50. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by coworkers in my department.	109	44.3	103	41.9	19	7.7	10	4.1	5	2.0
I feel valued by coworkers outside my department.	76	31.0	114	46.5	38	15.5	12	4.9	5	2.0
I feel valued by my supervisor/manager.	109	44.1	84	34.0	30	12.1	9	3.6	15	6.1
I feel valued by Stetson Deland students.	65	26.6	120	49.2	48	19.7	9	3.7	*n* < 5	---
I feel valued by Stetson Deland faculty.	39	16.0	90	36.9	66	27.0	38	15.6	11	4.5
I feel valued by Stetson Deland senior administrators (e.g., president, dean, vice president, provost).	51	20.8	87	35.5	56	22.9	33	13.5	18	7.3
I feel appreciated by Stetson Deland senior administrators (e.g., president, dean, vice president, provost).	50	20.6	80	32.9	67	27.6	28	11.5	18	7.4
Gender identity[xxiv]										
Women	25	15.6	50	31.3	51	31.9	21	13.1	13	8.1
Men	24	30.4	29	36.7	15	19.0	7	8.9	*n* < 5	---

Note: Table includes only Staff and Administrators respondents (*n* = 248).

Table 51 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at Stetson Deland. Subsequent analyses were conducted to identify significant differences in responses by Staff status, gender identity, and racial identity; only significant differences are reported.

Twenty percent ($n = 48$) of Staff respondents thought that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Twenty-nine percent ($n = 23$) of Men Staff respondents and 15% ($n = 24$) of Women Staff respondents indicated that they believed that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Forty-two percent ($n = 10$) of Staff of Color respondents and 18% ($n = 35$) of White Staff respondents indicated that they believed that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background.

Fifteen percent ($n = 36$) of Staff respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background.

Twenty-eight percent ($n = 68$) of Staff respondents thought that faculty pre-judged their abilities based on their perception of their identity/background. Twenty-two percent ($n = 31$) of respondents from Christian Affiliations and 35% ($n = 18$) of Staff respondents with No Faith-Based Affiliation thought that faculty pre-judged their abilities based on their perception of their identity/background.

Table 51. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	10	4.2	38	15.8	62	25.8	79	32.9	51	21.3
Gender status[xxv]										
Women	*n* < 5	---	20	12.7	38	24.2	61	38.9	34	21.7
Men	6	7.6	17	21.5	24	30.4	16	20.3	16	20.3
Racial identity[xxvi]										
People of Color	*n* < 5	---	8	33.3	*n* < 5	---	7	29.2	6	25.0
White	8	4.1	27	13.9	54	27.8	65	33.5	40	20.6
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	11	4.6	25	10.4	62	25.7	83	34.4	60	24.9
I think that faculty pre-judges my abilities based on their perception of my identity/background.	17	7.1	51	21.3	71	29.6	63	26.3	38	15.8
Faith-based affiliation[xxvii]										
Christian	9	6.4	22	15.7	34	24.3	43	30.7	32	22.9
No Affiliation	7	9.3	18	24.0	29	38.7	17	22.7	*n* < 5	---

Note: Table includes only Staff and Administrators respondents (*n* = 248).

More than half (58%, *n* = 141) of Staff respondents felt that their department/program encouraged free and open discussion of difficult topics (Table 52).

Seventy-six percent (*n* = 186) of Staff respondents felt that their skills were valued, and 76% (*n* = 186) felt that their work was valued.

Seventy-seven percent (*n* = 186) of Staff respondents think that Stetson Deland is a good place to work. Sixteen percent (*n* = 13) of Men Staff respondents and 8% (*n* = 13) of Women Staff respondents "Disagree" or "Strongly disagree" that Stetson Deland is a good place to work, while almost twice the proportion of Women Staff respondents (15%, *n* = 24) compared with

Men Staff respondents (8%, $n = 6$) "Neither agree not disagree" that Stetson Deland is a good place to work.

Table 52. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that my department/program encourages free and open discussion of difficult topics.	56	23.0	85	35.0	46	18.9	35	14.4	21	8.6
Staff status[xxviii]										
Hourly	18	26.1	25	36.2	10	14.5	5	7.2	11	15.9
Salary Staff	27	19.4	49	35.3	31	22.3	24	17.3	8	5.8
I feel that my skills are valued.	67	27.5	119	48.8	21	8.6	25	10.2	12	4.9
I feel that my work is valued.	66	26.9	120	49.0	27	11.0	23	9.4	9	3.7
Stetson Deland is a good place to work.	68	28.0	118	48.6	30	12.3	21	8.6	6	2.5
Gender status[xxix]										
Women Staff	39	24.4	84	52.5	24	15.0	11	6.9	*n* < 5	---
Men Staff	28	35.4	32	40.5	6	7.6	9	11.4	*n* < 5	---

Note: Table includes only Staff and Administrators respondents ($n = 248$).

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 154$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 53 through 65). Question 32 queried Tenure-Track Faculty respondents ($n = 115$), Question 34 addressed Non-Tenure-Track Faculty respondents ($n = 39$), and Question 36 addressed all Faculty respondents. Chi-square analyses were conducted by gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, and disability status; only significant differences are reported.[69]

Table 53 illustrates that the majority of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria for tenure were clear (96%, $n = 107$) and that tenure standards/promotion standards were applied equally to all faculty in their schools/division (76%, $n = 84$).

Seventy-three percent ($n = 74$) of Tenure-Track Faculty respondents "agreed" or "strongly agreed" that they felt supported and mentored during the tenure-track years. Only 42% ($n = 37$) of Tenure-Track Faculty respondents believed that all faculty used Stetson Deland policies for delay of the tenure-clock.

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[69]Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 53. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for tenure are clear.	43	38.4	64	57.1	5	4.5	0	0.0
The tenure standards/promotion standards are applied equally to faculty in my school/division.	35	31.5	49	44.1	21	18.9	6	5.4
Supported and mentored during the tenure-track years	26	25.7	48	47.5	23	22.8	*n* < 5	---
Stetson Deland policies for delay of the tenure-clock are used by all faculty.	8	9.1	29	33.0	42	47.7	9	10.2

Note: Table includes only Tenure-Track Faculty respondents (*n* = 115).

Table 54 illustrates that 95% (*n* = 105) of Tenure-Track Faculty respondents felt that research was valued by Stetson Deland. A slightly smaller percentage of Tenure-Track Faculty respondents (80%, *n* = 91) felt that teaching was valued by Stetson Deland.

Sixty percent (*n* = 66) of Tenure-Track Faculty respondents felt that their service contributions were valued by Stetson Deland.

Eighteen percent (*n* = 18) of Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 54. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by Stetson Deland.	65	58.6	40	36.0	*n* < 5	---	*n* < 5	---
Teaching is valued by Stetson Deland.	27	23.9	64	56.6	19	16.8	*n* < 5	---
Service contributions are valued by Stetson Deland.	13	11.8	53	48.2	32	29.1	12	10.9
Pressured to change my research/scholarship agenda to achieve tenure/promotion	*n* < 5	---	16	16.2	44	44.4	37	37.4

Note: Table includes only Tenure-Track Faculty respondents (*n* = 115).

More than one-third (38%, *n* = 41) of Tenure-Track Faculty respondents believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 55).

Forty-five percent (*n* = 49) of Tenure-Track Faculty respondents thought that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues.

Only 11% (*n* = 11) of Tenure-Track Faculty respondents thought that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.

Table 55. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations	11	10.2	30	27.8	58	53.7	9	8.3
I perform more work to help students than do my colleagues.	16	14.8	33	30.6	56	51.9	*n* < 5	---
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	*n* < 5	---	10	9.9	71	70.3	19	18.8

Note: Table includes only Tenure-Track Faculty respondents (*n* = 115).

Slightly more than one-half (52%, *n* = 57) of Tenure-Track Faculty respondents felt that faculty opinions were taken seriously by senior administrators (e.g., dean, vice president, provost) (Table 56).

More than two-thirds (68%, *n* = 71) of Tenure-Track Faculty respondents believed that faculty opinions were valued within their college or school committees and 78% (*n* = 86) believed that faculty opinions are valued within Faculty Senate, but only 32% (*n* = 35) of Tenure-Track Faculty respondents believed that faculty opinions were valued within Stetson Deland committees.

Ninety percent (*n* = 94) of Tenure-Track Faculty respondents wanted more opportunities to participate in substantive committee assignments. Eighty-nine percent (*n* = 100) of Tenure-Track Faculty respondents felt that they had opportunities to participate in substantive committee assignments.

Table 56. **Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	*n* < 5	---	53	48.2	30	27.3	23	20.9
Faculty opinions are valued within my college/school committees.	5	4.8	66	62.9	26	24.8	8	7.6
Faculty opinions are valued within Stetson Deland committees.	*n* < 5	---	34	31.2	64	58.7	10	9.2
Faculty opinions are valued within Faculty Senate.	21	19.1	65	59.1	22	20.0	*n* < 5	---
I would like more opportunities to participate in substantive committee assignments.	28	26.9	66	63.5	9	8.7	*n* < 5	---
I have opportunities to participate in substantive committee assignments.	44	38.9	56	49.6	11	9.7	*n* < 5	---

Note: Table includes only Tenure-Track Faculty respondents (*n* = 115).

Thirty six Faculty respondents elaborated on their responses in this section of the survey. The themes and supporting comments follow.

Lack of transparency in administrative decisions. Thirty eight percent of respondents commented on the lack of transparency in decision making at Stetson. Many respondents were concerned with the decision-making process used by the administration, particularly as it related to faculty input. One respondent wrote, "Administration doesn't seek faculty input on issues that affect the faculty." Another respondent shared, "With rare exceptions, our current administration seems to studiously avoid careful, nuanced, data driven discussions of major initiatives affecting the academic program and/or university as a whole. They work (seemingly) deliberately to manufacture consent for preordained decisions, whether for good or ill, initiatives that often have

no grassroots support among faculty and students. When these decisions are predictably criticized by faculty and/or students, faculty and students are repeatedly told that it was merely a breakdown in communication and won't happen again. And then it happens again." Other respondents commented on the educational philosophy the administration was supporting with their actions. One respondent wrote, "While teaching and scholarship may be 'valued' by administrators - Stetson's administration has done a remarkably poor job creating an environment, culture where faculty can perform these responsibilities to their fullest." Another respondent shared, "I believe that the strong emphasis on financial gain for the university is compromising the positive aspects of the university's reputation/culture (small learning environment, personal attention from faculty, faculty benefits, a family atmosphere, focus on community involvement and service)."

Service overload. Twenty six percent of respondents elaborated on issues related to service work at Stetson. Many respondents commented on participation in committees. One respondent shared, "With respect to service, I have been on committees that I felt had an impact on the university and I have been on committees in which I felt like we were just talking to each other and nothing that we suggested would really make a difference." Another respondent shared, "I don't believe that there are many substantive committee assignments. Most important work is carried out by groups personally selected by the administration. These groups exist partly as a means to exclude participation by those who hold opinions contrary to the party line advanced by the administration." Other respondents spoke more generally about service work. One respondent wrote, "I believe that my burden of service is too high and that my contributions in service are not appreciated. I am also resentful of coworkers who do not contribute service yet still receive many of the benefits I do." Another respondent shared, "Stetson faculty complain a lot to administrators about being overburdened by service commitments. And this is a fair point. But my impression is that a lot of this problem comes from the faculty culture itself, not administrators. Stetson's culture appears to promote sacrifice of almost everything else in the name of service. Thus, Stetson faculty do seem to work inordinately hard, no doubt, but often at tasks that leave them equally unproductive. Unfortunately there's a lot of pressure for other faculty to conform to this pattern."

Lack of equity in the tenure and promotion process. Thirteen percent of respondents commented on the standards used in the tenure and promotion process. Some respondents remarked on how tenure and promotion guidelines had been clarified over the years. One respondent wrote, "When I started at Stetson, there were no clear criteria, guidelines, or standards for tenure or promotion. There were closed-door discussions among the powers-that-be, and decisions were handed down. I felt that I had been badly discriminated against as compared with a faculty member who had been tenured and promoted two years before I was. I also felt that the prevailing climate at that time made it easy for my department chair to discriminate against me. However, I do believe that there are clearer guidelines now." Other respondents were concerned that tenure and promotion guidelines were not being applied equally. One respondent wrote, "The tenure guidelines are not applied fairly to everyone especially minority faculty. There were two studies by the university that concluded that there was unfairness in the T&P process that negatively impacted women and minorities." Another respondent elaborated, "tenure and promotion standards are not applied fairly or equally…basically if the administration likes you they stack the deck. But if they don't like you, they insist on over and above the letter of the law (all of the sudden things accepted but not in print don't count)."

Survey Question 34 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, and disability status; only significant differences are reported. Table 57 indicates that 76% ($n = 29$) of Non-Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the criteria used for contract renewal were clear.

Sixty-eight percent ($n = 26$) of Non-Tenure-Track Faculty respondents indicated that the criteria used for contract renewal was applied equally to all positions. Eighty-four percent ($n = 32$) of Non-Tenure-Track Faculty respondents believed that expectations of their responsibilities were clear.

Table 57. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The criteria for contract renewal are clear.	6	15.8	23	60.5	7	18.4	*n* < 5	---
The criteria used for contract renewal are applied equally to all positions.	*n* < 5	---	22	57.9	9	23.7	*n* < 5	---
There are clear expectations of my responsibilities	11	28.9	21	55.3	5	13.2	*n* < 5	---

Note: Table includes only Non-Tenure-Track Faculty respondents (*n* = 39).

Table 58 illustrates that 92% (*n* = 35) of Non-Tenure-Track Faculty respondents "agreed" or "strongly agreed" that teaching was valued by Stetson Deland.

Table 58. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Teaching is valued by Stetson Deland.	17	44.7	18	47.4	*n* < 5	---	0	0.0

Note: Table includes only Non-Tenure-Track Faculty respondents (*n* = 39).

Eighty-four percent (*n* = 32) of Non-Tenure-Track Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 59).

Eighteen percent (*n* = 7) of Non-Tenure-Track Faculty respondents felt that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues.

Thirty-two percent (*n* = 11) of Non-Tenure-Track Faculty respondents felt pressured to do extra work that was uncompensated.

Forty-six percent (*n* = 17) of Non-Tenure-Track Faculty respondents felt that their opinions were taken seriously by senior administrators (e.g., department head, president, dean, provost).

Table 59. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments)	10	26.3	22	57.9	6	15.8	0	0.0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	0	0.0	7	18.4	23	60.5	8	21.1
Pressured to do extra work that is uncompensated	*n* < 5	---	10	29.4	20	58.8	*n* < 5	---
Non-tenure-track opinions are taken seriously by senior administrators (e.g., chair, dean, provost).	0	0.0	17	45.9	15	40.5	5	13.5

Note: Table includes only Non-Tenure-Track Faculty respondents (*n* = 39).

Only 10 Non-Tenure-Track/Adjunct Faculty elaborated on responses to questions in this section of the survey. Despite the small number of respondents, there were three themes that emerged and are presented here with supporting comments.

Unclear process for renewal. Forty percent of respondents commented on issues related to renewal. Some respondents felt that criteria for renewal were unclear. One respondent commented, "In terms of criteria for renewal... - it's unclear because it's based on department needs (in my situation). My first renewal was determined very last minute (once the class situations were clear)...and this obviously provides little clarity or stability." Other respondents were more concerned with job insecurity from year to year. One respondent wrote, "Prior to this semester, it was difficult to plan ahead due to department heads not informing me of future contract renewals."

Classism. Thirty percent of respondents elaborated on issues of hierarchy. Respondents felt that non-tenure track faculty were low in status compared with tenure-track faculty. One respondent wrote, "Visiting lecturers tend to be viewed as second-class members of the faculty. I get it... but it would be cool that it wasn't so...obvious." Another respondent shared, "Adjuncts are rarely treated as full members of the academic community. It is far easier to be a team member if you are admitted to the team. There is more that I could do for Stetson."

Lack of salary. Twenty percent of respondents stated that their salary was insufficient. One respondent wrote, "I also feel that I perform my job very well but am not compensated adequately." Another respondent shared, "My actual salary is at the lowest end of comparable schools. I felt misled about my earnings potential here and disappointed about my minimal annual increase."

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of 14 statements related to faculty workplace climate (Table 60). Chi-square analyses were conducted by gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, and disability status; only significant differences are reported.

145

Forty-one percent ($n = 60$) of Faculty respondents believed that salaries for Tenure-Track faculty positions were competitive. Thirty-one percent ($n = 44$) of Faculty respondents thought that salaries for adjunct professors were competitive. A greater percentage of respondents who reported No Faith-Based Affiliation (33%, $n = 15$), compared with Christian Faculty respondents (28%, $n = 15$), agreed that salaries for adjunct professors were competitive.

Sixty-nine percent ($n = 102$) of Faculty respondents reported that health insurance benefits were competitive.

Only 45% ($n = 64$) of Faculty respondents indicated that child care benefits were competitive. Two-thirds (66%, $n = 94$) of Faculty respondents felt that retirement/supplemental benefits were competitive.

Table 60. **Faculty Respondents' Perceptions of Salary and Benefits**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Salaries for Tenure-Track Faculty positions are competitive.	6	4.1	54	37.0	53	36.3	24	16.4
Salaries for adjunct professors are competitive.	$n < 5$	---	43	30.1	54	37.8	36	25.2
Faith-based affiliation[xxx]								
Christian Affiliation	$n < 5$	---	15	28.3	30	56.6	8	15.1
No Affiliation	$n < 5$	---	15	32.6	13	28.3	18	39.1
Health insurance benefits are competitive.	13	8.8	89	60.1	26	17.6	11	7.4
Child care benefits are competitive.	5	3.5	59	41.8	43	30.5	25	17.7
Retirement/supplemental benefits are competitive.	13	9.2	81	57.0	27	19.0	12	8.5

Note: Table includes only Faculty respondents ($n = 154$).

Twenty percent ($n = 29$) of Faculty respondents believed that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 61).

Two-thirds (66%, $n = 97$) of Faculty respondents believed that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, Stetson Deland breaks not scheduled with school district breaks).

Forty percent ($n = 55$) of Faculty respondents thought that Stetson Deland provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).

Table 61. **Faculty Respondents' Perceptions of Work-Life Balance**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
People who do not have children are burdened with work responsibilities beyond those who do have children.	6	4.1	23	15.9	85	58.6	31	21.4
People who have children or elder care are burdened with balancing work and family responsibilities.	24	16.4	73	50.0	41	28.1	8	5.5
Stetson Deland provides adequate resources to help me manage work-life balance.	7	5.0	48	34.5	58	41.7	26	18.7

Note: Table includes only Faculty respondents ($n = 154$).

As noted in Table 62, 74% ($n = 109$) of all Faculty respondents believed their colleagues included them in opportunities that will help their career as much as they do others in their position.

Sixty percent ($n = 91$) of Faculty respondents believed that the performance evaluation process was clear.

More than two-thirds (68%, $n = 104$) of Faculty respondents thought that Stetson Deland provided them with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).

Two-thirds (67%, $n = 101$) of Faculty respondents felt positive about their career opportunities at Stetson Deland. A much greater percentage of Faculty respondents who indicated No Faith-Based Affiliation (83%, $n = 40$) than Christian Faculty respondents (60%, $n = 34$) indicated that they felt positive about their career opportunities at Stetson Deland.

Ninety-seven percent ($n = 143$) of Faculty respondents would recommend Stetson Deland as a good place to work.

Table 62. **Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My colleagues include me in opportunities that will help my career as much as they do others in my position.	19	12.8	90	60.8	29	19.6	10	6.8
The performance evaluation process is clear.	22	14.6	69	45.7	42	27.8	18	11.9
Stetson Deland provides me with resources to pursue professional development.	29	19.0	75	49.0	35	22.9	14	9.2
Positive about my career opportunities at Stetson Deland	32	21.1	69	45.4	33	21.7	18	11.8
Faith-based affiliation[xxxi]								
Christian	11	19.3	23	40.4	12	21.1	11	19.3
No affiliation	9	18.8	31	64.6	7	14.6	*n* < 5	---
Stetson is a good place to work.	67	45.3	76	51.4	*n* < 5	---	*n* < 5	---

Note: Table includes only Faculty respondents (*n* = 154).

Thirty seven respondents elaborated on questions in this section of the survey. The themes and supporting comments follow.

Concerns with university leadership. Twenty six percent of respondents commented on the administration and general leadership of the university. Many critiqued the direction that the current administration was heading in terms of the administration's priorities. One respondent shared, "I used to really love working at Stetson. Honestly, the biggest change has been the shift by administration to an intense focus on financial gain (again, cutting faculty benefits/incentives and fighting to raise prices for students or cut tuition discounts/incentives). We've also lost some really good faculty and staff members because of their unhappiness at Stetson. This creates a cycle of unhappiness/stress." Another respondent wrote, "I do not generally feel that the

institution truly values this work or, at the very least, would ever sacrifice funding its many non-academic programs and incessant and unnecessary expansion in administrative bureaucracy in order to improve the quality of academic life ('academic excellence') for faculty and students." Other respondents felt that the administration did not listen to faculty input. One respondent wrote, "Administration plays favorites and seems to be working against the faculty. Overall, faculty are not valued."

Lack of support for families with children. Twenty one percent of respondents discussed issues related to family concerns in their responses. Many felt that Stetson was not especially supportive of the struggles faced by families with children. One respondent wrote, "There are no childcare benefits. You are punished on tenure track and at promotion time if you have kids. There is no help with work and life balance." Another respondent shared, "On-site childcare would be extremely helpful. Balancing a career here with young children is nearly impossible." Other respondents acknowledged the challenges in work-life balance but felt those challenges would be the same everywhere. One respondent wrote, "My expectation is that folks with children/eldercare responsibilities will of course be burdened by those responsibilities while meeting equivalent job expectations. I don't expect Stetson to solve that problem."

Lack of professional development. Thirteen percent of respondents wrote about the need for more professional development. Most respondents felt a need for more professional development funding than that offered by Stetson. One respondent explained, "Incentives to pursue professional development are being withdrawn. For instance, there is now a cap on the reimbursement for attending a conference, even as a speaker or presenter. Conference costs are sky-rocketing, and we have to pay out-of-pocket to attend conferences. We have been told that we should expect such measures and accept them. I think some faculty will stop pursuing professional development if the costs become prohibitive." Another respondent wrote simply, "More stipend for travel and research!!!"

Eighty-four percent ($n = 129$) of all Faculty respondents felt valued by faculty in their department/program (Table 63).

Eighty-six percent (*n* = 133) of Faculty respondents felt valued by their department/program chairs.

Seventy-five percent (*n* = 116) of Faculty respondents felt valued by other faculty at Stetson Deland, while 76% (*n* = 113) felt valued by staff at Stetson Deland.

Eighty-nine percent (*n* = 136) of Faculty respondents felt valued by students in the classroom.

Only 39% (*n* = 60) of Faculty respondents felt valued by Stetson Deland senior administrators (e.g., president, dean, vice president, provost), and 35% (*n* = 53) of Faculty respondents felt appreciated by Stetson Deland senior administrators.

Table 63. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in my department/program.	73	47.4	56	36.4	12	7.8	6	3.9	7	4.5
I feel valued by my department/program chair.	82	53.2	51	33.1	11	7.1	*n* < 5	---	7	4.5
I feel valued by other faculty at Stetson Deland.	51	33.1	65	42.2	20	13.0	11	7.1	7	4.5
I feel valued by staff at Stetson Deland.	49	33.1	64	43.2	25	16.9	6	4.1	*n* < 5	---
I feel valued by students in the classroom/lab/clinical setting/ensembles.	58	37.9	78	51.0	9	5.9	6	3.9	*n* < 5	---
I feel valued by Stetson Deland senior administrators (e.g., president, dean, vice president, provost).	25	16.4	35	23.0	38	25.0	30	19.7	24	15.8
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	25	16.7	28	18.7	44	29.3	31	20.7	22	14.7

Note: Table includes only Faculty, Staff, and Administrator respondents (*n* = 402).

Table 64 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Stetson Deland. Subsequent analyses were conducted to identify significant differences in responses by gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, and disability status; only significant differences are reported.[70]

Twenty-three percent ($n = 34$) of Faculty respondents thought that faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background. A significantly higher proportion of Non-U.S. Citizen Faculty respondents 34% ($n = 10$) than U.S. Citizen Faculty respondents 20% ($n = 23$) indicated that they believed that faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background.

Fourteen percent ($n = 21$) of Faculty respondents thought that their departments/program chairs pre-judged their abilities based on their perception of their identity/background. A significantly higher proportion of Non-U.S. Citizen Faculty respondents 28% ($n = 8$) than U.S. Citizen Faculty respondents 11% ($n = 13$) indicated that they believed that their departments/program chairs pre-judged their abilities based on their perception of their identity/background.

Forty-four percent ($n = 65$) of Faculty respondents believed that Stetson Deland encouraged free and open discussion of difficult topics.

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[70]Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 64. **Faculty Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	10	6.8	24	16.3	28	19.0	56	38.1	29	19.7
Citizenship status[xxxii]										
U.S. Citizen	*n* < 5	---	19	16.4	25	21.6	43	37.1	25	21.6
Non-U.S. Citizen	5	17.2	5	17.2	*n* < 5	---	13	44.8	*n* < 5	---
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	10	6.8	11	7.5	26	17.7	60	40.8	40	27.2
Citizenship status[xxxiii]										
U.S. Citizen	*n* < 5	---	9	7.8	23	19.8	47	40.5	33	28.4
Non-U.S. Citizen	6	20.7	*n* < 5	---	*n* < 5	---	12	41.4	6	20.7
I believe that Stetson Deland encourages free and open discussion of difficult topics.	18	12.1	47	31.5	34	22.8	32	21.5	18	12.1

Note: Table includes only Faculty, Staff, and Administrator respondents (*n* = 402).

Fifty-nine percent (*n* = 88) of Faculty respondents felt that their research/creative activity was valued (Table 65).

Eighty-one percent (*n* = 122) of Faculty respondents felt that their teaching was valued.

A little more than half (55%, *n* = 82) of Faculty respondents felt that their service contributions were valued. A significantly higher percentage of Faculty respondents with No Faith-Based Affiliation (67%, *n* = 35) than Christian Faculty respondents (48%, *n* = 29) felt that their service contributions were valued.

Sixty-eight percent (*n* = 103) of Faculty respondents felt that Stetson Deland is a good place to work.

Table 65. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my **research/creative activity** is valued.	20	13.4	68	45.6	30	20.1	19	12.8	12	8.1
I feel that my **teaching** is valued.	50	33.1	72	47.7	15	9.9	11	7.3	*n* < 5	---
I feel that my **service** contributions are valued.	25	16.7	57	38.0	33	22.0	25	16.7	10	6.7
Faith-based affiliation[xxxiv]										
Christian	16	26.2	13	21.3	16	26.2	11	18.0	5	8.2
No affiliation	5	9.8	30	57.7	7	13.5	8	15.4	*n* < 5	---
Stetson Deland is a good place to work.	32	21.1	71	46.7	22	14.5	19	12.5	8	5.3

Note: Table includes only Faculty, Staff, and Administrator respondents (*n* = 402).

[xxx]A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for adjunct professors were competitive by faith-based affiliation: $\chi^2(2, N = 99) = 10.123, p < .01$.

[xxxi]A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at Stetson University-Deland/Celebration Campus by faith-based affiliation: $\chi^2(3, N = 105) = 10.34, p < .05$.

[xxxii]A chi-square test was conducted to compare percentages of Faculty respondents who felt that faculty in their departments pre-judged them based on perception of identity by citizenship status: $\chi^2(4, N = 145) = 10.501, p < .05$.

[xxxiii]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their department/program chair pre-judged them based on perception of identity by citizenship status: $\chi^2(4, N = 145) = 11.710, p < .05$.

[xxxiv]A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by faith-based affiliation: $\chi^2(4, N = 113) = 17.156, p < .01$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving Stetson University-Deland/Campus

Forty-five percent ($n = 482$) of respondents had seriously considered leaving Stetson Deland. With regard to employee position status, 57% ($n = 66$) of Tenure-Track Faculty respondents, 63% ($n = 12$) of Non-Tenure-Track Faculty respondents, and 51% ($n = 127$) of Staff respondents had seriously considered leaving Stetson Deland in the past year. Subsequent analyses found no significant differences by gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, or disability status.

Approximately half (52%, $n = 113$) of those Faculty and Staff respondents who seriously considered leaving did so for financial reasons (e.g., salary, resources) (Table 66). Thirty-eight percent ($n = 83$) of those Faculty and Staff respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement. Other reasons included increased workload (33%), interested in a position elsewhere (30%), and tension with supervisor/manager (30%). "Other" responses submitted by respondents included "hostile environment," "administration," "no good deeds goes unpunished," "increased attention to things with little significance," "climate too liberal for real Americans," "faculty very difficult to work with," "corporization of university," "lack of appreciation/financial commitment to academic excellence/satisfaction in position/support for flexibility/family obligations/opportunity," "salary grade unclear," "marginalized existing staff," "no childcare," "no alignment with departments' goals," "increased use of adjuncts," and "work place harassment."

Table 66. **Reasons Why Faculty and Staff Respondents Considered Leaving Stetson Deland**

Reason	*n*	%
Financial reasons (e.g., salary, resources)	113	52.3
Limited opportunities for advancements	83	38.4
Increased workload	71	32.9
Interested in a position at another institution	64	29.6
Tension with supervisor/manager	64	29.6
Unmanageable workload	57	26.4
Campus climate was unwelcoming	53	24.5
A reason not listed above	47	21.8
Recruited or offered a position at another institution	42	19.4
Tension with co-workers	38	17.6
Lack of benefits	25	11.6
Wanted to move to a different geographical location	23	10.6
Family responsibilities	14	6.5
Local community did not meet my (my family) needs	14	6.5
Personal reasons (e.g., medical, mental health, family emergencies)	12	5.6
Spouse or partner unable to find suitable employment	9	4.2
Revised retirement plans	6	2.8
Spouse or partner relocated	6	2.8
Offered position in government or industry	5	2.3

Note: Table includes responses only from those Faculty and Staff respondents who indicated on the survey that they had seriously considered leaving Stetson Deland in the past year (*n* = 216).

Two hundred and ninety eight people elaborated on why they had seriously considered leaving Stetson University. The themes with supporting comments are presented here.

Concerns with university leadership. Ten percent of all the respondents had concerns about the administration that led them to seriously consider leaving the university. Some respondents felt the administration was not interested in the opinions of their respective group. One Faculty respondent stated, "Not feeling valued or respected by administration." Several respondents

156

criticized the leadership and decision-making of the administration. One Staff respondent wrote, "Rigid thinking - the 'ol 'we have always done it that way' makes me frustrated." One Faculty respondent stated, "The Libby/Paul administration has sucked the soul out of this university."

Workplace hostility. Nineteen percent of employee (Administrator, Faculty, and Staff) respondents shared that workplace hostility contributed to seriously considering leaving the university. One respondent wrote, "Bullies in supervisory roles abound in all corners of the administration." Another respondent shared, "The climate is nearly impossible! I would just quit if I could but I need the insurance benefits. This has been a terrible experience working here. People are treated very unfairly and if you say something then you risk getting fired. I've seen too many get fired!" Another respondent reported, "My department is known for being dysfunctional and difficult to work in."

Low salaries and increased workloads. Forty two percent of employee respondents felt that salaries were too low and workload was too high for them to consider staying. One respondent shared, "Workload increased to nearly unmanageable levels, with no appropriate compensation. Finances and stress became more difficult to balance." Another respondent wrote, "Too much work for too few staff members. My department has been a revolving door of individuals leaving and coming which means additional workload for everyone else without any increased salary." One respondent reported, "After eight years of increasing workloads, 50+ hour workweeks, increasing responsibilities and no change in title or position (there had been the small annual increases in salary, so I can't say I was at a fixed salary) one must re-evaluate the situation." Another respondent stated, "Salaries in some areas are not competitive. 25-30% lower than the comparable position description in the region and industry." Another respondent shared, "Pay is horrible. I can't afford to work here. I feel like I'm paying Stetson to work." One respondent summed up this theme succinctly by stating, "Low salaries, and a really high (often unrealistic) workload."

Summary

The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about Stetson Deland policies and processes. Few Stetson Deland employees had observed unfair or unjust hiring (19%, $n = 75$), unfair or unjust disciplinary actions (15%, $n = 59$), or unfair or unjust promotion, tenure, and/or reclassification (22%, $n = 87$). Age, ethnicity, gender/gender identity, racial identity, and educational credentials were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents "agreed" or "strongly agreed" that Stetson Deland and their supervisors provided them with support and resources. While a small majority of Staff respondents agreed that the promotion process was clear, fewer believed that the promotion process was productive. A majority of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Roughly three-fourths (76%, $n = 186$) of Staff respondents felt that their skills and work were valued at Stetson Deland.

The majority of Faculty respondents "agreed" or "strongly agreed" that Stetson Deland's tenure/promotion process was clear. Fifty-eight ($n = 22$) percent of Faculty respondents, however, felt that tenure standards, promotion standards, and/or reappointment standards were applied equally to all faculty. The majority (92%, $n = 35$) of Tenure-Track Faculty respondents felt that their teaching was valued by Stetson Deland.

Analyses revealed significant differences in responses among groups, where the answers of Women respondents, Respondents of Color, Salaried Staff respondents, and respondents with Christian Affiliations were generally less positive than the responses of other groups.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Stetson University students. Several survey items queried Students about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Student Experiences of Unwanted Sexual Contact

As noted earlier in this report, 125 respondents (12%) experienced unwanted sexual contact, in any form, while at Stetson Deland.[71] One hundred thirteen respondents (18%) were Undergraduate Students and less than five were Graduate Students. Three percent ($n = 16$) of Undergraduate Student respondents experienced relationship violence (e.g., ridiculed, controlling, hitting), 4.2% ($n = 26$) experienced stalking (e.g., following me, on social media, texting, phone calls), 8% ($n = 82$) experienced sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 12% ($n = 75$) experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the Stetson University community.

Subsequent analyses indicated that of the respondents who experienced any unwanted sexual contact, 113 (18%) were Undergraduate Student respondents and less than five were Graduate/Professional Student respondents. Of the 113 Undergraduate Student respondents who indicated that they experienced unwanted sexual contact of any kind, 30% ($n = 34$) reported sexual contact related to fondling, rape, sexual assault, penetration without consent, or gang rape. Fifty-three percent ($n = 18$) noted that sexual contact related to fondling, rape, sexual assault, penetration without consent, or gang rape occurred between Fall 2014 and Summer 2015, and 47% ($n = 16$) noted that it occurred 2 to 4 years prior to Fall 2015. Of note, the greatest percentage of occurrences of unwanted sexual assault happened in the fall semester.

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[71]The survey defined unwanted sexual conduct as "unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact."

Subsequent analyses,[72] the results of which are depicted in Figure 41, revealed that for Undergraduate Student respondents who reported unwanted sexual contact of any kind, significant differences were found by:

- By gender identity: 23% ($n = 97$) of Women Undergraduate Student respondents and 6% ($n = 11$) of Men Undergraduate Student respondents experienced unwanted sexual contact.[xxxv]

- By sexual identity: 28% ($n = 29$) of LGBQ Undergraduate Student respondents and 16% ($n = 80$) of Heterosexual Undergraduate Student respondents experienced unwanted sexual contact.[xxxvi]

- By disability status: 34% ($n = 12$) of Undergraduate Student respondents with Multiple Disabilities, 30% ($n = 18$) with a Single Disability, and 16% ($n = 81$) with No Disability experienced unwanted sexual contact.[xxxvii]

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[72]Chi-square analyses were conducted by undergraduate position status, gender identity, racial identity, sexual identity, income status, first-generation status, and disability status; only significant differences are reported.
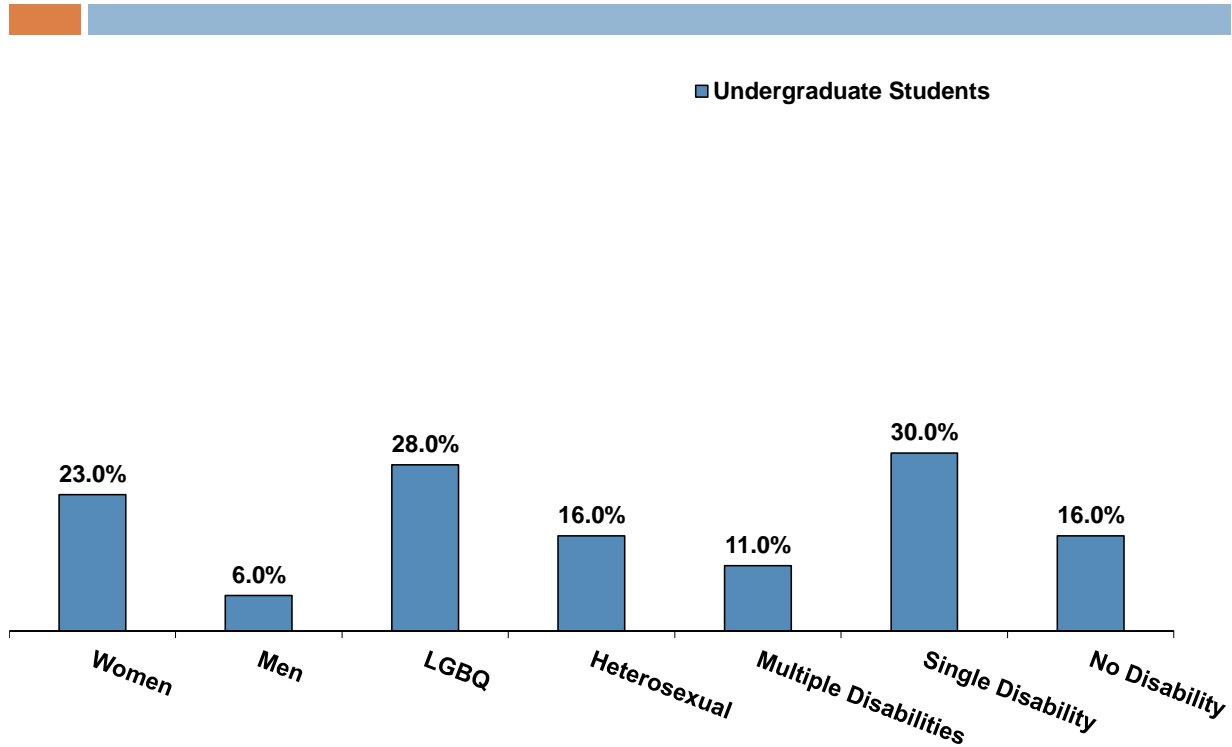
Note: Responses with $n < 5$ are not presented in the figure.

Figure 41. Undergraduate Student Respondents' Experiences of Unwanted Sexual Contact While at Stetson Deland by Undergraduate Position Status, Gender Identity, Sexual Identity, and Disability Status (*n*)

[xxxv]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by gender identity: $\chi^2 (1, N = 601) = 22.22, p < .001$.

[xxxvi]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by sexual identity: $\chi^2 (1, N = 593) = 7.94, p < .01$.

[xxxvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who experienced unwanted sexual contact by disability status: $\chi^2 (2, N = 618) = 13.97, p < .01$.

Students' Perceptions of *Academic Success*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student persistence. The first seven sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions in each scale (Table 67) were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Undergraduate Student respondents who did not answer all scale sub-questions were not included in the analysis. A little more than 2 percent (2.4%) of all potential Undergraduate Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[73] One question from the scale (Q12_A_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.861 (after removing the question noted above) which is high, meaning that the scale produces consistent results. With Q12_A_2 included, Cronbach's alpha was only 0.771.

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[73]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 67. **Survey Items Included in the *Perceived Academic Success* Factor Analyses**

Scale	Survey item number	Academic experience
	Q12_1	I am performing up to my full academic potential.
	Q12_3	I am satisfied with my academic experience at Stetson Deland.
	Q12_4	I am satisfied with the extent of my intellectual development since enrolling at Stetson Deland.
Perceived Academic Success	Q12_5	I have performed academically as well as I anticipated I would.
	Q12_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_7	My interest in ideas and intellectual matters has increased since coming Stetson Deland.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Undergraduate Student respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- o Gender identity (Man, Woman)
- o Racial identity (Black/African-American/Afro-Caribbean, Hispanic/Latin@/Chican@, Other People of Color, White[74], and Multiracial)
- o Sexual identity (LGBQ, Heterosexual)
- o Parent education status (First-Generation, Not-First-Generation)
- o Income status (Low-Income, Not-Low-Income)

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[74] White references respondents that reported identifying as White and no other race or ethnicity.

When only two categories existed for the specified demographic variable (e.g., gender identity) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects are noted.

When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using eta^2 and any moderate-to-large effects are noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate Student respondents (where possible).

Gender Identity

No significant difference existed (*p* = .058) in the overall test for means for Undergraduate Students by gender identity on *Perceived Academic Success*.

Table 68. **Undergraduate Student Respondents' Perceived Academic Success by Gender Identity**

Gender identity	*n*	Mean	Std. Dev.
Women	416	1.934	0.670
Men	171	2.053	0.743
Mean difference	**-.119**		

Racial Identity

A significant difference existed ($p < .05$) in the overall test for means for Undergraduate Students by racial identity on *Perceived Academic Success*.

Table 69. **Undergraduate Student Respondents' Perceived Academic Success by Racial Identity**

Racial identity	*n*	Mean	Std. Dev.	Minimum	Maximum
Other People of Color	22	2.417	1.130	1.00	4.83
Black/African-American/Afro-Caribbean	53	1.903	0.647	1.00	3.33
Hispanic/Latin@/Chican@	56	1.801	0.543	1.00	3.00
White	394	1.971	0.683	1.00	4.17
Multiracial	70	1.981	0.662	1.00	4.00

Subsequent analyses on *Perceived Academic Success* for Students was significant for three comparisons—Black/African-American/Afro-Caribbean versus Other People of Color; Hispanic/Latin@/Chican@ versus Other People of Color; and White versus Other People of Color. These findings suggest that Students of Color (defined in these analyses as Students who identify with racial/ethnic minority groups other than Black/African American/Afro-Caribbean and Hispanic/Latin@/Chican@) have less *Perceived Academic Success* than Black/African-American/Afro-Caribbean Students, Hispanic/Latin@/Chican@ Students, or White Students.

Table 70. **Difference Between Means for Undergraduate Students for Perceived Academic Success by Racial Identity**

Groups Compared	Mean Difference
Other People of Color vs. Black/African-American/Afro-Caribbean	0.514*
Other People of Color vs. Hispanic/Latin@/Chican@	0.616*
Other People of Color vs. White	0.445*
Other People of Color vs. Multiracial	0.436
Black/African-American/Afro-Caribbean vs. Hispanic/Latin@/Chican@	0.102
Black/African-American/Afro-Caribbean vs. White	-0.069
Black/African-American/Afro-Caribbean vs. Multiracial	-0.078
Hispanic/Latin@/Chican@ vs. White	-0.171
Hispanic/Latin@/Chican@ vs. Multiracial	-0.180
White vs. Multiracial	-0.010

*$p < .05$

Sexual Identity

No significant difference existed (*p* = .227) in the overall test for means for Undergraduate
Students by sexual identity on *Perceived Academic Success*.

Table 71. **Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity**

Sexual identity	*n*	Mean	Std. Dev.
LGBQ	101	2.050	0.700
Heterosexual	481	1.957	0.698
Mean difference	**.092**		

Parent Education Status

No significant difference existed (*p* = .108) in the overall test for means for Undergraduate
Students by parent education status on *Perceived Academic Success*.

Table 72. **Undergraduate Student Respondents' Perceived Academic Success by Parent Education Status**

Parent education status	*n*	Mean	Std. Dev.
First-Generation	157	1.888	0.681
Not-First-Generation	450	1.991	0.695
Mean difference	**-.103**		

Income Status

No significant difference existed (*p* = .916) in the overall test for means for Undergraduate
Students by income status on *Perceived Academic Success*.

Table 73. **Student Respondents' Perceived Academic Success by Income Status**

Income status	*n*	Mean	Std. Dev.
Low-Income	157	1.962	0.743
Not-Low-Income	429	1.955	0.674
Mean difference	**0.007**		

Students' Perceptions of Campus Climate

One of the survey items asked Students the degree to which they agreed with nine statements about their interactions with faculty, students, staff members, and senior administrators at Stetson Deland (Table 74). Eighty-two percent ($n = 551$) of Student respondents felt valued by Stetson Deland faculty; 72% ($n = 484$) felt valued by Stetson Deland staff; and 38% ($n = 252$) felt valued by Stetson Deland senior administrators (e.g., dean, vice president, provost). Frequencies and significant differences based on student status, gender identity,[75] racial identity, sexual identity,[76] religious identity, citizenship status, military status, disability status, housing status, employment status, socioeconomic status, and first-generation status are provided in Tables 74 through 76.

Several significant differences were found among student groups. Seventy-nine percent ($n = 146$) of Low-Income Student respondents felt valued by Stetson Deland faculty, compared with 83% ($n = 381$) of Not-Low-Income Student respondents. A significantly lower percentage of Campus Housing Student respondents (80%, $n = 344$) than Non-Campus Housing respondents (86%, $n = 197$) felt valued by Stetson Deland faculty.

Seventy-five percent ($n = 264$) of Christian Faith-Based Student respondents felt valued by Stetson Deland staff, compared with 70% ($n = 167$) of No Affiliation Faith-Based Student respondents.

Christian Faith-Based Student respondents (42%, $n = 149$) were more likely than Other Faith-Based Student respondents (41%, $n = 15$), No Faith-Based Student respondents (31%, $n = 75$), and Multiple Faith-Based Student respondents (31%, $n = 10$) to feel valued by senior administrators. A greater percentage of Student respondents with No Disability (39%, $n = 219$) than Student respondents with a Single Disability (24%, $n = 15$) felt valued by senior administrators.

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[75]As noted earlier, per the CSWG, Gender Identity was categorized to only Men and Women to maintain response confidentiality.

[76]As noted earlier, per the CSWG, Sexual Identity was categorized to only LGBQ and Heterosexual to maintain response confidentiality.

Table 74. **Student Respondents' Feelings of Value by Employees**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by Stetson faculty.	**245**	**36.5**	**306**	**45.5**	**80**	**11.9**	**32**	**4.8**	**9**	**1.3**
Income status[xxxviii]										
Low-Income	60	32.4	86	46.5	20	10.8	13	7.0	6	3.2
Not-Low-income	175	38.0	206	44.8	57	12.4	19	4.1	< 5	---
Housing status[xxxix]										
Campus Housing	147	34.0	197	45.6	63	14.6	18	4.2	7	1.6
Non-Campus Housing	95	41.3	102	44.3	17	7.4	14	6.1	< 5	---
I feel valued by Stetson staff.	**186**	**27.8**	**298**	**44.5**	**126**	**18.8**	**45**	**6.7**	**14**	**2.1**
Faith-based affiliation[xl]										
Christian	112	31.8	152	43.2	65	18.5	19	5.4	< 5	---
No Affiliation	55	22.9	112	46.7	42	17.5	23	9.6	8	3.3
I feel valued by Stetson senior administrators (e.g., dean, vice president, provost).	**110**	**16.4**	**142**	**21.1**	**185**	**27.5**	**126**	**18.8**	**109**	**16.2**
Faith-based affiliation[xli]										
Christian Affiliation	76	21.4	73	20.6	94	26.5	67	18.9	45	12.7
Other Faith-Based Affiliation	4	10.8	11	29.7	11	29.7	< 5	---	8	21.6
No Affiliation	25	10.4	50	20.8	68	28.3	49	20.4	48	20.0
Multiple Affiliations	4	12.5	6	18.8	10	31.3	5	15.6	7	21.9
Disability status[xlii]										
No Disability	96	17.0	123	21.7	162	28.6	103	18.2	82	14.5
Single Disability	6	9.5	9	14.3	14	22.2	16	25.4	18	28.6

Note: Table includes only Student respondents (*n* = 680).

Seventy-five percent (*n* = 344) of Not-Low-Income Student respondents felt valued by other students in classroom/lab/clinical setting/ensembles, compared 65% (*n* = 119) of Low-Income Student respondents (Table 75). Seventy-five percent (*n* = 264) of Christian Faith-Based Student respondents felt valued by other students in classroom/lab/clinical setting/ensembles, while 68% (*n* = 162) of No Affiliation Student respondents felt valued by other students in classroom/lab/clinical setting/ensembles.

Seventy-two percent of of Heterosexual Student respondents (*n* = 380) versus 59% of LGBQ Student respondents (*n* = 65) felt valued by other students outside of the classroom lab/clinical setting/ensembles. A higher percentage (73%, *n* = 351) of Not-First-Generation Student respondents compared with First-Generation Student respondents (63%, *n* = 114) felt valued by other students outside of the classroom. Sixty-three percent (*n* = 116) of Low-Income Student

respondents and (73%, n= 334) of Not-Low-Income felt valued by other students outside of the classroom. Seventy-two percent (*n* = 418) of those Not-First-Generation and Low-Income Student respondents and (58%, n= 47) of First-Generation Low-Income felt valued by other students outside of the classroom.

Table 75. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	**226**	**33.9**	**296**	**44.4**	**113**	**16.9**	**23**	**3.4**	**9**	**1.3**
I feel valued by other students in classroom/lab/clinical setting/ensembles	**174**	**26.0**	**311**	**46.5**	**127**	**19.0**	**44**	**6.6**	**13**	**1.9**
Socioeconomic status[xliii]										
Low-Income	42	23.0	77	42.1	37	20.2	19	10.4	8	4.4
Not-Low-Income	125	27.2	219	47.7	87	19.0	23	5.0	5	1.1
Faith-based affiliation[xliv]										
Christian	105	29.8	159	45.2	65	18.5	19	5.4	< 5	---
No Affiliation	49	20.4	113	47.1	50	20.8	20	8.3	8	3.3
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles	**174**	**26.0**	**291**	**43.6**	**132**	**19.8**	**57**	**8.5**	**14**	**2.1**
Sexual identity[xlv]										
LGBQ	27	24.3	38	34.2	25	22.5	17	15.3	< 5	---
Heterosexual	140	26.6	240	45.6	98	18.6	38	7.2	10	1.9
First-generation status[xlvi]										
First-Generation	53	29.1	61	33.5	46	25.3	19	10.4	< 5	---
Not-First-Generation	121	25.0	230	47.5	85	17.6	37	7.6	11	2.3
Socioeconomic status[xlvii]										
Low-Income	43	23.4	73	39.7	40	21.7	19	10.3	9	4.9
Not-Low-Income	127	27.8	207	45.3	83	18.2	35	7.7	5	1.1
First-Gen. and Socioeconomic status[xlviii]										
First-Gen. and Low-Income	18	22.2	29	35.8	24	39.6	9	11.1	< 5	---
Not- First-Gen. and Low-Income	156	26.6	262	44.6	108	18.4	48	8.2	13	2.2

Note: Table includes only Student respondents (*n* = 680).

A greater percentage of Student Respondents of Color (43%, *n* = 64) and Multiracial Student respondents (39%, *n* = 28) than White Student respondents (31% (*n* = 133) felt faculty pre-judged their abilities based on their perception of Student respondents' identity/background

(Table 76). A greater percentage of Christian Faith-Based Student respondents (38%, *n* = 134) than No Affiliation Faith-Based Student respondents (30%, *n* = 71) felt faculty pre-judged their abilities based on their perception of Student respondents' identity/background.

Sixty-seven percent (*n* = 375) of Student respondents with No Disability compared with 53% (*n* = 32) of Student respondents with a Single Disability believed that the campus climate at Stetson Deland encourages free and open discussion of difficult topics.

Table 76. **Student Respondents' Perceptions of Campus Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that faculty pre-judge my abilities based on their perception of my identity/background.	**90**	**13.5**	**142**	**21.3**	**160**	**24.0**	**197**	**29.5**	**79**	**11.8**
Racial identity[xlix]										
People of Color	25	16.9	39	26.4	41	27.7	31	20.9	12	8.1
White	50	11.6	83	19.3	101	23.4	135	31.3	62	14.4
Multiracial	13	18.1	15	20.8	16	22.2	23	31.9	5	6.9
Faith-based affiliation[l]										
Christian	60	17.0	74	21.0	67	19.0	102	29.0	49	13.9
No Affiliation	21	8.8	50	20.9	71	29.7	73	30.5	24	10.0
I believe that the campus climate encourages free and open discussion of difficult topics.	**150**	**22.5**	**286**	**42.9**	**131**	**19.7**	**67**	**10.1**	**32**	**4.8**
Disability status[li]										
No Disability	127	22.6	248	44.1	111	19.8	50	8.9	26	<5
Single Disability	14	23.0	18	29.5	12	19.7	12	19.7	5	8.2

Note: Table includes only Student respondents (*n* = 680).

A greater percentage of White Student respondents (83%, *n* = 360) than Student Respondents of Color (73%, *n* = 108) had faculty whom they perceived as role models. Table 77 illustrates significant differences.

A greater percentage of Student Respondents of Color (62%, *n* = 92) than White Student respondents (57%, *n* = 247) had staff whom they perceived as role models.

Eighty-one percent ($n = 371$) of Not-Low-Income Student respondents had faculty whom they perceived as role models, compared with Low-Income Student respondents (77%, $n = 141$). A greater percentage of Non-Campus Housing Student respondents (85%, $n = 196$) than Campus Housing Student respondents (77%, $n = 330$) had faculty whom they perceived as role models.

Fewer Student respondents who were Not Employed (52%, $n = 153$) than those Student respondents who were Employed On or Off-Campus or Both (64%, $n = 236$) had staff whom they perceived as role models.

Table 77. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have faculty whom I perceive as role models.	**276**	**41.3**	**259**	**38.7**	**87**	**13.0**	**38**	**5.7**	**9**	**1.3**
Racial identity[lii]										
People of Color	49	33.1	59	39.9	21	14.2	12	8.1	7	4.7
White	194	44.9	166	38.4	52	12.0	18	4.2	<5	---
Socioeconomic status[liii]										
Low-Income	72	39.3	69	37.7	23	12.6	12	6.6	7	3.8
Not-Low-Income	195	42.5	176	38.3	61	13.3	25	5.4	<5	---
Housing status[liv]										
Campus Housing	155	36.1	175	40.8	66	15.4	27	6.3	6	1.4
Non-Campus Housing	116	50.4	80	34.8	20	8.7	11	4.8	< 5	---
I have staff whom I perceive as role models.	**183**	**27.4**	**207**	**30.9**	**194**	**29.0**	**68**	**10.2**	**17**	**2.5**
Racial identity[lv]										
People of Color	37	25.0	55	37.2	36	24.3	12	8.1	8	5.4
White	121	28.1	126	29.2	129	29.9	48	11.1	7	1.6
Employment status[lvi]										
Not Employed	64	21.7	89	30.2	88	29.8	44	14.9	10	3.4
Employed On or Off-Campus or Both	119	32.2	117	31.6	103	27.8	24	6.5	7	1.9
Stetson is a good place to go to college.	**214**	**32.0**	**316**	**47.2**	**102**	**15.2**	**30**	**4.5**	**7**	**1.0**

Note: Table includes only Student respondents ($n = 680$).

[xxxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Stetson-Deland/Celebration Campus faculty by income status: $\chi^2 (4, N = 645) = 10.08, p < .05$.

[xxxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Stetson-Deland/Celebration Campus faculty by housing status: $\chi^2 (4, N = 662) = 10.42, p < .05$.

[xl]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Stetson-Deland/Celebration Campus staff by faith-based affiliation: $\chi^2 (4, N = 592) = 11.39, p < .05$.

[xli]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Stetson-Deland/Celebration Campus senior administrators by faith-based affiliation: χ^2 (12, $N = 664$) = 22.44, $p < .05$.

[xlii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by Stetson-Deland/Celebration Campus senior administrators by disability status. χ^2 (4, $N = 629$) = 12.88, $p < .05$.

[xliii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom/lab/clinical setting/ensembles by socioeconomic status: χ^2 (4, $N = 642$) = 14.66, $p < .01$.

[xliv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom/lab/clinical setting/ensembles by faith-based affiliation: χ^2 (4, $N = 592$) = 10.65, $p < .05$.

[xlv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom/lab/clinical setting/ensembles by sexual identity: χ^2 (4, $N = 637$) = 11.78, $p < .05$.

[xlvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom/lab/clinical setting/ensembles by first-generation status: χ^2 (4, $N = 666$) = 12.27, $p < .05$.

[xlvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom/lab/clinical setting/ensembles by socioeconomic status: χ^2 (4, $N = 641$) = 12.55, $p < .05$.

[xlviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom/lab/clinical setting/ensembles by socioeconomic status: χ^2 (4, $N = 641$) = 12.55, $p < .05$.

[xlix]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by racial identity: χ^2 (8, $N = 651$) = 16.81, $p < .05$.

[l]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities by faith-based affiliation: χ^2 (4, $N = 591$) = 15.88, $p < .05$

[li]A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by disability status: χ^2 (4, $N = 623$) = 10.58, $p < .05$.

[lii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by racial identity: χ^2 (4, $N = 580$) = 20.37, $p < .001$.

[liii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by socioeconomic status: χ^2 (4, $N = 642$) = 11.37, $p < .05$.

[liv]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by housing status: χ^2 (4, $N = 659$) = 14.58, $p < .05$.

[lv]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by racial identity: χ^2 (4, $N = 579$) = 10.86, $p < .05$.

[lvi]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by employment status: χ^2 (4, $N = 665$) = 19.71, $p < .01$.

Students Who Have Seriously Considered Leaving Stetson Deland

Forty-five percent ($n = 482$) of respondents had seriously considered leaving Stetson Deland. With regard to student status, 41% ($n = 256$) of Undergraduate Student respondents and 18% ($n = 10$) of Graduate/Professional Student respondents had seriously considered leaving Stetson Deland. Of the Student respondents who considered leaving, 76% ($n = 202$) considered leaving in their first year as a student, 40% ($n = 107$) in their second year, 17% ($n = 44$) in their third year, and 6% ($n = 15$) in their fourth year.[77]

Subsequent analyses were run for Undergraduate Student respondents who had considered leaving the College ($n = 256$) by gender identity, racial identity, sexual identity, disability status, military status, socioeconomic status, and first-generation status. Significant results for Undergraduate Student respondents indicated that:

- By gender identity, 44% ($n = 189$) of Women Undergraduate Student respondents and 35% ($n = 60$) of Men Undergraduate Student respondents considered leaving the institution.[lvii]
- By racial identity, significantly greater percentages of Black/African-American/Afro-Caribbean Undergraduate Student respondents (66%, $n = 36$), considered leaving the institution than White Undergraduate Student respondents (40%, $n = 158$), Hispanic/Latin@/Chican@ Undergraduate Student respondents (33%, $n = 19$), Multiracial Undergraduate Student respondents (37% ,$n = 27$), and Undergraduate Student Respondents of Color (39%, $n = 9$)[lviii]

Eighteen percent ($n = 10$) of Graduate/Professional Student respondents had considered leaving Stetson. Subsequent analyses were not done because of the low numbers of Graduate/Professional Student respondents.

Fifty-one percent ($n = 136$) of Student respondents who considered leaving suggested that they lacked a sense of belonging at Stetson Deland (Table 78). Others considered leaving because of financial reasons (45%, $n = 120$), the climate was not welcoming (27%, $n = 73$), they lacked a support group (24%, $n = 63$), and/or of personal reasons (20%, $n = 52$). "Other" reasons included

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[77] Percentages may not sum to 100% as a result of multiple responses.

"academic quality of the school," "administration disregard students," "book content seemed to belittle A.A. people," "came across politics, situations results not fairly," "cost of tuition," "financial investment too much," "not much support," "curriculum is not diverse," "did not feel Stetson really offered what was shown during tour," "dissatisfied with variety of career/development opportunities," "experienced homophobia," "freshman dorms/meal plans = poor health," "major not offered," "no financial support," "party life unaccommodating," "racial issues from community and students," and "poor administration."

Table 78. **Reasons Why Student Respondents Considered Leaving Stetson Deland**

Reason	*n*	*%*
Lack of a sense of belonging	136	51.1
Financial reasons	120	45.1
A reason not listed above	78	29.3
Campus climate was not welcoming	73	27.4
Lack of support group	63	23.7
Personal reasons (e.g., medical, mental health, family emergencies)	52	19.5
Homesick	50	18.8
Didn't like major	27	10.2
Coursework was too difficult	20	7.5
Coursework was not challenging enough	20	7.5
Athletic reasons	17	6.4
My marital/relationship status	17	6.4
Never intended to graduate from Stetson	9	3.4
Didn't meet the requirements to continue in a major	6	2.3
Immigration compliance issues (e.g., VISA status)	0	0.0

Note: Table includes only those Student respondents who indicated that they considered leaving Stetson Deland (*n* = 266).

As noted earlier, 298 people elaborated on why they had seriously considered leaving Stetson University. The themes with supporting comments were presented in a previous section. Two additional themes were offered by student respondents and are presented here with supporting comments.

Financial concerns. Thirty two percent of Student respondents (Undergraduate and Graduate/Professional Students) shared that financial concerns had contributed to them seriously considering leaving Stetson. Many respondents felt that tuition and other costs of attending Stetson were already too high and were only getting higher. One respondent wrote, "Stetson needs to do more for the students such as better housing, food, 24-hour library, and more. Stetson costs 55k a year and I want to know if I am really getting everything out of Stetson that I should be getting." Another respondent shared, "I considered leaving because tuition is ridiculously high and continues to increase." Other respondents had concerns about how scholarships and financial aid were distributed. One respondent wrote, "The cost is WAY too high compared to other schools. The scholarship doesn't increase when tuition increases." Another respondent shared, "My financial aid amount was cut from my freshman year to my sophomore year. Nobody told me that my amount would be diminished because the scholarships I received were based on merit or work that I had already done. I met the academic requirements and I was left in a situation where I was left hanging without anyone willing to help me afford schooling."

Concerns with academics. Eighteen percent of Student respondents reported that academics were one of the reasons they had seriously considered leaving the university. Some respondents wrote that Stetson did not offer the major in which they were interested. One respondent wrote, "The array of offered majors is lacking. I will use the absence of a journalism major, with an established journalism department as an example." Another respondent shared, "I realized my major may not have been adequately covered at Stetson and considered leaving to go to a school with a program that Stetson did not offer." Other respondents criticized the academic rigor of Stetson's coursework. One respondent shared, "During the course of my first year, I was and am currently dissatisfied with the academic rigor of the classes. I feel a general sense that my peers and I did not share a passion for scholarship. I felt like I was in easier classes, with less capable students than in high school." Another respondent wrote, "I have considered transferring from

Stetson because this university has not met my expectations, and I have felt as if I could do better." Another respondent shared, "Stetson lacks credible teachers in the business school, they lack resources and connections."

Figure 42 illustrates that 78% ($n = 481$) of Undergraduate Student respondents and 89% ($n = 49$) of Graduate/Professional Student respondents would recommend Stetson as a good place to pursue a degree.[lix] Subsequent analyses were run for Student respondents who would recommend Stetson as a good place to pursue a degree by gender identity,[lx] racial identity,[lxi] sexual identity, faith-based affiliation, disability status, socioeconomic status,[lxii] and first-generation status. All significant results are shown.
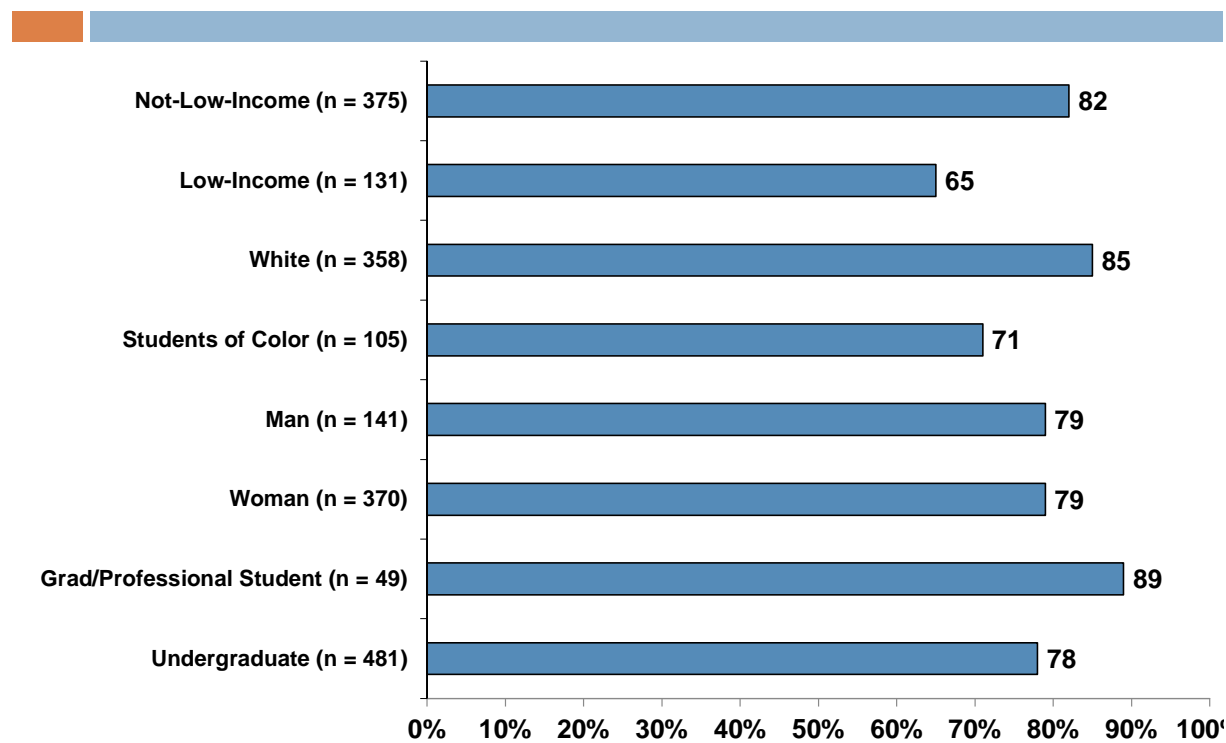
Figure 42. Student Respondents "Strongly Agreed" or "Agreed" That They Would Recommend Stetson Deland as a Good Place to Pursue a Degree (%)

Rankin & Associates Consulting
Campus Climate Assessment Project
Stetson Deland Report July 2016

[lvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Stetson-Deland/Celebration Campus by sexual identity: $\chi^2 (1, N = 600) = 4.35, p < .05.$

[lviii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Stetson-Deland/Celebration Campus by racial identity: $\chi^2 (4, N = 609) = 16.02, p < .01.$

[lix]A chi-square test was conducted to compare percentages of Student respondents who would recommend Stetson-Deland/Celebration Campus as a good place to pursue a degree by student status: $\chi^2 (4, N = 669) = 13.61, p < .01.$

[lx]A chi-square test was conducted to compare percentages of Student respondents who would recommend Stetson-Deland/Celebration Campus as a good place to pursue a degree by gender identity: $\chi^2 (4, N = 646) = 10.53, p < .032.$

[lxi]A chi-square test was conducted to compare percentages of Student respondents who would recommend Stetson-Deland/Celebration Campus as a good place to pursue a degree by racial identity: $\chi^2 (4, N = 579) = 11.74, p < .05.$

[lxii]A chi-square test was conducted to compare percentages of Student respondents who would recommend Stetson-Deland/Celebration Campus as a good place to pursue a degree by socioeconomic status: $\chi^2 (4, N = 642) = 11.98, p < .05.$

177

Summary

For the most part, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at Stetson Deland in a very positive light. The majority of Student respondents felt that the classroom climate was welcoming for all groups of students, and most Student respondents felt valued by faculty and other students in the classroom, but fewer felt valued by senior administration. Student respondents also thought that Stetson Deland faculty and staff were role models. Forty-one percent ($n = 256$) of Undergraduate Student respondents and 18% ($n = 10$) of Graduate/Professional Student respondents had seriously considered leaving Stetson Deland.

Seventeen percent ($n = 117$) of Student respondents indicated on the survey that they experienced unwanted sexual contact while members of the Stetson Deland community. Five percent ($n = 34$) of Undergraduate Student respondents reported unwanted sexual contact related to fondling, rape, sexual assault, penetration without consent, or gang rape. Of note, the greatest percentage of occurrences of any unwanted sexual assault happened each fall semester or first term. Unwanted sexual contact largely went unreported to authorities.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Stetson Deland does, and should, promote diversity to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Stetson Deland if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 79). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Sixty percent ($n = 32$) of the Faculty respondents who thought that flexibility for calculating the tenure clock or promotional period was available felt that it positively influenced climate. Of those Faculty respondents who thought that flexibility for calculating the tenure clock or promotional period was not available, 87% ($n = 46$) thought that it would positively influence the climate if it were available.

Fifty-six percent ($n = 28$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available felt that they positively influenced climate. Of those Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were not available, 69% ($n = 45$) thought that they would positively influence the climate if they were available.

Sixty-five percent ($n = 52$) of the Faculty respondents who thought that diversity, inclusivity, and equity training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 73% ($n = 27$) thought that it would positively influence the climate if it were available.

Fifty-seven percent ($n = 26$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available felt that they positively influenced climate. Of those Faculty respondents who thought that such tool kits for faculty were not available, 74% ($n = 51$) thought that they would positively influence the climate if they were available.

Sixty-one percent ($n = 28$) of the Faculty respondents who thought that supervisory training for faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for faculty was not available, 62% ($n = 39$) thought that it would positively influence the climate if it were available.

Ninety-six percent ($n = 91$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available felt that it positively influenced climate. Of those Faculty respondents who thought that access to counseling for people who had experienced harassment was not available, 91% ($n = 19$) thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 93$) of the Faculty respondents who thought that mentorship for new faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that mentorship for new faculty was not available, 88% ($n = 14$) thought that it would positively influence the climate if it were available.

Eighty-nine percent ($n = 67$) of the Faculty respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a clear process to resolve conflicts was not available, 97% ($n = 38$) thought that it would positively influence the climate if it were available.

Ninety-two percent ($n = 69$) of the Faculty respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Faculty respondents who thought that a fair process to resolve conflicts was not available, 97% ($n = 35$) thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 31$) of the Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 51% ($n = 29$) thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 39$) of the Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was available felt that it positively influenced climate. Of those Faculty respondents who thought that equity and diversity training for search, promotion, and tenure committees was not available, 67% ($n = 38$) thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 50$) of the Faculty respondents who thought that career-span development opportunities for faculty were available felt that they positively influenced climate. Of those Faculty respondents who thought that career-span development opportunities for faculty were not available, 88% ($n = 45$) thought that they would positively influence the climate if they were available.

Seventy-three percent ($n = 27$) of the Faculty respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Faculty respondents who thought that affordable child care was not available, 89% ($n = 69$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 28$) of the Faculty respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Faculty respondents who thought that support/resources for spouse/partner employment were not available, 82% ($n = 65$) thought that they would positively influence the climate if they were available.

Table 79. **Faculty Respondents' Perceptions of Institutional Initiatives**

	Initiative Available at Stetson Deland						**Initiative NOT available at Stetson Deland**					
	Positively influences climate		**Has no influence on climate**		**Negatively influences climate**		**Would positively influence climate**		**Would have no influence on climate**		**Would negatively influence climate**	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing flexibility for calculating the tenure clock	32	60.4	20	37.7	< 5	---	46	86.8	5	9.4	< 5	---
Providing recognition and rewards for including diversity issues in courses across the curriculum	28	56.0	17	34.0	5	10.0	45	69.2	15	23.1	5	7.7
Providing diversity and equity training for students	50	69.4	19	26.4	< 5	---	36	90.0	< 5	---	0	0.0
Providing diversity and equity training for staff	50	68.5	20	27.4	< 5	---	33	80.5	8	19.5	0	0.0
Providing diversity and equity training for faculty	52	65.0	23	28.7	5	6.3	27	73.0	9	24.3	< 5	---
Providing faculty with toolkits to create an inclusive classroom environment	26	56.5	16	34.8	< 5	---	51	73.9	16	23.2	< 5	---
Providing faculty with supervisory training	28	60.9	15	32.6	< 5	---	39	61.9	17	27.0	7	11.1
Providing access to counseling for people who have experienced harassment	91	95.8	< 5	---	0	0.0	19	90.5	< 5	---	0	0.0
Providing mentorship for new faculty	93	88.6	11	10.5	< 5	---	14	87.5	< 5	---	0	0.0

Table 79 (cont.)	Initiative Available at Stetson Deland						Initiative NOT available at Stetson Deland					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**
Providing a clear process to resolve conflicts	67	89.3	7	9.3	< 5	---	38	97.4	< 5	---	0	0.0
Providing a fair process to resolve conflicts	69	92.0	5	6.7	< 5	---	35	97.2	< 5	---	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	31	53.4	20	34.5	7	12.1	29	50.9	18	31.6	10	17.5
Providing equity and diversity training to search, promotion, and tenure committees	39	63.9	16	26.2	6	9.8	38	66.7	14	24.6	5	8.8
Providing career span development opportunities for faculty at all ranks	50	78.1	13	20.3	< 5	---	45	88.2	6	11.8	0	0.0
Providing affordable childcare	27	73.0	10	27.0	0	0.0	69	88.5	8	10.3	< 5	---
Providing support/resources for spouse/partner employment	28	80.0	6	17.1	< 5	---	65	82.3	13	16.5	< 5	---

Note: Table includes only Faculty responses (*n* = 154).

Twenty nine Faculty respondents elaborated on their responses regarding the influence of institutional actions on campus climate. The themes and supporting comments follow.

Current efforts ineffective. Eighteen percent of respondents suggested that current efforts at improving campus climate were ineffective. Some respondents reported that current initiatives were simply not making a difference. One respondent wrote, "Many of the initiatives listed above have been tried here over and over again with no change in cultural climate. The people who take such initiatives seriously are already part of the choir. The boldness of racist behavior among students and faculty has increased in the last few years in an almost parallel proportion to the increase in the number of students and faculty of color. Retention rates among students and faculty of color are horrendous. Yet, it would seem through these survey questions that the same types of initiatives are to be enacted once again with the expectation that the result is somehow going to be different than has been over the last 20 years. Isn't that the definition of insanity?" Other respondents felt that the university was overly focused on diversity and inclusion, sometimes to the neglect of other important concerns. One respondent wrote, "The campus does not need to become more inclusive - it already is. We need to treat students like adults. Part of that is making them deal with issues they don't like, not sheltering them in SAFEZONES."

Ineffective approach to training. Twenty four percent of respondents commented on issues related to training. Most respondents felt training was not an effective way to improve campus climate. One respondent wrote, "I am weary of what is called 'diversity training' - a workshop doesn't change attitudes." Another respondent reported, "Faculty are well aware of diversity issues in hiring, and would not benefit from training on search committees." Another respondent shared, "As far as diversity training, so much of this kind of thing depends on what the content is. I'm not sure faculty would benefit from required training. Faculty often resent being talked down to and 'Training' often does just that."

The survey asked Staff and Administrator respondents ($n = 248$) to respond regarding similar initiatives, which are listed in Table 80. Eighty-two percent ($n = 124$) of the Staff/Administrator respondents who thought that diversity, inclusivity, and equity training for staff was available

felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that diversity and equity training for staff was not available, 75% ($n = 44$) thought that it would positively influence the climate if it were available.

Ninety percent ($n = 174$) of the Staff/Administrator respondents who thought that access to counseling for people who had experienced harassment was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that access to counseling for people who had experienced harassment was not available, 83% ($n = 20$) thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 96$) of the Staff/Administrator respondents who thought that supervisory training for supervisors/managers was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that supervisory training for supervisors/managers was not available, 93% ($n = 88$) thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 89$) of the Staff/Administrator respondents who thought that supervisory training for faculty supervisors was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that supervisory training for faculty supervisors was not available, 92% ($n = 83$) thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 69$) of the Staff/Administrator respondents who thought that mentorship for new staff was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that mentorship for new staff was not available, 95% ($n = 115$) thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 109$) of the Staff/Administrator respondents who thought that a clear process to resolve conflicts was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that a clear process to resolve conflicts was not available, 92% ($n = 70$) thought that it would positively influence the climate if it were available. Seventy-three percent ($n = 84$) of the Staff/Administrator respondents who thought that providing equity and diversity training to search committees was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that providing equity and diversity training to search committees was not available, 82% ($n = 72$) thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 115$) of the Staff/Administrator respondents who thought that a fair process to resolve conflicts was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that a fair process to resolve conflicts was not available, 94% ($n = 68$) thought that it would positively influence the climate if it were available.

Seventy percent ($n = 90$) of the Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available, 54% ($n = 37$) thought that it would positively influence the climate if it were available.

Ninety percent ($n = 132$) of the Staff/Administrator respondents who thought that career development opportunities for staff were available felt that they positively influenced climate. Of those Staff/Administrator respondents who thought that career development opportunities for

staff were not available, 94% ($n = 60$) thought that they would positively influence the climate if they were available.

Seventy-seven percent ($n = 56$) of the Staff/Administrator respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought affordable child care was not available, 88% ($n = 114$) thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 68$) of the Staff/Administrator respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Staff/Administrator respondents who thought that support/resources for spouse/partner employment were not available, 77% ($n = 85$) thought that they would positively influence the climate if they were available.

Table 80. **Staff/Administrator Respondents' Perceptions of Institutional Initiatives**

| Institutional initiative | Initiative Available at Stetson Deland | | | | | | Initiative NOT available at Stetson Deland | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing access to counseling for people who have experienced harassment	174	89.7	18	9.3	< 5	---	20	83.3	< 5	---	< 5	---
Providing diversity and equity training for students	143	84.6	23	13.6	< 5	---	26	68.4	9	23.7	< 5	---
Providing diversity and equity training for staff	124	81.6	26	17.1	< 5	---	44	74.6	12	20.3	< 5	---
Providing diversity and equity training for faculty	115	82.7	21	15.1	< 5	---	50	78.1	12	18.8	< 5	---
Providing supervisors/managers with supervisory training	96	84.2	17	14.9	< 5	---	88	92.6	6	6.3	< 5	---
Providing faculty supervisors with supervisory training	89	81.7	18	16.5	< 5	---	83	92.2	6	6.7	< 5	---
Providing mentorship for new staff	69	75.8	20	22.0	< 5	---	115	95.0	5	4.1	< 5	---
Providing a clear process to resolve conflicts	109	83.8	19	14.6	< 5	---	70	92.1	5	6.6	< 5	---
Providing equity and diversity training to search committees	84	73.0	29	25.2	< 5	---	72	81.8	14	15.9	< 5	---
Providing a fair process to resolve conflicts	115	83.9	21	15.3	< 5	---	68	94.4	< 5	---	< 5	---

Table 80 (cont.)	Initiative Available at Stetson Deland						Initiative NOT available at Stetson Deland					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	90	70.3	28	21.9	10	7.8	37	53.6	21	30.4	11	15.9
Providing career development opportunities for staff	132	89.8	14	9.5	< 5	---	60	93.8	< 5	---	< 5	---
Providing affordable childcare	56	76.7	15	20.5	< 5	---	114	87.7	14	10.8	< 5	---
Providing support/resources for spouse/partner employment	68	73.9	21	22.8	< 5	---	85	77.3	23	20.9	< 5	---

Note: Table includes only Staff and Administrator responses (*n* = 248).

Twenty seven Staff/Administrator respondents elaborated on their responses regarding the influence of institutional actions on campus climate. The themes and supporting comments follow.

Divergent views on diversity training. Thirty seven percent of respondents addressed training in their responses. Some respondents felt more training would be a good thing, especially if done well. One respondent wrote, "About diversity training - it would have a positive impact depending on how the training is imparted. Done positively, it would work. Done in role-reversal or finger-pointing mode, it wouldn't." Another respondent shared, "Diversity and equity training would definitely help all students, staff, and faculty members if it was a requirement for the Stetson community." Others felt that training could be beneficial but that it doesn't usually reach the people who need it most. One respondent wrote, "Within higher education, there is an expectation that someone has diversity-related professional experiences. This leads to a person's ability to 'talk diversity' and even foster a belief that they are proficient in areas of inclusion and difficult dialogues. I have seen some of these individuals choose not to attend inclusion trainings or attend with a notion of 'I already know this.'"

Need for on-campus child care. Fifteen percent of respondents suggested that providing child care would help improve campus climate. One respondent wrote, "Childcare is absolutely needed on campus - not only would we stand to make significant gains in efficiency of the workforce with small children (avoiding the work hours lost when a babysitter falls through or time spent driving the kids to an off-campus daycare), but it would be a big gain in terms of community-building, as there are currently not many times that faculty, staff and students spend time together in a social setting." Another respondent shared, "I've long wished Stetson had on-site childcare. In my former life, I wrote articles about (the rare) companies that provided such. It was a win all the way around."

Lack of a clear process for resolving conflict. Eleven percent of respondents commented on the need for clear conflict management process. One respondent wrote, "Stetson could be a much better place to work if there were clear processes in place to report and resolve conflict (that we are aware of before there is a conflict)." Another respondent shared, "I believe that Stetson has a

process for resolving conflicts, however, in my experience the process has not been clear or fair. The process also has not provided adequate feedback."

Student respondents ($n = 624$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 81. Seventy-four percent ($n = 284$) of the Student respondents who thought that diversity, inclusivity, and equity training for students was available felt that it positively influenced climate. Of those Student respondents who thought that such training for students was not available, 66% ($n = 96$) thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 303$) of the Student respondents who thought that diversity, inclusivity, and equity training for staff was available felt that it positively influenced climate. Of those Student respondents who thought that such training for staff was not available, 80% ($n = 109$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 302$) of the Student respondents who thought that diversity, inclusivity, and equity training for faculty was available felt that it positively influenced climate. Of those Student respondents who thought that such training for faculty was not available, 78% ($n = 108$) thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 271$) of the Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available felt that it positively influenced climate. Of those Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was not available, 86% ($n = 163$) thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 260$) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available felt that it positively influenced climate. Of those Student respondents who thought that a person to address student complaints of bias by other students in learning environments was not available, 81% ($n = 149$) thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 329$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was not available, 79% ($n = 90$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 312$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available felt that it positively influenced climate. Of those Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was not available, 84% ($n = 102$) thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 274$) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available felt that it positively influenced climate. Of those Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was not available, 80% ($n = 116$) thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 339$) of the Student respondents who thought that effective faculty mentorship of students was available felt that it positively influenced climate. Of those Student respondents who thought that effective faculty mentorship of students was not available, 91% ($n = 117$) thought that it would positively influence the climate if it were available.

Ninety percent ($n = 359$) of the Student respondents who thought that effective academic advising was available felt that it positively influenced climate. Of those Student respondents who thought that effective academic advising was not available, 89% ($n = 98$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 307$) of the Student respondents who thought that diversity training for student staff was available felt that it positively influenced climate. Of those Student respondents who thought that diversity training for student staff was not available, 75% ($n = 93$) thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 143$) of the Student respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Student respondents who thought that affordable child care was not available, 73% ($n = 212$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 154$) of the Student respondents who thought that adequate child care resources were available felt that the resources positively influenced climate. Of those Student respondents who thought that adequate child care resources were not available, 74% ($n = 209$) thought that they would positively influence the climate if it were available.

Seventy percent ($n = 165$) of the Student respondents who thought that support/resources for spouse/partner employment were available felt that they positively influenced climate. Of those Student respondents who thought that support/resources for spouse/partner employment were not available, 77% ($n = 221$) thought that they would positively influence the climate if it were available.

Table 81. **Student Respondents' Perceptions of Institutional Initiatives**

Institutional initiative	Initiative Available at Stetson Deland						Initiative NOT available at Stetson Deland					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity training for students	284	74.3	77	20.2	21	5.5	96	66.2	32	22.1	17	11.7
Providing diversity and equity training for staff	303	78.1	66	17.0	19	4.9	109	80.1	20	14.7	7	5.1
Providing diversity and equity training for faculty	302	79.1	61	16.0	19	5.0	108	78.3	23	16.7	7	5.1
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	271	81.1	55	16.5	8	2.4	163	86.2	16	8.5	10	5.3
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	260	77.6	67	20.0	8	2.4	149	80.5	25	13.5	11	5.9
Increasing opportunities for cross-cultural dialogue among students	329	80.6	71	17.4	8	2.0	90	78.9	17	14.9	7	6.1
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	312	79.6	73	18.6	7	1.8	102	84.3	14	11.6	5	4.1
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	274	74.5	66	17.9	28	7.6	116	80.0	17	11.7	12	8.3

Table 81 (cont.)	Initiative Available at Stetson Deland						Initiative NOT available at Stetson Deland					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiative	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Providing effective faculty mentorship of students	339	87.8	39	10.1	8	2.1	117	91.4	8	6.3	< 5	---
Providing effective academic advising	359	89.5	40	10.0	< 5	---	98	89.1	10	9.1	< 5	---
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	307	79.5	63	16.3	16	4.1	93	75.0	20	16.1	11	8.9
Providing affordable childcare	143	63.8	71	31.7	10	4.5	212	73.4	66	22.8	11	3.8
Providing adequate childcare resources	154	67.2	65	28.4	10	4.4	209	74.1	63	22.3	10	3.5
Providing support/resources for spouse/partner employment	165	69.6	65	27.4	7	3.0	221	77.3	54	19.8	8	2.9

Note: Table includes only Undergraduate Student responses (*n* = 624).

One hundred and eight Student respondents elaborated on their responses regarding institutional actions on campus climate. Three themes emerged from the responses: university administration, diversity overkill, and training.

Concerns with administrative decisions. Nineteen percent of respondents discussed issues related to the administrative decisions and decision-making process. Some respondents criticized the choices the administration had made for allocating funding. One respondent elaborated, "I feel as if Stetson is not spending money on important issues. Rather they are spending money on Rocks (Which Literally Everyone Hates and Benefits Nobody) and spending money on the welcome center when the campus population is so small right now that it seems a waste at this current point in time. I feel Stetson needs to invest the money into essential things that actually have a greater impact for the students, these include: Improved housing, more parking, and just spending the money in aspects that will positively influence our education (Which is why we are all spending so much money on tuition to attend here)." Another respondent wrote, "I think Stetson has become very money hungry! Tuition has increased every year I have been here, yet Stetson seems the same, except for the expensive new building. I am not sure where the money is going. Also, there is a $100 graduation fee, and I have no idea what it is for. It comes across like Stetson is just milking a few more dollars from me before I go."

Other respondents had a lot to say about the administration's decision-making process and the extent to which the administration put students' needs first and solicited input from students. One respondent wrote, "[Senior administrators] don't actually give a [expletive] about the students. Maybe, if they took the time to give all the departments on campus a fair shot this wouldn't be a problem. Maybe if we didn't treat our adjunct professors like [expletive] this wouldn't be a problem. Maybe if we didn't waste money on stuff like Rocks and new admissions buildings and put it back into MY EDUCATION this wouldn't be a problem. But alas, you're restructuring the school, cutting funding from programs such as Theater and Digital Arts and trying to cut costs without thinking of the profit generated. You don't care about us, and it's pretty [expletive] obvious." Another respondent shared, "The administration's desire to increase the size of the student body is destroying the small-campus atmosphere. Furthermore, efforts to increase the aesthetic appeal of the campus waste a significant amount of money." Another respondent wrote,

"The campus climate would be much improved by effective communication between the higher administration and the rest of the campus. A great deal of anger and resentment has occurred due to unexplained, boneheaded decisions by the administration that have a negative effect on the student body. For example, the atmosphere of campus after the Rock(s) was positively acidic. If you really, truly want the campus atmosphere to improve, have the Stetson Admin care about student input and send out ideas to the campus before choosing a course of action. Otherwise, campus is 'fine.' However, the divide between the administration and the student body will continue to grow, until it reaches the breaking point, and no-one wants to be here for that."

Overemphasis on diversity. Fifteen percent of respondents felt that there has been too much emphasis placed on diversity and inclusion issues. One respondent stated, "As much as I feel that education on cultural differences and equality is important, it can get repetitive and cause students not to listen and embrace what they are hearing" Another respondent shared, "Stetson is already really open and I feel like trying to shove more openness down our throats will just make students/faculty/staff resent the openness." A third respondent wrote, "Stetson should be a place where your beliefs are challenged. Not some 'safe space' where people are babied by the university." Some respondents felt that the focus on diversity and inclusion was actually hurting the experiences of those in the majority. One respondent wrote, "I feel that the in [*sic*]an effort to show progressive actions in including the traditional disadvantaged groups, the University excludes other groups (the loud, squeaky wheel get the grease). After all, what do these 'privileged' groups have to complain about?" Another respondent shared, "Everyone should be treated equally especially those who are not a part of a different group, the majority. Often the majority has their hands tied or are limited in some way because they are afraid of offending a minority and having the school take action against them, this is especially true of the gay population. It is a constant threat to disagree with them for any reason because the 'gay card' is often used and it unfairly limits the masses which is wrong." Another respondent stated, "I feel that there is too much emphasis on including people who are outside the norm that people who live inside of it are the people who end up feeling excluded."

Divergent views on diversity training. Twelve percent of respondents commented on diversity training. Some respondents felt more training would be helpful for improving campus climate.

One respondent wrote, "I believe that there should be a mandatory course of some sorts (maybe credit-less, but still mandatory) about diversity and diversity awareness, where we're educated about real issues at both an institutionalized and social level." Other respondents felt that diversity training would not be particularly effective. One respondent wrote, "The initiatives to provide diversity and equity training for students, staff, or faculty might have good intention, but it is not necessary. Those who are bias and ethnocentric will not change after a session of training. I do not recommend ignoring issues, but I do not believe that there is large problem with this on our campus, and feel the training is unnecessary." A small minority of respondents were adamantly against any sort of diversity training. One such respondent wrote, "Please don't fall for this crap called 'diversity training.' It's all part of the race hustle industry and is only making things worse." Another respondent stated, "We need to stress open communication, not diversity training. Diversity training is full of grafters selling snake oil to separate fools from their money."

Summary

Perceptions of actions taken by Stetson Deland help to shape the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agree that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, substantial numbers of Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Stetson Deland' campus. If, in fact, these initiatives are available, Stetson Deland would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of Stetson Deland' commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Stetson Deland, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Stetson Deland community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to Stetson Deland community members when the project was initiated. Also, as recommended by Stetson Deland' senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A
Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate/Professional Student		Faculty		Staff/Administrator		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Unknown/Missing/Genderqueer/ Transspectrum/Other	23	3.7	0	0.0	14	9.1	< 5	---	41	3.8
	Woman	428	68.6	45	80.4	71	46.1	164	66.1	708	65.4
	Man	173	27.7	11	19.6	69	44.8	80	32.3	333	30.8
Racial identity	Unknown/Missing/Other	14	2.2	< 5	---	19	12.3	13	5.2	49	4.5
	Black/African American/Afro-Caribbean	23	3.7	0	0.0	8	5.2	5	2.0	36	3.3
	Hispanic/Latin@/Chican@	55	8.8	8	14.3	< 5	---	7	2.8	74	6.8
	People of Color	57	9.1	7	12.5	5	3.2	12	4.8	81	7.5
	White People	401	64.3	37	66.1	112	72.7	202	81.5	752	69.5
	Multiple Race	74	11.9	< 5	---	6	3.9	9	3.6	90	8.3
Sexual identity	Unknown/Missing/Other	22	3.5	0	0.0	0	0.0	0	0.0	22	2.0
	LGBQ	103	16.5	10	17.9	15	9.7	20	8.1	148	13.7
	Heterosexual	490	78.5	45	80.4	123	79.9	218	87.9	876	81.0

		Undergraduate Student		Graduate/Professional Student		Faculty		Staff/Administrator		Total	
		n	**%**	*n*	**%**	*n*	**%**	*n*	**%**	*n*	**%**
Citizenship status	Unknown/Missing	< 5	---	0	0.0	< 5	---	< 5	---	7	0.6
	U.S. Citizen	564	90.4	52	92.9	121	78.6	225	90.7	962	88.9
	Non-U.S./Naturalized Citizen	59	9.5	< 5	---	30	19.5	20	8.1	113	10.4
Disability status	Unknown/Missing/Other	6	1.0	< 5	---	< 5	---	0	0.0	8	0.7
	Disability	61	9.8	< 5	---	10	6.5	13	5.2	86	7.9
	No Disability	522	83.7	52	92.9	140	90.9	223	89.9	937	86.6
	Multiple Disabilities	35	5.6	< 5	---	< 5	---	12	4.8	51	4.7
Religious/ Spiritual identity	Unknown/Missing	7	1.1	< 5	---	20	13.0	15	6.0	44	4.1
	Christian Affiliation	328	52.6	30	53.6	63	40.9	144	58.1	565	52.2
	Other Faith-Based	33	5.3	< 5	---	< 5	---	5	2.0	46	4.3
	No Affiliation	225	36.1	18	32.1	52	33.8	77	31.0	372	34.4
	Multiple Affiliations	31	5.0	< 5	---	15	9.7	7	2.8	55	5.1

Note: % is the percent of each column for that demographic category (e.g., percent of faculty that are male).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. **What is your primary position at Stetson University? (Question 1)**

Position	*n*	%
Undergraduate student	**624**	**57.7**
Started at Stetson University as a first-year student	534	85.6
Transferred from another institution	90	14.4
Graduate/professional student	**56**	**5.2**
Master's degree or post-graduate certificate candidate	56	100.0
Faculty	**154**	**14.2**
Tenure or tenure-track	115	74.7
Assistant professor	*30*	*26.1*
Associate professor	*29*	*25.2*
Professor	*54*	*47.0*
Librarian	*2*	*1.7*
Full-time non-tenure-track	19	12.3
Adjunct	20	13.0
Administrator	**37**	**3.4**
Staff	**211**	**19.5**
Hourly	71	33.6
Salary	140	66.4

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer. Missing data exist for the sub-categories, as indicated.

Table B2. **Are you full-time or part-time in that primary status? (Question 2)**

Status	n	%
Full-time	1,022	94.5
Part-time	48	4.4
Missing	12	1.1

Table B3. **What is your birth sex (assigned)? (Question 42)**

Birth sex	n	%
Female	723	66.8
Intersex	3	0.3
Male	343	31.7
Missing	13	1.2

Table B4. **What is your gender/gender identity? (Mark all that apply.) (Question 43)**

Gender identity	n	%
Genderqueer	11	1.0
Man	333	31.2
Transgender	3	0.3
Woman	708	66.4
A gender not listed here	11	1.0

Table B5. **What is your current gender expression? (Question 44)**

Gender expression	*n*	%
Androgynous	35	3.2
Feminine	681	62.9
Masculine	329	30.4
A gender expression not listed here	15	1.4
Missing	22	2.0

Table B6. **What is your citizenship status in the U.S.? (Mark all that apply.) (Question 45)**

Citizenship status	*n*	%
U.S. citizen, birth	962	89.5
U.S. citizen, naturalized	58	5.4
Permanent resident	19	1.8
A visa holder (F-1, J-1, H1-B, A, L, G, E, TN, and U)	35	3.3
Other legally documented status (EAD, CAT)	0	0.0
Currently under a withholding of removal status	0	0.0
Undocumented resident	1	0.1

Table B7. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 46)**

Racial/ethnic identity	*n*	%
Alaskan Native	0	0.0
American Indian	24	2.2
Asian/Asian American	35	3.2
Black/African American/Afro-Caribbean	98	9.1
Hispanic/Latino(a)/Chicano(a)	130	12.0
Middle Eastern/North African	14	1.3
Native Hawaiian	2	0.2
Pacific Islander	3	0.3
White	828	76.5
A racial/ethnic identity not listed here	22	2.0

Table B8. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 47)**

Sexual identity	*n*	%
Bisexual	51	4.9
Gay	33	3.2
Heterosexual/straight	876	83.7
Lesbian	17	1.6
Pansexual	25	2.4
Queer	7	0.7
Questioning	15	1.4
A sexual identity not listed here	22	2.1

Table B9. **What is your age? (Question 48)**

Age	*n*	%
21 and under	526	48.6
22-24	95	8.8
25-34	116	10.7
35-44	70	6.5
45-54	88	8.1
55-64	75	6.9
65 and over	17	1.6
Missing	95	8.8

Table B10. **Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 49)**

Caregiving responsibility	*n*	%
No	**879**	**81.8**
Yes	**195**	**18.2**
Children 18 years of age or younger	124	63.6
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	32	16.4
Independent adult children over 18 years of age	17	8.7
Sick or disabled partner	51	26.2
Senior or other family member	46	23.6
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	5	2.6

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B11. **Are/were you a member of the U.S. Armed Forces? (Question 50)**

Military status	*n*	%
I have not been in the military.	1,020	95.6
Active military	3	0.3
Reservist/National Guard	9	0.8
ROTC	11	1.0
Veteran	24	2.2

Table B12. Students only: **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 51)**

	Parent/legal guardian 1		Parent/legal guardian 2	
Level of education	*n*	%	*n*	%
No high school	4	0.6	7	1.0
Some high school	19	2.8	28	4.1
Completed high school/GED	104	15.3	118	17.4
Some college	122	17.9	90	13.2
Business/technical certificate/degree	25	3.7	28	4.1
Associate's degree	50	7.4	50	7.4
Bachelor's degree	179	26.3	180	26.5
Some graduate work	14	2.1	13	1.9
Master's degree (M.A., M.S., MBA)	90	13.2	85	12.5
Specialist degree (Ed.S.)	4	0.6	1	0.1
Doctoral degree (Ph.D., Ed.D.)	21	3.1	20	2.9
Professional degree (MD, JD)	34	5.0	16	2.4
Unknown	8	1.2	17	2.5
Not applicable	4	0.6	24	3.5
Missing	2	0.3	3	0.4

Note: Table reports Student responses (*n* = 680) only.

Table B13. Faculty/Staff only: **What is <u>your</u> highest level of education? (Question 52)**

Level of education	n	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	10	2.5
Some college	33	8.2
Business/technical certificate/degree	4	1.0
Associate's degree	9	2.2
Bachelor's degree	58	14.4
Some graduate work	24	6.0
Master's degree (MA, MS, MBA)	100	24.9
Specialist degree (Ed.S.)	2	0.5
Doctoral degree (Ph.D., Ed.D.)	148	36.8
Professional degree (MD,JD)	5	1.2
Missing	9	2.2

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 402).

Table B14. Undergraduate Students only: **Where are you in your college career? (Question 53)**

Year in college career	n	%
Non-degree student	3	0.5
First year	204	32.7
Second year	141	22.6
Third year	141	22.6
Fourth year	124	19.9
Fifth year	8	1.3
Sixth year	1	0.2
Seventh year (or more)	2	0.3

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 624).

Table B15. Graduate/Law Students only: **Where are you in your graduate career? (Question 54)**

Year in college career	*n*	%
First year	29	51.8
Second year	16	28.6
Third year	8	14.3
Fourth (or more) year	2	3.6
Missing	1	1.8

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 56).

Table B16. Faculty only: **With which academic unit are you primarily affiliated at this time? (Question 55)**

Academic division	*n*	%
College of Arts and Sciences	**104**	**74.3**
Division of Education	17	24.3
Division of Humanities & Arts	18	25.7
Division of Natural Sciences	22	31.4
Division of Social Sciences	13	18.6
College of Law	**0**	**0.0**
duPont-Ball Library	**5**	**3.6**
School of Business Administration	**19**	**13.6**
School of Music	**12**	**8.6**

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 154).

Table B17. Staff only: **With which work unit are you primarily affiliated at this time? (Question 56)**

Academic division/work unit	*n*	%
Administrative Affairs (e.g., Human Resources, Finance and Risk Management)	21	9.6
Athletics	29	13.2
Campus Life and Student Success	49	22.4
College of Arts and Sciences	19	8.7
College of Law Staff	1	0.5
duPont-Ball Library	6	2.7
Enrollment Management	16	7.3
Facilities Management	9	4.1
Information Technology	6	2.7
Office of the President/Office of the Provost/Academic Affairs (e.g., Registrar, IR, Boundless Learning)	20	9.1
School of Business Administration	5	2.3
School of Music	6	2.7
University Marketing	11	5.0
University Relations	21	9.6

Note: Table includes only Staff and Administrator respondents (*n* = 248).

Table B18. Undergraduate Students only: **What is your academic major? (Mark all that apply.)**
(Question 57)

Academic major	*n*	%
College of Arts and Sciences	**387**	**62.0**
Division of Education	16	4.1
Division of Humanities & Arts	104	26.9
Division of Natural Sciences	140	36.2
Division of Social Sciences	139	35.9
Division of Education	**17**	**2.7**
Division of Humanities & Arts	**33**	**5.3**
Division of Natural Sciences	**29**	**4.6**
Division of Social Sciences	**22**	**3.5**
College of Law	**5**	**0.8**
School of Business Administration	**160**	**25.6**
School of Music	**31**	**5.0**

Note: Table includes only Undergraduate Student respondents (*n* = 624). Table does not report majors where *n* < 5.
Sum does not total 100% owing to multiple response choices.

Table B19. Graduate Students only: **What is your academic degree program? (Mark all that apply.)**
(Question 58)

Academic division	*n*	%
Accounting	<5	5.5
Business Administration	13	23.6
Counselor Education	30	54.5
Education	9	16.4
English/Creative Writing	0	0.0
Law	0	0.0

Note: Table includes only Graduate Student respondents (*n* = 56). Table does not report majors where *n* < 5.
Sum does not total 100% owing to multiple response choices.

Table B20. **Do you have a condition/disability that influences your learning, working, or living activities? (Question 59)**

Condition	*n*	%
No	937	86.6
Yes	140	12.9
Missing	5	0.5

Table B21. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 60)

Condition	*n*	%
Acquired/traumatic brain injury	1	0.7
Asperger's/autism spectrum	6	4.3
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	36	25.7
Learning disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, dyslexia)	48	34.3
Mental health/psychological condition	58	41.4
Physical/mobility condition that affects walking	13	9.3
Physical/mobility condition that does not affect walking	8	5.7
Speech/communication condition	1	0.7
Visually impaired or blind	6	4.3
Hearing impaired or deaf	5	3.6
A disability/condition not listed here	5	3.6

Note: Table includes answers from only those respondents who indicated that they have a disability in Question 59 (*n* = 140). Percentages may not sum to 100% as a result of multiple responses.

Table B22. What is/are the language(s) spoken in your home? (Mark all that apply.) (Question 61)

Language spoken	*n*	%
English only	889	83.8
A language other than English	58	5.5
English and another language	114	10.7

Table B23. **What is your religious or spiritual identity? (Mark all that apply.) (Question 62)**

Spiritual identity	*n*	%		*n*	%
Agnostic	**124**	**11.5**	United Church of Christ	3	6.0
Atheist	**90**	**8.3**	A Christian affiliation not listed above	24	0.5
Baha'i	**1**	**0.1**	**Confucianist**	**4**	**0.4**
Buddhist	**22**	**2.0**	**Druid**	**2**	**0.2**
Christian	**595**	**55.0**	**Hindu**	**10**	**0.9**
African Methodist Episcopal (AME)	1	0.2	**Jain**	**0**	**0.0**
AME Zion	0	0.0	**Jehovah's Witness**	**1**	**0.1**
Assembly of God	9	1.6	**Jewish**	**22**	**2.0**
Baptist	76	13.5	Conservative	2	15.4
Catholic/Roman Catholic	175	31.0	Orthodox	2	15.4
Church of Christ	6	1.1	Reformed	9	69.2
Church of God in Christ	3	0.5	**Muslim**	**8**	**0.7**
Christian Orthodox	1	0.2	Ahmadi	0	0.0
Christian Methodist Episcopal	3	0.5	Shi'ite	0	0.0
Christian Reformed Church	0	0.0	Sufi	0	0.0
Episcopalian	35	6.2	Sunni	7	87.5
Evangelical	9	1.6	**Native American Traditional Practitioner or Ceremonial**	**3**	**0.3**
Greek Orthodox	5	0.9	**Pagan**	**6**	**0.6**
Lutheran	21	3.7	**Rastafarian**	**1**	**0.1**
Mennonite	1	0.2	**Scientologist**	**1**	**0.1**
Moravian	1	0.2	**Secular Humanist**	**14**	**1.3**
Nondenominational Christian	86	15.2	**Shinto**	**0**	**0.0**
Pentecostal	7	1.2	**Sikh**	**0**	**0.0**
Presbyterian	36	6.4	**Taoist**	**3**	**0.3**
Protestant	19	3.4	**Tenrikyo**	**0**	**0.0**
Protestant Reformed Church	0	0.0	**Unitarian Universalist**	**5**	**0.5**
Quaker	0	0.0	**Wiccan**	**7**	**0.6**
Reformed Church of America	1	0.2	**Spiritual, but no religious affiliation**	**107**	**9.9**
Russian Orthodox	1	0.2	**No affiliation**	**122**	**11.3**
Seventh Day Adventist	4	0.7	**A religious affiliation or spiritual identity not listed above**	**14**	**1.3**
The Church of Jesus Christ of Latter-day Saints	3	0.5			
United Methodist	34	0.2			

Note: Percentages may not sum to 100% as a result of multiple responses.

Table B24. Students only: **Are you currently financially dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 63)**

Dependency status	*n*	%
Dependent	545	80.1
Independent	114	16.8
Missing	21	3.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 680).

Table B25. Students only: **What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 64)**

Income	*n*	%
Below $10,000	45	6.6
$10,000 - $19,999	37	5.4
$20,000 - $29,999	44	6.5
$30,000 - $39,999	61	9.0
$40,000 - $49,999	71	10.4
$50,000 - $59,999	65	9.6
$60,000 - $99,999	144	21.2
$100,000 - $149,999	106	15.6
$150,000 - $299,999	56	8.2
$300,000 or more	24	3.5
Missing	27	4.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 680).

Table B26. Deland Students only: **Where do you live? (Question 65)**

Residence	*n*	%
Campus housing	**438**	**65.4**
Carson Hall	8	2.0
Chaudoin Hall	69	17.2
Conrad Hall	24	6.0
DeLand Inn	19	4.7
Emily Hall	51	12.7
Gordis Hall	30	7.5
Hatter Hall	21	5.2
Hollis Hall	5	1.2
House 1 (Pi Beta Phi)	4	1.0
House 2	3	0.7
House 3	1	0.2
House 4 (Alpha Xi Delta)	3	0.7
House 5 (Alpha Chi Omega)	4	1.0
House 6 (Zeta Tau Alpha)	1	0.2
House 7 (Delta Delta Delta)	1	0.2
House A (Delta Sigma Phi)	4	1.0
House B (Pi Kappa Alpha)	1	0.2
House C (Phi Sigma Kappa)	3	0.7
House D	3	0.7
House E (Sigma Phi Epsilon)	1	0.2
Nemec Hall	22	5.5
Smith Hall	46	11.5

Table B26 **cont.**

Residence	*n*	%
Stetson Cove	21	5.2
University Hall	18	4.5
University Village Apartments (UVA)	38	9.5
Non-campus housing	**232**	**34.6**
Independently in an apartment/house	131	60.4
Living with family member/guardian	86	39.6
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**0**	**0.0**

Note: Table reports only Student responses (*n* = 680). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B27. Students only: **Since having been a student at Stetson University, have you been a member of or participated in any of the following? (Mark all that apply.) (Question 67)**

Clubs/organizations	*n*	%
I do not participate in any clubs/organizations.	155	22.8
Academic and honors societies (e.g., Stetson Organization for Business Ethics, Omicron Delta Kappa, German Club)	172	25.3
Career and professional (e.g., Alpha Kappa Psi, American Marketing Association, Stetson Entrepreneurial Group, Business Law Society)	70	10.3
Club sports	98	14.4
Cultural and faith-based (e.g., Caribbean Student Organization, Hillel, Kaleidoscope, Jewish Law Student Association, Black Law Students Association)	128	18.8
Greek social letter fraternities and sororities	174	25.6
Interests and hobbies (e.g., Stetson Cycles, Anime Viewing Club, Stetson Alumni Association)	124	18.2
NCAA Athletics	49	7.2
Political and social action (e.g., Alexander Hamilton Society, STAND, SUPR HERO, Stetson Democrats)	55	8.1
Service (e.g., ME Strong, PAWS, Hatter Harvest)	92	13.5
Student Government Association	28	4.1
Veterans organizations (e.g., Student Veterans Organization)	10	1.5
An organization type not listed here	78	11.5

Note: Table includes only Student responses (*n* = 680). Percentages may not sum to 100% as a result of multiple responses.

Table B28. Students only: **At the end of your last semester, what was your cumulative grade point average? (Question 68)**

GPA	*n*	%
3.50 – 4.00	363	53.7
3.00 – 3.49	190	28.1
2.50 – 2.99	87	12.9
2.00 – 2.49	26	3.8
1.99 and below	10	1.5

Note: Table includes only Student responses (*n* = 680).

Table B29. Students only: **Have you experienced financial hardship while attending Stetson University? (Question 69)**

Financial hardship	*n*	%
No	263	38.7
Yes	414	60.9
Missing	3	0.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 680).

Table B30. Students only: **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 70)

Experience	*n*	%
Difficulty affording tuition	322	77.8
Difficulty purchasing my books	264	63.8
Difficulty participating in social events	172	41.5
Difficulty affording food	172	41.5
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)	240	58.0
Difficulty traveling home during Stetson University breaks	119	28.7
Difficulty commuting to campus	70	16.9
Difficulty in affording housing	204	49.3
Difficulty in affording healthcare	120	29.0
Difficulty in affording childcare	5	1.2
Difficulty in affording eldercare	3	0.7
Difficulty in affording other campus fees	125	30.2
A financial hardship not listed here	21	5.1

Note: Table includes only Student respondents who experienced financial hardship (*n* = 414). Percentages may not sum to 100 due to multiple responses.

Table B31. Students only: **How are you currently paying for your education at Stetson University? (Mark all that apply.) (Question 71)**

Source of funding	*n*	%
Credit card	79	11.6
GI Bill	19	2.8
Family contribution	366	53.8
Loans	411	60.4
Need-based scholarship/grant (e.g., Pell, Gates)	293	43.1
Non-need-based scholarship/grant (e.g., Stetson scholarship, athletic, music)	443	65.1
Personal contribution/job	190	27.9
Work-study/student employment	194	28.5
A method of payment not listed here	35	5.1

Note: Table includes only Student respondents (*n* = 680). Percentages may not sum to 100% as a result of multiple responses.

Table B32. Students only: **Are you employed either on campus or off-campus during the academic year? (Question 72)**

Employed	*n*	%
No	**299**	**44.0**
Yes, I work on campus	**251**	**36.9**
1-10 hours/week	156	63.9
11-20 hours/week	65	26.6
21-30 hours/week	17	7.0
31-40 hours/week	3	1.2
More than 40 hours/week	3	1.2
Yes, I work off campus	**172**	**25.3**
1-10 hours/week	45	26.8
11-20 hours/week	49	29.2
21-30 hours/week	34	20.2
31-40 hours/week	23	13.7
More than 40 hours/week	17	10.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 680). Yes response percentages may not sum to 100% as a result of multiple responses.

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B33. **Overall, how comfortable are you with the climate at Stetson University? (Question 4)**

Comfort	*n*	%
Very comfortable	248	22.9
Comfortable	566	52.3
Neither comfortable nor uncomfortable	150	13.9
Uncomfortable	101	9.3
Very uncomfortable	17	1.6

Table B34. Faculty/Staff only: **Overall, how comfortable are you with the climate in your department/work unit? (Question 5)**

Comfort	*n*	%
Very comfortable	161	40.0
Comfortable	148	36.8
Neither comfortable nor uncomfortable	52	12.9
Uncomfortable	29	7.2
Very uncomfortable	12	3.0

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 402).

Table B35. Students/Faculty only: **Overall, how comfortable are you with the climate in your classes? (Question 6)**

Comfort	*n*	%
Very comfortable	274	33.0
Comfortable	427	51.4
Neither comfortable nor uncomfortable	83	10.0
Uncomfortable	41	4.9
Very uncomfortable	6	0.7

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 834).

Table B36. **Have you ever seriously considered leaving Stetson? (Question 7)**

Considered leaving	*n*	%
No	598	55.3
Yes	482	44.5
Missing	2	0.2

Table B37. Students only: **When did you seriously consider leaving Stetson? (Mark all that apply). (Question 8)**

Year	*n*	%
During my first year as a student	202	75.9
During my second year as a student	107	40.2
During my third year as a student	44	16.5
During my fourth year as a student	15	5.6
During my fifth year as a student	3	1.1
After my fifth year as a student	0	0.0

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 7 (*n* = 266). Percentages may not sum to 100% as a result of multiple responses.

Table B38. Students only: **Why did you seriously consider leaving Stetson University? (Mark all that apply) (Question 9)**

Reasons	*n*	%
Lack of a sense of belonging	136	51.1
Financial reasons	120	45.1
A reason not listed above	78	29.3
Campus climate was not welcoming	73	27.4
Lack of support group	63	23.7
Personal reasons (e.g., medical, mental health, family emergencies)	52	19.5
Homesick	50	18.8
Didn't like major	27	10.2
Coursework was too difficult	20	7.5
Coursework was not challenging enough	20	7.5
Athletic reasons	17	6.4
My marital/relationship status	17	6.4
Never intended to graduate from Stetson	9	3.4
Didn't meet the requirements to continue in a major	6	2.3
Immigration compliance issues (e.g., VISA status)	0	0.0

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 7 (*n* = 266). Percentages may not sum to 100% as a result of multiple responses.

*Table B39. Faculty/Staff only***: Why did you seriously consider leaving Stetson University? (Mark all that apply). (Question 10)**

Reasons	*n*	%
Financial reasons (e.g., salary, resources)	113	52.3
Limited opportunities for advancements	83	38.4
Increased workload	71	32.9
Interested in a position at another institution	64	29.6
Tension with supervisor/manager	64	29.6
Unmanageable workload	57	26.4
Campus climate was unwelcoming	53	24.5
A reason not listed above	47	21.8
Recruited or offered a position at another institution	42	19.4
Tension with co-workers	38	17.6
Lack of benefits	25	11.6
Wanted to move to a different geographical location	23	10.6
Family responsibilities	14	6.5
Local community did not meet my (my family) needs	14	6.5
Personal reasons (e.g., medical, mental health, family emergencies)	12	5.6
Spouse or partner unable to find suitable employment	9	4.2
Revised retirement plans	6	2.8
Spouse or partner relocated	6	2.8
Offered position in government or industry	5	2.3

Note: Table includes answers only from those Faculty, Staff, and Administrators who indicated that they considered leaving in Question 7 (*n* = 216). Percentages may not sum to 100% as a result of multiple responses.

*Table B40. Students only***: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Stetson University. (Question 12)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am performing up to my full academic potential.	211	31.0	348	51.2	57	8.4	61	9.0	3	0.4
Few of my courses this year have been intellectually stimulating.	100	14.7	169	24.9	80	11.8	217	32.0	112	16.5
I am satisfied with my academic experience at Stetson.	221	32.7	329	48.7	80	11.9	39	5.8	6	0.9
I am satisfied with the extent of my intellectual development since enrolling at Stetson.	262	38.8	302	44.7	77	11.4	29	4.3	6	0.9
I have performed academically as well as I anticipated I would.	196	29.0	284	41.9	105	15.5	76	11.2	16	2.4
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	266	39.2	309	45.6	82	12.1	20	2.9	1	0.1
My interest in ideas and intellectual matters has increased since coming to Stetson.	266	39.3	273	40.3	94	13.9	37	5.5	7	1.0
I intend to graduate from Stetson.	447	66.1	157	23.2	55	8.1	10	1.5	7	1.0
I am considering transferring to another institution for academic reasons.	19	2.8	41	6.1	78	11.5	173	25.6	365	54.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 680).

Table B41. **Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Stetson? (Question 13)**

Experienced conduct	*n*	%
No	834	77.2
Yes	246	22.8

Table B42. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)**

Basis	*n*	%
Position (e.g., staff, faculty, student)	66	26.8
Ethnicity	47	19.1
A reason not listed above	47	19.1
Gender/gender identity	43	17.5
Age	39	15.9
Racial identity	34	13.8
Don't know	29	11.8
Political views	24	9.8
Major field of study	21	8.5
Nationality	20	8.1
Location where I grew up	19	7.7
Academic performance	18	7.3
Living arrangement	18	7.3
Philosophical views	18	7.3
Religious/spiritual views	18	7.3
Socioeconomic status	18	7.3
Participation in an organization	17	6.9
Mental health/psychological disability/condition	16	6.5
Sexual identity/orientation	16	6.5
Physical characteristics	15	6.1
Educational credentials (e.g., MS, PhD)	14	5.7
Immigrant/citizen status	13	5.3
Gender expression	12	4.9
English language proficiency/accent	9	3.7
Marital status (e.g., single, married, partnered)	9	3.7
Learning disability/condition	7	2.8
Medical disability/condition	7	2.8
Military/veteran status	5	2.0
Participation on an athletic team	3	1.2
Physical disability/condition	3	1.2
Parental status (e.g., having children)	1	0.4
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 246).
Percentages may not sum to 100% as a result of multiple responses.

Table B43. **How did you experience the conduct? (Mark all that apply.) (Question 15)**

Form	*n*	%
I was disrespected.	158	64.2
I was ignored or excluded.	111	45.1
I was isolated or left out.	91	37.0
I was intimidated/bullied.	77	31.3
I was the target of derogatory or inappropriate verbal remarks.	60	24.4
I observed others staring at me.	45	18.3
I was the target of workplace incivility.	31	12.6
I was singled out as the spokesperson for my identity group.	28	11.4
I feared getting a poor grade because of a hostile classroom environment.	27	11.0
An experience not listed above	25	10.2
I was the target of racial/ethnic profiling.	25	10.2
I feared for my physical safety.	21	8.5
I received a low performance evaluation.	21	8.5
I was the target of retaliation.	19	7.7
Someone implied I was admitted/hired/promoted due to my identity group.	19	7.7
I received inappropriate phone calls/text messages/email.	16	6.5
I was the target of unwanted sexual contact.	16	6.5
I received inappropriate written comments.	15	6.1
I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).	14	5.7
I received threats of physical violence.	13	5.3
I was the target of physical violence.	9	3.7
I was the target of stalking.	7	2.8
Someone implied I was not admitted/hired/promoted due to my identity group.	6	2.4
I feared for my family's safety.	4	1.6
I was the target of graffiti/vandalism.	3	1.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 246).
Percentages may not sum to 100% as a result of multiple responses.

Table B44. **Where did the conduct occur? (Mark all that apply.) (Question 16)**

Location	*n*	%
In a meeting with a group of people	61	24.8
In an on-campus class/lab/clinical setting	59	24.0
While working at a Stetson job	57	23.2
In a public space at Stetson	54	22.0
In campus housing	40	16.3
In a meeting with one other person	37	15.0
In a Stetson administrative office	36	14.6
While walking on campus	30	12.2
At a location not listed above	27	11.0
At a Stetson event	27	11.0
In a faculty office	24	9.8
On social networking sites/Facebook/Twitter/Yik Yak	23	9.3
Off campus	21	8.5
In a Stetson dining facility	17	6.9
In off-campus housing	11	4.5
In athletic/recreational facilities	6	2.4
In a Stetson library	5	2.0
In a counseling setting referred to me by Stetson	2	0.8
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	2	0.8
On Stetson media (e.g., Stetson Facebook, reporter)	2	0.8
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	1	0.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 246).
Percentages may not sum to 100% as a result of multiple responses.

Table B45. **Who/what was the source of the conduct? (Mark all that apply.) (Question 17)**

Source	*n*	%
Student	123	50.0
Faculty member – full-time	75	30.5
Friend	30	12.2
Senior administration (e.g., president, provost, dean, vice provost, vice president)	28	11.4
Co-worker	27	11.0
Department chair/head/director	25	10.2
Supervisor	21	8.5
Staff member	20	8.1
Stranger	15	6.1
A source not listed above	14	5.7
Faculty member – adjunct	11	4.5
Social networking site (e.g., Facebook, Twitter, Yik Yak)	10	4.1
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	10	4.1
Off-campus community member	7	2.8
Don't know source	6	2.4
Alumni	5	2.0
Stetson Public Safety	4	1.6
Athletic coach/training	3	1.2
Academic adviser	3	1.2
Stetson media (e.g., Stetson website, reporter)	3	1.2
Health/counseling services	2	0.8
Donor	1	0.4
Person whom I supervise	1	0.4
Teaching assistant/graduate assistant/tutor	1	0.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 246).
Percentages may not sum to 100% as a result of multiple responses.

Table B46. **How did you experience the conduct? (Mark all that apply.) (Question 18)**

Experience	*n*	%
I felt angry.	168	68.3
I felt embarrassed.	118	48.0
I ignored it.	59	24.0
I felt afraid.	55	22.4
I felt somehow responsible.	43	17.5
An experience not listed above	40	16.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 246).
Percentages may not sum to 100% as a result of multiple responses.

Table B47. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 19)**

Response	*n*	%
I told a friend.	114	46.3
I avoided the person/venue.	89	36.2
I didn't do anything.	85	34.6
I told a family member.	82	33.3
A response not listed above	46	18.7
I contacted a Stetson resource.	43	17.5
Faculty member	10	23.3
Faculty academic advisor	3	7.0
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	11	25.6
Stetson Public Safety	5	11.6
Counseling Center	12	27.9
Employee Assistance Program (EAP)	2	4.7
Title IX Coordinator	4	9.3
Office of Human Resources	8	18.6
Student staff (e.g., resident assistant)	5	11.6
Staff person	10	23.3
I didn't know who to go to.	43	17.5
I confronted the person(s) at the time.	41	16.7
I confronted the person(s) later.	36	14.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).,	9	3.7
I sought information online.	8	3.3
I sought support from off-campus hot-line/advocacy services.	8	3.3
I contacted a local law enforcement official.	5	2.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 246).
Percentages may not sum to 100% as a result of multiple responses.

Table B48. **Did you report the conduct? (Question 20)**

Reported conduct	*n*	%
No, I didn't report it.	192	79.0
Yes, I reported it.	51	21.0
Yes, I reported the incident and was satisfied with the outcome.	*8*	*22.2*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*12*	*33.3*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*16*	*44.4*

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 246). Percentages may not sum to 100% as a result of multiple responses.

Table B49. **While a member of the Stetson community, have you experienced unwanted sexual contact (including interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy, or gang rape)? (Question 22)**

Experienced unwanted sexual contact	*n*	%
No	956	88.4
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	17	1.6
Yes – stalking (e.g., following me, on social media, texting, phone calls)	31	2.9
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	82	7.6
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	35	3.2

Table B50. **When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 23rv)**

When experienced relationship violence (e.g., ridiculed, controlling, hitting)	n	%
Within the last year	8	47.1
2-4 years ago	9	52.9
5-10 years ago	0	0.0
11-20 years	0	0.0
More than 20 years ago	0	0.0
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100% as a result of multiple responses.

Table B51. Students only: **What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 24rv)**

Year	*n*	%
First year	10	58.8
Fall semester	*6*	*60.0*
Spring semester	*7*	*70.0*
Summer semester	*2*	*20.0*
Second year	5	29.4
Fall semester	*3*	*60.0*
Spring semester	*2*	*40.0*
Summer semester	*4*	*80.0*
Third year	6	35.3
Fall semester	*4*	*66.7*
Spring semester	*4*	*66.7*
Summer semester	*1*	*16.7*
Fourth Year	2	11.8
Fall semester	*2*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100% as a result of multiple responses.

Table B52. **Who did this to you? (Mark all that apply.) (Question 25rv)**

Source	*n*	%
Current or former dating/intimate partner	14	82.4
Stetson student	5	29.4
Acquaintance/friend	3	17.6
Other role/relationship not listed above	1	5.9
Family member	0	0.0
Stetson faculty member	0	0.0
Stetson staff member	0	0.0
Stranger	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100% as a result of multiple responses.

Table B53. **Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 26rv)**

Location	*n*	%
Off campus	12	70.6
On campus	9	52.9

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100% as a result of multiple responses.

Table B54. **How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 27rv)**

Feeling after experiencing conduct	*n*	%
I felt afraid.	10	58.8
I felt angry.	10	58.8
I felt embarrassed.	10	58.8
I felt somehow responsible.	9	52.9
I ignored it.	5	29.4
An experience not listed here	4	23.5

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100% as a result of multiple responses.

Table B55. **What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 28rv)**

Reaction	*n*	%
I didn't do anything.	4	23.5
I avoided the person/venue.	3	17.6
I contacted a local law enforcement official.	2	11.8
I confronted the person(s) at the time.	6	35.3
I confronted the person(s) later.	5	29.4
I didn't know who to go to.	2	11.8
I sought information online.	1	5.9
I sought support from off-campus hot-line/advocacy services.	2	11.8
I contacted a Stetson resource.	2	11.8
Faculty member	*0*	*0.0*
Faculty academic advisor	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*0*	*0.0*
Stetson Public Safety	*0*	*0.0*
Counseling Center	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Title IX Coordinator	*1*	*50.0*
Office of Human Resources	*0*	*0.0*
Student staff (e.g., resident assistant)	*1*	*50.0*
Staff person	*0*	*0.0*
I told a family member.	6	35.3
I told a friend.	9	52.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	2	11.8

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100% as a result of multiple responses.

***Table B56.* Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 29rv)**

Reported conduct	*n*	*%*
No, I didn't report it.	14	82.4
Yes, I reported it.	3	17.6
Yes, I reported the incident and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*2*	*66.7*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*1*	*33.3*

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100% as a result of multiple responses.

Table B57. **When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 23stlk)**

When experienced stalking (e.g., following me, on social media, texting, phone calls)	*n*	%
Within the last year	21	67.7
2-4 years ago	7	22.6
5-10 years ago	1	3.2
11-20 years	1	3.2
More than 20 years ago	0	0.0
Missing	1	3.2

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 31).
Percentages may not sum to 100% as a result of multiple responses.

Table B58. Students only: **What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 24stlk)**

Year	*n*	%
First year	13	46.4
Fall semester	*9*	*69.2*
Spring semester	*10*	*76.9*
Summer semester	*1*	*7.7*
Second year	12	42.9
Fall semester	*8*	*66.7*
Spring semester	*7*	*58.3*
Summer semester	*3*	*25.0*
Third year	8	28.6
Fall semester	*7*	*87.5*
Spring semester	*4*	*50.0*
Summer semester	*2*	*25.0*
Fourth Year	1	3.6
Fall semester	*1*	*100.0*
Spring semester	*1*	*100.0*
Summer semester	*0*	*0.0*
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced stalking (*n* = 28). Percentages may not sum to 100% as a result of multiple responses.

Table B59. **Who did this to you? (Mark all that apply.) (Question 25stlk)**

Source	n	%
Stetson student	16	51.6
Acquaintance/friend	10	32.3
Current or former dating/intimate partner	5	16.1
Stranger	5	16.1
Stetson staff member	2	6.5
Stetson faculty member	1	3.2
Family member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 31$).
Percentages may not sum to 100% as a result of multiple responses.

Table B60. **Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 26stlk)**

Location	*n*	%
Off campus	13	41.9
On campus	24	77.4

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 31). Percentages may not sum to 100% as a result of multiple responses.

Table B61. **How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)**

Feeling after experiencing conduct	*n*	%
I felt afraid.	15	48.4
I felt angry.	14	45.2
I ignored it.	9	29.0
I felt embarrassed.	8	25.8
I felt somehow responsible.	7	22.6
An experience not listed here	4	12.9

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 31). Percentages may not sum to 100% as a result of multiple responses.

Table B62. **What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 28stlk)**

Reaction	*n*	%
I avoided the person/venue.	20	64.5
I told a friend.	18	58.1
I confronted the person(s) at the time.	11	35.5
I contacted a Stetson resource.	8	25.8
Faculty member	*2*	*25.0*
Faculty academic advisor	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*0*	*0.0*
Stetson Public Safety	*6*	*75.0*
Counseling Center	*2*	*25.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Title IX Coordinator	*2*	*25.0*
Office of Human Resources	*1*	*12.5*
Student staff (e.g., resident assistant)	*1*	*12.5*
Staff person	*1*	*12.5*
I told a family member.	6	19.4
I sought information online.	5	16.1
A response not listed above	4	12.9
I confronted the person(s) later.	4	12.9
I didn't know who to go to.	2	6.5
I contacted a local law enforcement official.	1	3.2
I didn't do anything.	1	3.2
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	3.2
I sought support from off-campus hot-line/advocacy services.	1	3.2

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 31). Percentages may not sum to 100% as a result of multiple responses.

Table B63. **Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 29stlk)**

Reported conduct	*n*	%
No, I didn't report it.	23	74.2
Yes, I reported it.	8	25.8
Yes, I reported the incident and was satisfied with the outcome.	*4*	*50.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*2*	*25.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*2*	*25.0*

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 31). Percentages may not sum to 100% as a result of multiple responses.

***Table B64.* When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 23si)**

When experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	*n*	%
Within the last year	62	75.6
2-4 years ago	17	20.7
5-10 years ago	1	1.2
11-20 years	1	1.2
More than 20 years ago	1	1.2
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 82). Percentages may not sum to 100% as a result of multiple responses.

Table B65. Students only: **What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 24si)**

Year	*n*	%
First year	56	72.7
Fall semester	*41*	*73.2*
Spring semester	*41*	*73.2*
Summer semester	*2*	*3.6*
Second year	42	54.5
Fall semester	*32*	*76.2*
Spring semester	*29*	*69.0*
Summer semester	*3*	*7.1*
Third year	28	36.4
Fall semester	*26*	*92.9*
Spring semester	*20*	*71.4*
Summer semester	*2*	*7.1*
Fourth Year	14	18.2
Fall semester	*14*	*100.0*
Spring semester	*13*	*92.9*
Summer semester	*1*	*7.1*
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual interaction (*n* = 77). Percentages may not sum to 100% as a result of multiple responses.

Table B66. **Who did this to you? (Mark all that apply.) (Question 25si)**

Source	n	%
Stranger	52	63.4
Stetson student	41	50.0
Acquaintance/friend	17	20.7
Stetson staff member	4	4.9
Current or former dating/intimate partner	3	3.7
Other role/relationship not listed above	2	2.4
Stetson faculty member	2	2.4
Family member	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction ($n = 82$). Percentages may not sum to 100% as a result of multiple responses.

Table B67. **Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 26si)**

Location	*n*	%
Off campus	38	46.3
On campus	64	78.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 82). Percentages may not sum to 100% as a result of multiple responses.

Table B68. **How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 27si)**

Feeling after experiencing conduct	*n*	%
I felt angry.	51	62.2
I felt embarrassed.	41	50.0
I ignored it.	34	41.5
I felt afraid.	29	35.4
I felt somehow responsible.	15	18.3
An experience not listed here	5	6.1

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 82). Percentages may not sum to 100% as a result of multiple responses.

Table B69. **What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 28si)**

Reaction	*n*	%
I didn't do anything.	49	59.8
I told a friend.	45	54.9
I avoided the person/venue.	44	53.7
I confronted the person(s) at the time.	10	12.2
I confronted the person(s) later.	10	12.2
A response not listed above	8	9.8
I told a family member.	8	9.8
I contacted a Stetson resource.	7	8.5
Faculty member	*1*	*14.3*
Faculty academic advisor	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*0*	*0.0*
Stetson Public Safety	*1*	*14.3*
Counseling Center	*3*	*42.9*
Employee Assistance Program (EAP)	*0*	*0.0*
Title IX Coordinator	*0*	*0.0*
Office of Human Resources	*1*	*14.3*
Student staff (e.g., resident assistant)	*0*	*0.0*
Staff person	*2*	*28.6*
I didn't know who to go to.	4	4.9
I sought information online.	4	4.9
I sought support from off-campus hot-line/advocacy services.	1	1.2
I contacted a local law enforcement official.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 82). Percentages may not sum to 100% as a result of multiple responses.

Table B70. **Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 29si)**

Reported conduct	*n*	%
No, I didn't report it.	78	95.1
Yes, I reported it.	4	4.9
Yes, I reported the incident and was satisfied with the outcome.	*1*	*25.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*1*	*25.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*2*	*50.0*

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 82). Percentages may not sum to 100% as a result of multiple responses.

***Table B71.* When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? (Question 23sc)**

When experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	*n*	%
Within the last year	18	51.4
2-4 years ago	16	45.7
5-10 years ago	0	0.0
11-20 years	1	2.9
More than 20 years ago	0	0.0
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 35). Percentages may not sum to 100% as a result of multiple responses.

Table B72. Students only: **What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 24sc)**

Year	*n*	%
First year	24	70.6
Fall semester	*13*	*54.2*
Spring semester	*12*	*50.0*
Summer semester	*1*	*41.7*
Second year	6	17.6
Fall semester	*2*	*33.3*
Spring semester	*4*	*66.7*
Summer semester	*0*	*0.0*
Third year	2	5.9
Fall semester	*1*	*50.0*
Spring semester	*2*	*100.0*
Summer semester	*0*	*0.0*
Fourth Year	4	11.8
Fall semester	*3*	*75.0*
Spring semester	*1*	*25.0*
Summer semester	*0*	*0.0*
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (*n* = 34). Percentages may not sum to 100% as a result of multiple responses.

Table B73. **Who did this to you? (Mark all that apply.) (Question 25sc)**

Source	n	%
Stetson student	20	57.1
Acquaintance/friend	14	40.0
Stranger	7	20.0
Current or former dating/intimate partner	4	11.4
Other role/relationship not listed above	1	2.9
Stetson faculty member	1	2.9
Family member	0	0.0
Stetson staff member	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact ($n = 35$). Percentages may not sum to 100% as a result of multiple responses.

Table B74. **Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? (Mark all that apply.) (Question 26sc)**

Location	*n*	%
Off campus	20	57.1
On campus	19	54.3

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* =35). Percentages may not sum to 100% as a result of multiple responses.

Table B75. **How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 27sc)**

Feeling after experiencing conduct	*n*	%
I felt embarrassed.	23	65.7
I felt somehow responsible.	22	62.9
I felt angry.	19	54.3
I felt afraid.	17	48.6
I ignored it.	13	37.1
An experience not listed here	7	20.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 35). Percentages may not sum to 100% as a result of multiple responses.

Table B76. **What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 28sc)**

Reaction	*n*	%
I didn't do anything.	14	40.0
I avoided the person/venue.	17	48.6
I contacted a local law enforcement official.	3	8.6
I confronted the person(s) at the time.	8	22.9
I confronted the person(s) later.	10	28.6
I didn't know who to go to.	7	20.0
I sought information online.	6	17.1
I sought support from off-campus hot-line/advocacy services.	4	11.4
I contacted a Stetson resource.	5	14.3
Faculty member	*1*	*20.0*
Faculty academic advisor	*0*	*0.0*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*1*	*20.0*
Stetson Public Safety	*2*	*40.0*
Counseling Center	*5*	*100.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Title IX Coordinator	*1*	*20.0*
Office of Human Resources	*0*	*0.0*
Student staff (e.g., resident assistant)	*1*	*20.0*
Staff person	*1*	*20.0*
I told a family member.	8	22.9
I told a friend.	18	51.4
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	2	5.7

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 35). Percentages may not sum to 100% as a result of multiple responses.

Table B77. **Did you report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Question 29sc)**

Reported conduct	*n*	%
No, I didn't report it.	32	91.4
Yes, I reported it.	3	8.6
Yes, I reported the incident and was satisfied with the outcome.	*1*	*33.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*2*	*66.7*

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 35). Percentages may not sum to 100% as a result of multiple responses.

Table B78. Tenured and Tenure-Track Faculty only: **As a faculty member, I feel (or felt)… (Question 32)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	43	38.4	64	57.1	5	4.5	0	0.0
The tenure standards/promotion standards are applied equally to faculty in my school/division.	35	31.5	49	44.1	21	18.9	6	5.4
Supported and mentored during the tenure-track years	26	25.7	48	47.5	23	22.8	4	4.0
Stetson policies for delay of the tenure-clock are used equitably all colleges/schools.	8	9.1	29	33.0	42	47.7	9	10.2
Research/creative activity is valued by my college/school.	65	58.6	40	36.0	4	3.6	2	1.8
Teaching is valued by my college/school.	27	23.9	64	56.6	19	16.8	3	2.7
Service contributions are valued by my college/school.	13	11.8	53	48.2	32	29.1	12	10.9
Pressured to change my research/scholarship agenda to achieve tenure/promotion	2	2.0	16	16.2	44	44.4	37	37.4
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments)	11	10.2	30	27.8	58	53.7	9	8.3
I perform more work to help students than do my Stetson colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	16	14.8	33	30.6	56	51.9	3	2.8
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	1	1.0	10	9.9	71	70.3	19	18.8
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	4	3.6	53	48.2	30	27.3	23	20.9

291

Table B78 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Faculty opinions are valued within my college/school committees.	5	4.8	66	62.9	26	24.8	8	7.6
Faculty opinions are valued within Stetson University committees.	1	0.9	34	31.2	64	58.7	10	9.2
Faculty opinions are valued within Faculty Senate.	21	19.1	65	59.1	22	20.0	2	1.8
I would like more opportunities to participate in substantive committee assignments.	28	26.9	66	63.5	9	8.7	1	1.0
I have opportunities to participate in substantive committee assignments.	44	38.9	56	49.6	11	9.7	2	1.8

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 115).

Table B79. Non-Tenure-Track/Adjunct only: **As an employee with a non-tenure-track appointment at Stetson, I feel (or felt)…**
(Question 34)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria for contract renewal are clear.	6	15.8	23	60.5	7	18.4	2	5.3
The criteria used for contract renewal are applied equally to all positions.	4	10.5	22	57.9	9	23.7	3	7.9
There are clear expectations of my responsibilities.	11	28.9	21	55.3	5	13.2	1	2.6
Teaching is valued by my academic unit.	17	44.7	18	47.4	3	7.9	0	0.0
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments)	10	26.3	22	57.9	6	15.8	0	0.0
I perform more work to help students than do my Stetson colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	0	0.0	7	18.4	23	60.5	8	21.1
Pressured to do extra work that is uncompensated	1	2.9	10	29.4	20	58.8	3	8.8
Non-tenure-track opinions are taken seriously by senior administrators (e.g., department head, president, dean, provost).	0	0.0	17	45.9	15	40.5	5	13.5

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track or adjunct academic appointments in Question 1 (*n* = 39).

Table B80. Faculty only: **As a faculty member, I feel... (Question 36)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	6	4.1	54	37.0	53	36.3	24	16.4
Salaries for adjunct professors are competitive.	1	0.7	43	30.1	54	37.8	36	25.2
Health insurance benefits are competitive.	13	8.8	89	60.1	26	17.6	11	7.4
Child care benefits are competitive.	5	3.5	59	41.8	43	30.5	25	17.7
Retirement/supplemental benefits are competitive.	13	9.2	81	57.0	27	19.0	12	8.5
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	6	4.1	23	15.9	85	58.6	31	21.4
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and weekend programming, workload brought home, Stetson breaks not scheduled with school district breaks).	24	16.4	73	50.0	41	28.1	8	5.5
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	7	5.0	48	34.5	58	41.7	26	18.7
My colleagues include me in opportunities that will help my career as much as they do others in my position.	19	12.8	90	60.8	29	19.6	10	6.8
The performance evaluation process is clear.	22	14.6	69	45.7	42	27.8	18	11.9
Stetson provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	29	19.0	75	49.0	35	22.9	14	9.2
Positive about my career opportunities in my academic unit	32	21.1	69	45.4	33	21.7	18	11.8
Stetson is a good place to work.	67	45.3	76	51.4	4	2.7	1	0.7

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 154).

Table B81. Staff and Administrators only: **As a staff member, I feel… (Question 38)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	96	38.7	101	40.7	32	12.9	19	7.7
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	93	37.5	112	45.2	30	12.1	13	5.2
I am included in opportunities that will help my career as much as others in similar positions.	70	28.5	113	45.9	45	18.3	18	7.3
The performance evaluation process is clear.	48	19.4	118	47.6	60	24.2	22	8.9
The performance evaluation process is productive.	37	15.3	98	40.5	70	28.9	37	15.3
My supervisor provides adequate support for me to manage work-life balance.	88	35.6	111	44.9	29	11.7	19	7.7
I am able to complete my assigned duties during scheduled hours.	43	17.6	106	43.4	57	23.4	38	15.6
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	46	18.7	56	22.8	111	45.1	33	13.4
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	35	14.3	63	25.8	112	45.9	34	13.9
I am given a reasonable time frame to complete assigned responsibilities.	50	20.6	155	63.8	28	11.5	10	4.1

Table B81 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	15	6.3	32	13.4	141	59.0	51	21.3
Burdened by work responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments)	10	4.1	48	19.7	144	59.0	42	17.2
I perform more work than Stetson colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	23	9.5	81	33.5	106	43.8	32	13.2
There is a hierarchy within staff positions that values some voices more than others.	49	20.3	101	41.9	70	29.0	21	8.7
People who have children or eldercare responsibilities are burdened with balancing work and family responsibilities (e.g., evening and weekend programing, workload brought home, Stetson breaks not scheduled with school district breaks).	9	3.9	81	34.8	119	51.1	24	10.3
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, elder care, housing location assistance, transportation).	13	5.5	111	46.8	87	36.7	26	11.0

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 248).

Table B82. Staff and Administrators only: **As a staff member, I feel… (Question 40)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Stetson provides me with resources to pursue training/professional development opportunities.	63	25.8	137	56.1	30	12.3	14	5.7
My supervisor provides me with resources to pursue training/professional development opportunities.	73	29.8	121	49.4	31	12.7	20	8.2
Stetson is supportive of taking extended leave (e.g., FMLA, parental).	38	16.5	159	68.8	26	11.3	8	3.5
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	81	33.5	139	57.4	11	4.5	11	4.5
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	2	0.9	17	7.7	152	69.1	49	22.3
Stetson policies (e.g., FMLA) are fairly applied across Stetson.	22	10.3	151	70.6	32	15.0	9	4.2
Stetson is supportive of flexible work schedules.	34	14.4	120	50.8	62	26.3	20	8.5
Staff salaries are competitive.	7	3.0	67	28.3	84	35.4	79	33.3
Vacation and personal time packages are competitive.	21	8.9	147	62.3	43	18.2	25	10.6
Health insurance benefits are competitive.	14	6.0	123	53.0	65	28.0	30	12.9
Childcare benefits are competitive.	7	3.5	86	42.8	75	37.3	33	16.4

Table B82 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Retirement benefits are competitive.	38	16.3	134	57.5	45	19.3	16	6.9
Staff opinions are valued on Stetson committees.	17	7.2	124	52.5	62	26.3	33	14.0
Staff opinions are valued by Stetson faculty and administration.	15	6.5	105	45.3	74	31.9	38	16.4
There are clear expectations of my responsibilities.	53	21.7	136	55.7	35	14.3	20	8.2
There are clear procedures on how I can advance at Stetson.	15	6.3	76	31.9	102	42.9	45	18.9
Positive about my career opportunities at Stetson	25	10.8	112	48.3	64	27.6	31	13.4
Stetson is a good place to work.	72	29.8	132	54.5	31	12.8	7	2.9

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 ($n = 248$).

298

Table B83. **Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment at Stetson? (Question 73)**

Observed conduct	*n*	%
No	771	71.5
Yes	307	28.5

Table B84. **Who or what was the <u>target</u> of this conduct? (Mark all that apply.) (Question 74)**

Target	*n*	%
Student	200	65.1
Friend	89	29.0
Staff member	42	13.7
Faculty member – full-time	41	13.4
Co-worker	33	10.7
Stranger	31	10.1
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	19	6.2
A source not listed above	14	4.6
Social networking site (e.g., Facebook, Twitter, Yik Yak)	14	4.6
Faculty member – adjunct	12	3.9
Senior administration (e.g., president, provost, dean, vice provost, vice president)	11	3.6
Don't know source	10	3.3
Stetson Public Safety	6	2.0
Supervisor	6	2.0
Department chair/head/director	5	1.6
Off-campus community member	5	1.6
Person whom I supervise	5	1.6
Teaching assistant/graduate assistant/tutor	4	1.3
Alumni	3	1.0
Athletic coach/training	2	0.7
Academic adviser	1	0.3
Health/counseling services	1	0.3
Stetson media (e.g., Stetson website, reporter)	1	0.3
Donor	0	0.0

Note: Table includes answers from only those respondents who indicated that they observed conduct (*n* = 307).
Percentages may not sum to 100% as a result of multiple responses.

Table B85. **Who/what was the <u>source</u> of this conduct? (Mark all that apply.) (Question 75)**

Source	*n*	%
Student	175	57.0
Faculty member – full-time	57	18.6
Staff member	39	12.7
Stranger	31	10.1
Senior administration (e.g., president, provost, dean, vice provost, vice president)	24	7.8
Department chair/head/director	22	7.2
Friend	22	7.2
Co-worker	20	6.5
Social networking site (e.g., Facebook, Twitter, Yik Yak)	20	6.5
A source not listed above	19	6.2
Supervisor	18	5.9
Don't know source	17	5.5
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	13	4.2
Faculty member – adjunct	10	3.3
Stetson Public Safety	8	2.6
Off-campus community member	7	2.3
Stetson media (e.g., Stetson website, reporter)	7	2.3
Alumni	5	1.6
Athletic coach/training	5	1.6
Academic adviser	4	1.3
Teaching assistant/graduate assistant/tutor	4	1.3
Health/counseling services	2	0.7
Person whom I supervise	1	0.3
Donor	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 307).
Percentages may not sum to 100% as a result of multiple responses.

Table B86. **Which of the target's characteristics do you believe was/were the basis for the conduct?**
(Mark all that apply.) (Question 76)

Characteristic	*n*	%
Ethnicity	85	27.7
Racial identity	82	26.7
Gender/gender identity	67	21.8
Physical characteristics	44	14.3
Sexual identity/orientation	44	14.3
Political views	41	13.4
Don't know	39	12.7
Gender expression	38	12.4
Position (e.g., staff, faculty, student)	38	12.4
Religious/spiritual views	36	11.7
A reason not listed above	33	10.7
Age	31	10.1
English language proficiency/accent	31	10.1
Nationality	31	10.1
Academic performance	29	9.4
Philosophical views	29	9.4
Socioeconomic status	28	9.1
Learning difference/disability	21	6.8
Mental health/psychological disability/condition	21	6.8
Participation in an organization/team	18	5.9
Educational credentials (MS, PhD, etc.)	17	5.5
Major field of study	16	5.2
Physical disability/condition	16	5.2
Immigrant/citizen status	15	4.9
Medical disability/condition	14	4.6
Location where I grew up	9	2.9
Marital status (e.g., single, married, partnered)	6	2.0
Pregnancy	6	2.0
Living arrangement	5	1.6
Participation on an athletic team	5	1.6
Military/veteran status	4	1.3
Parental status (e.g., having children)	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 307).
Percentages may not sum to 100% as a result of multiple responses.

Table B87. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 77)**

Form of observed conduct	*n*	%
Person was disrespected	150	48.9
Person was the target of derogatory or inappropriate verbal remarks	143	46.6
Person ignored or excluded	135	44.0
Person isolated or left out	119	38.8
Person intimidated/bullied	111	36.2
Racial/ethnic profiling	61	19.9
Person being stared at	54	17.6
Derogatory written comments	41	13.4
Person was the target of workplace incivility	38	12.4
Person received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak)	36	11.7
Assumption that someone was admitted/hired/promoted based on his/her identity	34	11.1
Person was the target of retaliation	32	10.4
Singled out as the spokesperson for their identity group	28	9.1
Person received inappropriate phone calls/text messages/e-mail	25	8.1
Person received a low or unfair performance evaluation	24	7.8
Person feared for their physical safety	21	6.8
Something not listed above	20	6.5
Assumption that someone was not admitted/hired/promoted based on his/her identity	13	4.2
Person was the target of physical violence	13	4.2
Person received threats of physical violence	13	4.2
Person was the target of unwanted sexual contact	11	3.6
Person was unfairly evaluated in the promotion and tenure process	11	3.6
Person received a poor grade	9	2.9
Person was stalked	7	2.3
Person was the target of graffiti/vandalism	5	1.6
Person feared for their family's safety	1	0.3

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 307).
Percentages do not sum to 100% as a result of multiple responses.

Table B88. **Where did this conduct occur? (Mark all that apply.) (Question 78)**

Location	*n*	%
In a public space at Stetson	94	30.6
In a meeting with a group of people	67	21.8
In an on-campus class/lab/clinical setting	66	21.5
At a Stetson event	64	20.8
On social networking sites/Facebook/Twitter/Yik Yak	52	16.9
While working at a Stetson job	50	16.3
In campus housing	48	15.6
While walking on campus	40	13.0
In a Stetson dining facility	31	10.1
Off campus	30	9.8
In a Stetson administrative office	24	7.8
In a meeting with one other person	22	7.2
A location not listed above	17	5.5
In a faculty office	16	5.2
In a Stetson library	16	5.2
In off-campus housing	11	3.6
On Stetson media (e.g., Stetson Facebook, reporter)	10	3.3
In athletic/recreational facilities	9	2.9
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	3	1.0
In a counseling setting referred to me by Stetson	1	0.3
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	1	0.3

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 307).
Percentages may not sum to 100% as a result of multiple responses.

Table B89. **How did you feel after observing the conduct? (Mark all that apply.)**
(Question 79)

Response	*n*	%
I felt angry.	207	67.4
I felt embarrassed.	113	36.8
An experience not listed above	57	18.6
I felt afraid.	38	12.4
I ignored it.	32	10.4
I felt somehow responsible.	31	10.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 307).
Percentages may not sum to 100% as a result of multiple responses.

Table B90. **What did you do in response to observing this conduct? (Mark all that apply.)**
(Question 80)

Response	*n*	%
I didn't do anything.	207	67.4
I avoided the person/venue.	105	34.2
I contacted a local law enforcement official.	33	10.7
I confronted the person(s) at the time.	34	11.1
I confronted the person(s) later.	25	8.1
I didn't know who to go to.	175	57.0
I sought information online.	113	36.8
I sought support from off-campus hot-line/advocacy services.	32	10.4
I contacted a Stetson resource.	31	10.1
Faculty member	*3*	*9.7*
Faculty academic advisor	*1*	*3.2*
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	*1*	*3.2*
Stetson Public Safety	*2*	*6.5*
Counseling Center	*1*	*3.2*
Employee Assistance Program (EAP)	*0*	*0.0*
Title IX Coordinator	*0*	*0.0*
Office of Human Resources	*0*	*0.0*
Student staff (e.g., resident assistant)	*2*	*6.5*
Staff person	*2*	*6.5*
I told a family member.	45	14.7
I told a friend.	45	14.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	17	5.5
A response not listed above	2	0.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 307).
Percentages may not sum to 100% as a result of multiple responses.

Table B91. **Did you report the conduct? (Question 81)**

Reported conduct	*n*	*%*
No, I didn't report it.	258	86.0
Yes, I reported it.	42	14.0
Yes, I reported the incident and was satisfied with the outcome.	*14*	*4.7*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*8*	*2.7*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*14*	*4.7*

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 307).
Percentages may not sum to 100% as a result of multiple responses.

Table B92. Faculty/Staff only: **Have you observed <u>hiring</u> practices at Stetson (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or would inhibit diversifying the community? (Question 84)**

	n	*%*
No	323	81.2
Yes	75	18.8

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 402).

Table B93. Faculty/Staff only: **I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 85)**

Characteristic	*n*	%
Age	20	26.7
Ethnicity	19	25.3
Gender/gender identity	16	21.3
A reason not listed above	14	18.7
Racial identity	14	18.7
Educational credentials (MS, PhD)	12	16.0
Nationality	9	12.0
English language proficiency/accent	8	10.7
Nepotism	8	10.7
Don't know	5	6.7
Immigrant/citizen status	5	6.7
Physical characteristics	5	6.7
Location where I grew up	4	5.3
Position (e.g., staff, faculty, student)	4	5.3
Gender expression	3	4.0
Major field of study	3	4.0
Marital status (e.g., single, married, partnered)	3	4.0
Sexual identity/orientation	3	4.0
Living arrangement	2	2.7
Socioeconomic status	2	2.7
Parental status (e.g., having children)	2	2.7
Military/veteran status	1	1.3
Political views	1	1.3
Pregnancy	1	1.3
Religious/spiritual views	1	1.3
Mental health/psychological disability/condition	0	0.0
Medical disability/condition	0	0.0
Learning difference/disability	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Philosophical views	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 75). Percentages may not sum to 100% as a result of multiple responses.

Table B94. Faculty/Staff only: **Have you have observed <u>employment-related discipline or action, up to and including dismissal</u> at Stetson that you perceive to be unjust or that would inhibit diversifying the community? (Question 87)**

Observed	*n*	%
No	339	85.4
Yes	58	14.6

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 402).

Table B95. Staff/Faculty only: **I believe that the unjust <u>employment-related disciplinary actions</u> were based upon: (Mark all that apply.) (Question 88)**

Characteristic	*n*	%
A reason not listed above	13	22.4
Age	11	19.0
Ethnicity	11	19.0
Don't know	9	15.5
Position (e.g., staff, faculty, student)	9	15.5
Racial identity	8	13.8
Gender/gender identity	7	12.1
Philosophical views	7	12.1
Nationality	5	8.6
English language proficiency/accent	4	6.9
Immigrant/citizen status	4	6.9
Location where I grew up	4	6.9
Physical characteristics	4	6.9
Socioeconomic status	4	6.9
Educational credentials (MS, PhD)	2	3.4
Mental health/psychological disability/condition	2	3.4
Political views	2	3.4
Religious/spiritual views	2	3.4
Sexual identity/orientation	2	3.4
Gender expression	1	1.7
Major field of study	1	1.7
Marital status (e.g., single, married, partnered)	1	1.7
Learning difference/disability	0	0.0
Living arrangement	0	0.0
Medical disability/condition	0	0.0
Military/veteran status	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed unjust disciplinary actions (*n* = 58). Percentages may not sum to 100% as a result of multiple responses.

Table B96. Faculty/Staff only: **Have you observed <u>promotion/tenure/reclassification</u> practices at Stetson that you perceive to be unjust? (Question 90)**

Observed	*n*	%
No	303	77.7
Yes	87	22.3

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 402).

Table B97. Faculty/Staff only: **I believe that the unjust behaviors, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 91)**

Characteristic	*n*	%
A reason not listed above	22	25.3
Gender/gender identity	16	18.4
Ethnicity	15	17.2
Position (e.g., staff, faculty, student)	13	14.9
Nepotism	11	12.6
Age	10	11.5
Political views	8	9.2
Racial identity	8	9.2
Don't know	6	6.9
Nationality	6	6.9
Philosophical views	6	6.9
Physical characteristics	5	5.7
Educational credentials (MS, PhD)	4	4.6
Pregnancy	4	4.6
Gender expression	3	3.4
Sexual identity/orientation	3	3.4
English language proficiency/accent	2	2.3
Marital status (e.g., single, married, partnered)	2	2.3
Parental status (e.g., having children)	2	2.3
Socioeconomic status	2	2.3
Immigrant/citizen status	1	1.1
Location where I grew up	1	1.1
Major field of study	1	1.1
Medical disability/condition	1	1.1
Participation in an organization/team	1	1.1
Physical disability/condition	1	1.1
Religious/spiritual views	1	1.1
Learning difference/disability	0	0.0
Living arrangement	0	0.0
Mental health/psychological disability/condition	0	0.0
Military/veteran status	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed unjust practices (*n* = 87).
Percentages may not sum to 100% as a result of multiple responses.

Table B98. **Using a scale of 1-5, please rate the overall climate at Stetson on the following dimensions: (Question 93)**

| | 1 | | 2 | | 3 | | 4 | | 5 | | | Standard |
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	Mean	Deviation
Friendly/Hostile	425	39.6	441	41.1	161	15.0	35	3.3	10	0.9	1.9	0.9
Inclusive/Exclusive	266	25.0	407	38.2	254	23.8	106	10.0	32	3.0	2.3	1.0
Improving/Regressing	273	25.9	379	35.9	279	26.4	91	8.6	34	3.2	2.3	1.0
Positive for persons with disabilities/Negative	325	30.7	394	37.2	246	23.2	78	7.4	16	1.5	2.1	1.0
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	335	31.7	394	37.3	253	24.0	66	6.3	8	0.8	2.1	0.9
Positive for people of various religious/ spiritual backgrounds/Negative	323	30.4	408	38.4	234	22.0	66	6.2	31	2.9	2.1	1.0
Positive for people of color/Negative	320	30.2	369	34.8	247	23.3	97	9.1	28	2.6	2.2	1.0
Positive for men/Negative	458	43.2	374	35.3	182	17.2	30	2.8	15	1.4	1.8	0.9
Positive for women/Negative	372	35.1	423	39.9	206	19.4	47	4.4	12	1.1	2.0	0.9
Positive for non-native English speakers/Negative	273	26.1	352	33.6	306	29.2	90	8.6	26	2.5	2.3	1.0
Positive for people who are not U.S. citizens/Negative	299	28.4	376	35.8	285	27.1	69	6.6	22	2.1	2.2	1.0
Welcoming/Not welcoming	410	38.3	444	41.5	157	14.7	44	4.1	16	1.5	1.9	0.9
Respectful/Disrespectful	345	32.3	419	39.3	204	19.1	78	7.3	21	2.0	2.1	1.0
Positive for people of high socioeconomic status/Negative	596	56.5	297	28.2	129	12.2	20	1.9	12	1.1	1.6	0.9
Positive for people of low socioeconomic status/Negative	191	18.2	256	24.4	273	26.0	221	21.1	108	10.3	2.8	1.2
Positive for people of various political affiliations/Negative	228	21.6	340	32.1	330	31.2	105	9.9	55	5.2	2.5	1.1
Positive for people in active military/Negative	358	34.0	356	33.8	304	28.9	28	2.7	6	0.6	2.0	0.9

Table B99. **Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 94)**

Dimension	1 n	%	2 n	%	3 n	%	4 n	%	5 n	%	Mean	Standard Deviation
Not racist/Racist	279	26.1	370	34.7	269	25.2	119	11.2	30	2.8	2.3	1.1
Not sexist/Sexist	292	27.3	337	31.5	279	26.1	136	12.7	26	2.4	2.3	1.1
Not homophobic/Homophobic	310	29.4	374	35.5	276	26.2	77	7.3	16	1.5	2.2	1.0
Not biphobic/Biphobic	310	29.9	365	35.2	286	27.6	58	5.6	19	1.8	2.1	1.0
Not transphobic/Transphobic	296	28.5	328	31.6	283	27.2	101	9.7	31	3.0	2.3	1.1
Not ageist/Ageist	312	29.9	329	31.5	283	27.1	93	8.9	27	2.6	2.2	1.1
Not classist (socioeconomic status)/Classist	228	21.9	266	25.5	275	26.4	181	17.4	92	8.8	2.7	1.2
Not classist (position: faculty, staff, student)/Classist	255	24.4	301	28.8	282	27.0	133	12.7	75	7.2	2.5	1.2
Disability friendly (not ableist)/Not disability friendly (ableist)	329	31.3	391	37.2	244	23.2	67	6.4	20	1.9	2.1	1.0
Not xenophobic/Xenophobic	341	32.6	348	33.3	282	27.0	56	5.4	19	1.8	2.1	1.0
Not ethnocentric/Ethnocentric	294	28.1	323	30.9	295	28.2	98	9.4	37	3.5	2.3	1.1

Table B100. Students only: **Please indicate the extent to which you agree with each of the following statements: (Question 95)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by Stetson **faculty.**	245	36.5	306	45.5	80	11.9	32	4.8	9	1.3
I feel valued by Stetson **staff**.	186	27.8	298	44.5	126	18.8	45	6.7	14	2.1
I feel valued by Stetson **senior administrators** (e.g., president, dean, vice president, provost).	110	16.4	142	21.1	185	27.5	126	18.8	109	16.2
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	226	33.9	296	44.4	113	16.9	23	3.4	9	1.3
I feel valued by other students in the classroom/lab/clinical setting/ensembles.	174	26.0	311	46.5	127	19.0	44	6.6	13	1.9
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles.	174	26.0	291	43.6	132	19.8	57	8.5	14	2.1
I think that faculty pre-judge my abilities based on their perception of my identity/background.	90	13.5	142	21.3	160	24.0	197	29.5	79	11.8
I believe that the campus climate encourages free and open discussion of difficult topics.	150	22.5	286	42.9	131	19.7	67	10.1	32	4.8
I have faculty whom I perceive as role models.	276	41.3	259	38.7	87	13.0	38	5.7	9	1.3
I have staff whom I perceive as role models.	183	27.4	207	30.9	194	29.0	68	10.2	17	2.5
Stetson is a good place to go to college.	214	32.0	316	47.2	102	15.2	30	4.5	7	1.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 680).

*Table B101. Faculty only***: Please indicate the extent to which you agree with each of the following statements: (Question 96)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	73	47.4	56	36.4	12	7.8	6	3.9	7	4.5
I feel valued by my department/program chair.	82	53.2	51	33.1	11	7.1	3	1.9	7	4.5
I feel valued by other faculty at Stetson.	51	33.1	65	42.2	20	13.0	11	7.1	7	4.5
I feel valued by staff at Stetson.	49	33.1	64	43.2	25	16.9	6	4.1	4	2.7
I feel valued by students in the classroom/lab/clinical setting/ensembles.	58	37.9	78	51.0	9	5.9	6	3.9	2	1.3
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	25	16.4	35	23.0	38	25.0	30	19.7	24	15.8
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	25	16.7	28	18.7	44	29.3	31	20.7	22	14.7
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	10	6.8	24	16.3	28	19.0	56	38.1	29	19.7
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	10	6.8	11	7.5	26	17.7	60	40.8	40	27.2
I believe that Stetson encourages free and open discussion of difficult topics.	18	12.1	47	31.5	34	22.8	32	21.5	18	12.1
I feel that my **research/creative activity** is valued.	20	13.4	68	45.6	30	20.1	19	12.8	12	8.1
I feel that my **teaching** is valued.	50	33.1	72	47.7	15	9.9	11	7.3	3	2.0
I feel that my **service** contributions are valued.	25	16.7	57	38.0	33	22.0	25	16.7	10	6.7
Stetson is a good place to work.	32	21.1	71	46.7	22	14.5	19	12.5	8	5.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 154).

316

Table B102. Staff only: **Please indicate the extent to which you agree with the following statements: (Question 97)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by co-workers in my department.	109	44.3	103	41.9	19	7.7	10	4.1	5	2.0
I feel valued by co-workers outside my department.	76	31.0	114	46.5	38	15.5	12	4.9	5	2.0
I feel valued by my supervisor/manager.	109	44.1	84	34.0	30	12.1	9	3.6	15	6.1
I feel appreciated by my supervisor/manager.	102	41.6	89	36.3	28	11.4	10	4.1	16	6.5
I feel valued by Stetson students.	65	26.6	120	49.2	48	19.7	9	3.7	2	0.8
I feel valued by Stetson faculty.	39	16.0	90	36.9	66	27.0	38	15.6	11	4.5
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	51	20.8	87	35.5	56	22.9	33	13.5	18	7.3
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	50	20.6	80	32.9	67	27.6	28	11.5	18	7.4
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	10	4.2	38	15.8	62	25.8	79	32.9	51	21.3
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	11	4.6	25	10.4	62	25.7	83	34.4	60	24.9
I think that faculty pre-judge my abilities based on their perception of my identity/background.	17	7.1	51	21.3	71	29.6	63	26.3	38	15.8
I believe that my department/program encourages free and open discussion of difficult topics.	56	23.0	85	35.0	46	18.9	35	14.4	21	8.6
I feel that my **skills** are valued.	67	27.5	119	48.8	21	8.6	25	10.2	12	4.9

317

Table B102 cont.	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my work is valued.	66	26.9	120	49.0	27	11.0	23	9.4	9	3.7
Stetson is a good place to work.	68	28.0	118	48.6	30	12.3	21	8.6	6	2.5

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 248).

Table B103. Respondents with disabilities only: **Within the past year, have you experienced a barrier in any of the following areas at Stetson? (Question 98)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	13	9.9	80	61.1	38	29.0
Classroom buildings	34	26.0	83	63.4	14	10.7
Classrooms, labs (including computer labs)/courtrooms	21	16.3	93	72.1	15	11.6
College housing/residence halls	39	29.8	59	45.0	33	25.2
Dining facilities	34	25.8	81	61.4	17	12.9
Doors	18	13.7	104	79.4	9	6.9
Elevators/lifts	17	13.1	101	77.7	12	9.2
Emergency preparedness	13	9.9	101	77.1	17	13.0
Health center	14	10.7	94	71.8	23	17.6
Library	11	8.5	110	85.3	8	6.2
Office furniture (e.g., chair, desk)	11	8.5	108	83.7	10	7.8
Campus transportation/parking	49	37.7	70	53.8	11	8.5
Other campus buildings	12	9.2	103	79.2	15	11.5
Podium	4	3.1	100	77.5	25	19.4
Restrooms	16	12.3	106	81.5	8	6.2
Signage	4	3.1	112	86.2	14	10.8
Studios/performing arts spaces	9	7.0	90	69.8	30	23.3
Temporary barriers due to construction or maintenance	53	40.8	68	52.3	9	6.9
Walkways, pedestrian paths, crosswalks	37	28.7	86	66.7	6	4.7
Technology/Online Environment						
Accessible electronic format	11	8.9	104	84.6	8	6.5

Table B103 cont.	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Clickers	9	7.3	86	69.4	29	23.4
Computer equipment (e.g., screens, mouse, keyboard)	20	16.1	98	79.0	6	4.8
Electronic forms	13	10.6	104	84.6	6	4.9
Electronic signage	5	4.0	108	87.1	11	8.9
Electronic surveys (including this one)	4	3.3	111	90.2	8	6.5
Kiosks	1	0.8	103	83.7	19	15.4
Library database	8	6.5	106	85.5	10	8.1
Blackboard	24	19.4	88	71.0	12	9.7
Phone/phone equipment	7	5.7	105	86.1	10	8.2
Software (e.g., voice recognition/audiobooks)	8	6.5	101	82.1	14	11.4
Video/video audio description	7	5.7	104	85.2	11	9.0
Website	23	19.2	91	75.8	6	5.0
Identity						
Electronic databases (e.g., Banner)	16	13.0	101	82.1	6	4.9
Email account	29	23.8	90	73.8	3	2.5
Intake forms (e.g., health center)	7	5.8	94	77.7	20	16.5
Learning technology	12	9.8	102	82.9	9	7.3
Surveys	6	5.0	105	88.2	8	6.7
Instructional/Campus Materials						
Receiving accommodations from faculty (e.g. note-takers, extra test time)	20	16.4	72	59.0	30	24.6
Brochures	3	2.4	101	82.1	19	15.4
Food menus	19	15.6	85	69.7	18	14.8
Forms	9	7.3	101	82.1	13	10.6

	Yes		No		Not applicable	
Table B103 **cont.**	*n*	*%*	*n*	*%*	*n*	*%*
Journal articles	8	6.5	104	84.6	11	8.9
Library books	7	5.8	103	85.1	11	9.1
Other publications	4	3.3	108	87.8	11	8.9
Syllabi	7	5.7	100	82.0	15	12.3
Textbooks	23	18.5	85	68.5	16	12.9
Video-closed captioning and text description	6	4.9	99	80.5	18	14.6

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 59 (*n* = 140).

Table B104. Respondents who identify as transgender/genderqueer only: **Within the past year, have you experienced a barrier in any of the following areas at Stetson? (Question 100)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	0	0.0	2	33.3	4	66.7
Changing rooms/locker rooms	0	0.0	4	66.7	2	33.3
College housing (including Greek houses, apartments)	0	0.0	4	66.7	2	33.3
Restrooms	4	66.7	2	33.3	0	0.0
Signage	0	0.0	5	83.3	1	16.7
Identity Accuracy						
Stetson ID card	0	0.0	5	100.0	0	0.0
Electronic databases (e.g., Banner)	0	0.0	3	100.0	0	0.0
Email account	0	0.0	4	100.0	0	0.0
Intake forms (e.g., health center)	0	0.0	3	75.0	1	25.0
Learning technology	0	0.0	4	100.0	0	0.0
Public affairs/marketing	0	0.0	4	80.0	1	20.0
Surveys	0	0.0	4	100.0	0	0.0

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 43 (*n* = 8).

Table B105. Faculty only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Stetson. (Question 102)**

	Initiative available at Stetson						Initiative NOT available at Stetson					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	32	60.4	20	37.7	1	1.9	46	86.8	5	9.4	2	3.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	28	56.0	17	34.0	5	10.0	45	69.2	15	23.1	5	7.7
Providing diversity and equity training for students	50	69.4	19	26.4	3	4.2	36	90.0	4	10.0	0	0.0
Providing diversity and equity training for staff	50	68.5	20	27.4	3	4.1	33	80.5	8	19.5	0	0.0
Providing diversity and equity training for faculty	52	65.0	23	28.7	5	6.3	27	73.0	9	24.3	1	2.7
Providing faculty with toolkits to create an inclusive classroom environment	26	56.5	16	34.8	4	8.7	51	73.9	16	23.2	2	2.9
Providing faculty with supervisory training	28	60.9	15	32.6	3	6.5	39	61.9	17	27.0	7	11.1
Providing access to counseling for people who have experienced harassment	91	95.8	4	4.2	0	0.0	19	90.5	2	9.5	0	0.0
Providing mentorship for new faculty	93	88.6	11	10.5	1	1.0	14	87.5	2	12.5	0	0.0
Providing a clear process to resolve conflicts	67	89.3	7	9.3	1	1.3	38	97.4	1	2.6	0	0.0
Providing a fair process to resolve conflicts	69	92.0	5	6.7	1	1.3	35	97.2	1	2.8	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	31	53.4	20	34.5	7	12.1	29	50.9	18	31.6	10	17.5

| | Initiative available at Stetson | | | | | | Initiative NOT available at Stetson | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | |
Table B105 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing equity and diversity training to search, promotion, and tenure committees	39	63.9	16	26.2	6	9.8	38	66.7	14	24.6	5	8.8
Providing career span development opportunities for faculty at all ranks	50	78.1	13	20.3	1	1.6	45	88.2	6	11.8	0	0.0
Providing affordable childcare	27	73.0	10	27.0	0	0.0	69	88.5	8	10.3	1	1.3
Providing support/resources for spouse/partner employment	28	80.0	6	17.1	1	2.0	65	82.3	13	16.5	1	1.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 154).

Table B106. Staff only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity at Stetson. (Question 104)**

	Initiative available at Stetson						Initiative NOT available at Stetson					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing access to counseling for people who have experienced harassment	174	89.7	18	9.3	2	1.0	20	83.3	3	12.5	1	4.2
Providing diversity and equity training for students	143	84.6	23	13.6	3	1.8	26	68.4	9	23.7	3	7.9
Providing diversity and equity training for staff	124	81.6	26	17.1	2	1.3	44	74.6	12	20.3	3	5.1
Providing diversity and equity training for faculty	115	82.7	21	15.1	3	2.2	50	78.1	12	18.8	2	3.1
Providing supervisors/managers with supervisory training	96	84.2	17	14.9	1	0.9	88	92.6	6	6.3	1	1.1
Providing faculty supervisors with supervisory training	89	81.7	18	16.5	2	1.8	83	92.2	6	6.7	1	1.1
Providing mentorship for new staff	69	75.8	20	22.0	2	2.2	115	95.0	5	4.1	1	0.8
Providing a clear process to resolve conflicts	109	83.8	19	14.6	2	1.5	70	92.1	5	6.6	1	1.3
Providing equity and diversity training to search committees	84	73.0	29	25.2	2	1.7	72	81.8	14	15.9	2	2.3
Providing a fair process to resolve conflicts	115	83.9	21	15.3	1	0.7	68	94.4	3	4.2	1	1.4
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	90	70.3	28	21.9	10	7.8	37	53.6	21	30.4	11	15.9
Providing career development opportunities for staff	132	89.8	14	9.5	1	0.7	60	93.8	3	4.7	1	1.6

325

| | Initiative available at Stetson | | | | | | Initiative NOT available at Stetson | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | |
Table B106 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing affordable childcare	56	76.7	15	20.5	2	2.7	114	87.7	14	10.8	2	1.5
Providing support/resources for spouse/partner employment	68	73.9	21	22.8	3	3.3	85	77.3	23	20.9	2	1.8

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 248).

Table B107. Students only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Stetson. (Question 106)**

Institutional initiatives	Initiative available at Stetson University						Initiative NOT available at Stetson University					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity training for students	284	74.3	77	20.2	21	5.5	96	66.2	32	22.1	17	11.7
Providing diversity and equity training for staff	303	78.1	66	17.0	19	4.9	109	80.1	20	14.7	7	5.1
Providing diversity and equity training for faculty	302	79.1	61	16.0	19	5.0	108	78.3	23	16.7	7	5.1
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	271	81.1	55	16.5	8	2.4	163	86.2	16	8.5	10	5.3
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	260	77.6	67	20.0	8	2.4	149	80.5	25	13.5	11	5.9
Increasing opportunities for cross-cultural dialogue among students	329	80.6	71	17.4	8	2.0	90	78.9	17	14.9	7	6.1
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	312	79.6	73	18.6	7	1.8	102	84.3	14	11.6	5	4.1
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	274	74.5	66	17.9	28	7.6	116	80.0	17	11.7	12	8.3

| | If this initiative IS available at Stetson University | | | | | | If this initiative IS NOT available at Stetson University | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | |
Table B107 cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing effective faculty mentorship of students	339	87.8	39	10.1	8	2.1	117	91.4	8	6.3	3	2.3
Providing effective academic advising	359	89.5	40	10.0	2	0.5	98	89.1	10	9.1	2	1.8
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	307	79.5	63	16.3	16	4.1	93	75.0	20	16.1	11	8.9
Providing affordable childcare	143	63.8	71	31.7	10	4.5	212	73.4	66	22.8	11	3.8
Providing adequate childcare resources	154	67.2	65	28.4	10	4.4	209	74.1	63	22.3	10	3.5
Providing support/resources for spouse/partner employment	165	69.6	65	27.4	7	3.0	221	77.3	54	19.8	8	2.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 624).

Appendix C

Comment Analyses (Questions #108, #109, and #110)

Among the 1,082 surveys analyzed for the Stetson Deland climate assessment, 965 contained respondents' remarks to the open-ended questions throughout the survey. The follow-up questions that allowed respondents to provide more detail about their answers to a previous survey question were included in the body of the report. This appendix summarizes the comments submitted for the final three survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Campus and Community Difference

Three hundred and sixty eight respondents answered the question about whether experiences on campus are different from experiences in the community surrounding campus. Approximately 30% of respondents reported that they experienced no differences on campus versus in the surrounding community. Approximately 55% of respondents shared that they had different experiences on campus than they had in the community surrounding campus. From the respondents who said that differences existed, four themes of why the two environments were different were identified and are presented here with supporting comments.

Divergent views regarding inclusivity. Of the 368 respondents who offered comments to Question 108, 25% reported that there was a difference between the levels of inclusiveness of the campus community and the Deland community. Most respondents felt that campus was a much more inclusive environment than that off campus. One Faculty respondent wrote, "Stetson campus is generally more open and inclusive than the broader community." An Undergraduate respondent shared, "the area surrounding Stetson is a little less inclusive." Another Undergraduate respondent wrote, "The campus is much more accepting and open. The town of Deland itself is not quite so friendly." A few respondents felt that the community was more inclusive and accepting than campus. One Undergraduate respondent wrote, "I feel that sometimes the people in the Deland community are more accepting and open-minded than those

on campus." A Faculty respondent noted, "I feel more included and welcome off-campus. The campus climate feels so like the classic white dominant south!"

Greater safety on campus. Twenty three percent of respondents who reported differences between campus and community identified safety as one of the key differences. Respondents felt that campus was a safer environment than was the community surrounding campus. One Undergraduate respondent wrote, "People off campus/from Deland can be slightly creepy at times whereas on campus I generally feel pretty safe." Another Undergraduate respondent indicated, "The Deland 'townies' frequently bother students by catcalling. Downtown Deland is not safe at night. While I enjoy the shops in Downtown and the people who run them, there is a large disconnect between the Deland community and the Stetson community." Another Undergraduate respondent shared, "I feel safe on campus and unsafe in the surrounding community. Woodland is okay, but I live just a few streets away from Stetson and feel unsafe. People evading the cops abandoned their car on my yard a few weeks ago. We had to call the cops on our neighbors for domestic issues. Stetson is safe, but Deland is kind of terrifying."

Class differences based on socioeconomic Status. Sixteen percent of respondents who reported differences between campus and community felt that socioeconomic resources played a huge role in the differences. Respondents saw Stetson as a bubble of wealth and economic security compared to the poorer areas of the surrounding community. One Undergraduate respondent observed, "I think there's tension between Stetson and the greater Deland community, because there's an incredible economic divide." A Staff respondent shared, "The surrounding community appears to be economically challenged. The poverty level seems high in Deland. I don't really see a connection between the school and the community." A Faculty respondent wrote, "Stetson's population is generally wealthier, better-educated, more international, more politically progressive and less religious than the community at large." Another Student respondent wrote, "Our campus has no mention of homelessness, what it's like to be homeless, or any sort of compassion for the low-income families and homeless individuals that live in Deland. Administrators and faculty at Stetson talk about the Stetson Bubble like it is an unfounded phenomenon, when in reality the practices Stetson puts in place to orient new students perpetuates it. If Stetson truly wanted to bring students into the Deland and Spring Hill

communities, there'd be greater emphasis on the work of the Center for Community Engagement."

Discriminatory behavior greater in the surrounding community. Fourteen percent of respondents who reported differences in experiences on campus versus those in the surrounding community described different levels of discrimination and racist behavior in the two environments. Generally the respondents felt that the community had higher levels of racist and discriminating behaviors. One Staff respondent shared, "While not in Deland specifically, I have witnessed some more overt messages of racism in communities surrounding Stetson. I do not think these messages coincide with the culture on campus, but do worry about students who are venturing off campus and may run into these statements (i.e. Confederate flags, 'White Pride' bumper stickers, etc.)." One Undergraduate respondent shared, "My experiences on campus are good, but when I am in the community they turn really bad. I get stared at and ignored from other community members because I am black. It is weird how they sometimes won't even acknowledge my existence." Another Undergraduate noted, "I think the racial inequality is intensified off campus along with gender inequality." A Faculty respondent stated, "Surrounding community I have encountered much more overt, hostile racism."

Recommendations for Improving the Climate at Stetson

Four hundred and thirty three respondents gave specific recommendations for improving the climate at Stetson. The themes and supporting comments follow

More transparent and inclusive decision-making. Nineteen percent of respondents commented on communication and decision-making within the university. Many respondents expressed the desire for more input into university decision-making. Students, staff, and faculty all felt that too much top-down governance existed that ignored other voices. One Undergraduate respondent suggested, "Have open meetings with the students before the administration does anything would be extremely helpful. Instead of assuming you know what the students need, ask them (like this) what they think. We have opinions and the education to properly articulate these opinions; that is why we are in college." Another Undergraduate respondent shared, "The administration needs to

listen to students complaints and take them seriously. Communication between the administration and students needs to be constant." One Undergraduate respondent advised, "Administration needs to be more considerate of faculty/staff and student voices." A Faculty respondent wrote, "Administrators must value faculty input and opinions more, go beyond tokenism. Must be a true shared governance structure in place."

Other respondents commented on communication in general, sharing the hope that more communication and transparency would improve campus climate. One Administrator respondent shared, "Better communication, greater accountability, more transparency." An Undergraduate respondent wrote, "More transparency and open communication and information from the administration to the faculty and student communities, ESPECIALLY in financial matters. Also, when deciding something as monumental and that effects so much of campus as changing graduation, it would greatly improve campus climate if the students and faculty were consulted and then the administration actually placed value on that consultation." A Faculty respondent shared, "Better communication between administration and faculty and inclusion in campus decision making for big issues. There have been a number of big decisions, which affect all of us, that we have found out long after the decision has been made, perhaps even learning about the decision in the newspaper rather than on campus (development of football program comes to mind, but there are other examples). Nearly every faculty meeting is an info dump session rather than a discussion, or if it is a discussion, it's a discussion that goes nowhere."

Diversity initiatives. Nineteen percent of respondents had suggestions related to diversity initiatives. Some respondents simply wanted to see more diversity at Stetson. A Graduate/Professional Student respondent wrote, "More Diversity. In terms of a lot more people of color in the student population, and the faculty and staff." Some respondents had suggestions for actions including hiring for diversity and supporting university discourse on inclusion and diversity. One Faculty respondent suggested, "someone to coordinate diversity and inclusion efforts, to spearhead initiatives, to lead discussions, to find resources to train people. We need a Vice President for Diversity and Inclusion. It can't be everyone's job, and expect to see it done well." Another Faculty respondent wrote, "keep attracting non-white and international students

and faculty." An Undergraduate respondent suggested, "Definitely more discussions on race and diversity within cultures."

Some respondents made sure to advise that open discourse needed to allow for multiple points of view, not just those from a liberal perspective. One Undergraduate respondent wrote, "When you have speakers/seminars, make sure you also have equal time dedicated to the counter positions. How can you develop critical thinking when you are only ever presented with one side? I hardly ever see both sides presented and it's a shame. I want an education, not an indoctrination." Another Undergraduate respondent shared, "What is needed is more civility and respect for diverse points of views. I'm not sure how that can be accomplished." Another Undergraduate elaborated, "If the goal is to be more inclusive, then why was the values day dedicated to over-the-top liberal social issues? It saddened me to see that progressive issues were over-emphasized while traditional/conservative values were not even addressed - at all!! The implication is only liberals have acceptable values and this creates a very divisive environment."

Other respondents were concerned that efforts to promote diversity and inclusion ended up being unfair to those from majority groups. An Undergraduate respondent wrote, "Stop making special programs or services available for minority groups treat everyone equally and most certainly STOP pushing politically liberal ideas! I go to school to become educated not converted politically." A Faculty respondent wrote, "As we become more welcoming for some groups we have become less welcoming for others--political and social conservatives, evangelical Christians, etc."

Critique of university funding priorities. Nine percent of respondents made comments about university funding priorities and how finances are handled by Stetson. Several respondents were critical of high tuition rates. One Undergraduate respondent wrote, "Stop increasing the tuition. It's self-selecting and keeps people who really need Stetson at bay or unable to afford it. Many people leave after a year not realizing the financial burden." Another Undergraduate respondent shared, "Students feel senior administration only cares about the money students provide, and not the students themselves." Other respondents had suggestions for what else Stetson should be spending money on, such as better salaries, student resources, and academics. An Undergraduate

respondent suggested, "Offer the students an environment where it doesn't feel like most of the tuition is spent on needs that aren't benefiting them." A Staff respondent wrote, "It seems that Stetson has worked hard to make faculty pay more competitive/equal with other areas of the country and with other universities in this area. Stetson should do the same for staff salaries, which are significantly lower than just one county away."

Divergent views on additional training. Nine percent of respondents commented on training. Many respondents felt that additional training and education would be beneficial for campus climate. A Graduate/Professional Student respondent wrote, "All the training mentioned in this survey would be fabulous." A Staff respondent wrote, "Provide consistent training (diversity/inclusion/equity, leadership, etc.) for faculty/staff and students that is ongoing and has time and resources allotted for it." An Administrator respondent advised, "Human Resources needs to do so much more in the area of training for hiring managers when it comes to hiring, supervising, handling conflict, etc."

Some respondents thought more training would not be an effective use of university money to improve campus climate. One Faculty respondent wrote, "Continuing to support student groups whose public initiatives focus attention on issues. Workshops and 'training' seem not helpful to me, as they seem overly simplistic and obvious." An Undergraduate respondent shared, "Avoid this nonsense that is diversity training. It is a sham industry that provides no real value and misdirects the use of resources."

Improve student amenities. Fifteen percent of Undergraduate Student respondents felt that the university should improve student amenities in order to improve campus climate. Of particular concern were housing and dining options. One respondent wrote, "I'm sure that if Stetson would spend less time landscaping, and more time taking care that student housing is up to par and that the food is at least edible, that the students would be much happier." Another Undergraduate respondent suggested, "Give students more housing and more food options." One respondent stated, "Housing regulations are too strict, and not enough parking." One respondent wrote, "Change the meal swipe periods, just get rid of them completely. We should be allowed to eat whenever we want. If we run out it's our fault and we should have to deal with the

consequences." One respondent suggested, "Make the campus more commuter friendly and have more options for food that is affordable."

Description of Experiences or Additional Thoughts

One hundred and seventy one respondents answered the final survey question about elaborating on their survey responses or further describing their experiences. Responses covered a myriad of different topics but three themes did emerge. These are presented here with supporting comments.

More inclusive/transparent decision making. Twelve percent of respondents addressed issues related to the administration in their responses. Many respondents expressed a desire for the administration to be more willing to listen to faculty, staff, and student voices when making decisions. An Undergraduate respondent wrote, "I'd like to elaborate that I do not feel valued by the administration. They do not care about the current students, only opportunities for more money. The administration has repeatedly failed to listen to students and our misgivings about the campus climate changing the last four years. Between the symbolic mess that is 'The Rock' to a complete lack of housing options for upperclassmen the administration needs to communicate with us and stop pretending that there is no issue." A Faculty respondent stated, "The administration has made some decisions and imposed them on the Stetson community with no input from the community. There is no attempt at shared governance." Some respondents called out the administration for being unresponsive. A Faculty respondent elaborated, "My sense over the past few years has been that administrators are downright hostile toward faculty who disagree with administrative agendas. I find this EXTREMELY problematic. I've heard an administrator talk in hostile terms about people that person perceived as 'naysayers' and about the need to shut them down."

Applaud changing climate. Nine percent of respondents commented generally about changing the climate at Stetson. Several respondents applauded Stetson for current initiatives while encouraging the university to continue to work for change. A Staff respondent wrote, "Stetson maintains a strong commitment to its values, a sort of warmth that goes beyond the climate, that

makes our community a great one to work and learn in. I want to see us keep progressing in this direction, to model a holistic and ethically conscious approach to higher education." A Faculty respondent stated, "I am concerned about action and follow-up to ensure that we build an inclusive community by focusing on the central themes that arise out of this survey." An Administrator respondent shared, "Stetson is a great place to work. The University is evolving in a way that will position it as a leader and make it sustainable for years to come. Despite the growing pains, the University is moving in the right direction. There are several dedicated and productive faculty and staff that wish to leave the University in a better place than when they arrived."

Financial concerns. Eleven percent of Student respondents addressed financial concerns in their responses. Many of these respondents commented on tuition. One Undergraduate respondent shared, "The tuition is way too high. I am involved in so many different things to help pay for school and my parents are working multiple jobs and it still isn't enough." Another Undergraduate respondent advised, "Stop making tuition go up. It is a terrible thing to do to students who want to keep going here. You have enough money, stop sucking money from college students who do not have any or do not know any better." A few respondents criticized the funding choices of the university. One Undergraduate respondent wrote, "There are buildings like Sage which are so outdated, and buildings like Flagler that doesn't even have hot water, and now Stetson spends money on rocks and a welcome center that it doesn't need. How about consider the horrid dorms, or even make sure there is enough student housing!!! It is absolutely ridiculous that first year students have to stay in hotels off campus, RIDICULOUS."

Stetson University
Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need the survey in one of these formats, please contact:

Accessibility Services Center
asc@stetson.edu
386-822-7127

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the climate at Stetson University. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at Stetson University and provide us with specific information about how the environment for learning, living and working at Stetson University can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact:

For Deland/Celebration Students/Faculty/Staff
http://www.stetson.edu/other/inclusion/connect.php

For Gulfport/Tampa Law Center Students/Faculty/Staff
http://www.stetson.edu/law/students/home/support.php

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at Stetson University is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:
Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin & Associates Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:
Elizabeth L. Paul, Ph.D.
Executive Vice President and Provost
Stetson University
386-822-7010
bpaul@stetson.edu

Joseph F Morrissey
Professor of Law
Stetson University College of Law
727-562-7804
jmorriss@law.stetson.edu

Questions concerning the rights of participants:
Research at Stetson University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Matthew Schrager, Ph.D.
Chair, Institutional Review Board
Stetson University
386-822-8155
mschrage@stetson.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Ableist: Discrimination or prejudice against people with disabilities.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: Refers to the assigning (naming) of the biological sex of a baby at birth.

Biphobia: An irrational dislike or fear of bisexual people. Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

Classist: A bias based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privileges based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprentticeships, etc.).

Family Leave: The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: http://www.dol.gov/whd/fmla/

Financial Hardship: Difficulty in affording educational expenses (tuition, books, travel home during breaks, co-curricular activities, etc.)

Gender Identity: A person's inner sense of being man, woman, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Homophobia: An irrational dislike and fear of homosexuals.

Intersex: A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Position: The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity/Orientation: Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Sexual Assault is unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid consent.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Irrational dislike or fear of people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50%of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Stetson University?
   - ❍ Undergraduate student
     - ❍ Started at Stetson University as a first-year student
     - ❍ Transferred from another institution
   - ❍ Graduate/Professional student
     - ❍ Master's degree or post-graduate certificate candidate
     - ❍ Law student (JD)
       - ❍ Started at Stetson as a part-time student
       - ❍ Started at Stetson as a full-time student
     - ❍ Law student (LLM)
   - ❍ Faculty
     - ❍ Tenure or Tenure-Track
       - ❍ Assistant Professor
       - ❍ Associate Professor
       - ❍ Professor
       - ❍ Librarian
     - ❍ Full-time Non-Tenure-Track
     - ❍ Adjunct
   - ❍ Administrator
   - ❍ Staff
     - ❍ Hourly
     - ❍ Salary

2. Are you full-time or part-time in that **primary** status?
   - ❍ Full-time
   - ❍ Part-time

3. At which campus do you spend the **majority** of your time?
   - ❍ DeLand
   - ❍ Gulfport/Tampa Law Center
   - ❍ Celebration

Part 1: Personal Experiences

When responding to the following questions, think about your experiences <u>during the past year</u>.

4. Overall, how comfortable are you with the climate at Stetson?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

5. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/work unit?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

6. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

7. Have you ever **seriously** considered leaving Stetson?
- ○ No **[Skip to Question 12]**
- ○ Yes

8. **Students only:** When did you **seriously** consider leaving Stetson? **(Mark all that apply.)**
- ❑ During my first year as a student
- ❑ During my second year as a student
- ❑ During my third year as a student
- ❑ During my fourth year as a student
- ❑ During my fifth year as a student
- ❑ After my fifth year as a student

9. **Students only:** Why did you **seriously** consider leaving Stetson? **(Mark all that apply.)**
- ❑ Campus climate was not welcoming
- ❑ Coursework was too difficult
- ❑ Coursework was not challenging enough
- ❑ Didn't like major
- ❑ Didn't meet the requirements to continue in a major
- ❑ Athletic reasons
- ❑ Financial reasons
- ❑ Homesick
- ❑ Lack of a sense of belonging
- ❑ Lack of support group
- ❑ My marital/relationship status
- ❑ Never intended to graduate from Stetson
- ❑ Personal reasons (e.g., medical, mental health, family emergencies)
- ❑ Immigration compliance issues (e.g., VISA status)
- ❑ A reason not listed above (please specify:) _____

10. **Faculty/Staff only:** Why did you **seriously** consider leaving Stetson? **(Mark all that apply.)**
- ❑ Campus climate was unwelcoming
- ❑ Family responsibilities
- ❑ Financial reasons (e.g,, salary, resources)
- ❑ Increased workload
- ❑ Unmanageable workload
- ❑ Interested in a position at another institution
- ❑ Lack of benefits
- ❑ Limited opportunities for advancement
- ❑ Local community did not meet my (my family) needs
- ❑ Offered position in government or industry
- ❑ Personal reasons (e.g., medical, mental health, family emergencies)
- ❑ Recruited or offered a position at another institution
- ❑ Revised retirement plans
- ❑ Spouse or partner relocated
- ❑ Spouse or partner unable to find suitable employment
- ❑ Tension with supervisor/manager
- ❑ Tension with co-workers
- ❑ Wanted to move to a different geographical location
- ❑ A reason not listed above (please specify:) _____

11. We are interested in knowing more about your experiences. If you would like to elaborate on why you **seriously** considered leaving, please do so here.

12. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Stetson.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	❍	❍	❍	❍	❍
Few of my courses this year have been intellectually stimulating.	❍	❍	❍	❍	❍
I am satisfied with my academic experience at Stetson.	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling at Stetson.	❍	❍	❍	❍	❍
I have performed academically as well as I anticipated I would.	❍	❍	❍	❍	❍
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	❍	❍	❍	❍	❍
My interest in ideas and intellectual matters has increased since coming to Stetson.	❍	❍	❍	❍	❍
I intend to graduate from Stetson.	❍	❍	❍	❍	❍
I am considering transferring to another institution for academic reasons.	❍	❍	❍	❍	❍

13. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at Stetson?
    - ❍ No **[Skip to Question 22]**
    - ❍ Yes

14. What do you believe was the basis of the conduct? (**Mark all that apply.**)
    - ❑ Academic performance
    - ❑ Age
    - ❑ Educational credentials (e.g., MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/Gender identity
    - ❑ Gender expression
    - ❑ Immigrant/Citizen status
    - ❑ Location where I grew up
    - ❑ Nationality
    - ❑ Learning disability/condition
    - ❑ Living arrangement
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental health/psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization (please specify:) _____
    - ❑ Participation on an athletic team (please specify:) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/orientation
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify:) _____

15. How did you experience the conduct? (**Mark all that apply.**)
- ❑ I was ignored or excluded.
- ❑ I was intimidated/bullied.
- ❑ I was isolated or left out.
- ❑ I was disrespected.
- ❑ I observed others staring at me.
- ❑ I was singled out as the spokesperson for my identity group.
- ❑ Someone implied I was admitted/hired/promoted due to my identity group.
- ❑ Someone implied I was not admitted/hired/promoted due to my identity group.
- ❑ I feared getting a poor grade because of a hostile classroom environment.
- ❑ I received a low performance evaluation.
- ❑ I was the target of workplace incivility.
- ❑ I was the target of racial/ethnic profiling.
- ❑ I was the target of stalking.
- ❑ I was the target of unwanted sexual contact.
- ❑ I received inappropriate written comments.
- ❑ I received inappropriate phone calls/text messages/email.
- ❑ I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).
- ❑ I was the target of derogatory or inappropriate verbal remarks.
- ❑ I was the target of retaliation.
- ❑ I received threats of physical violence.
- ❑ I was the target of graffiti/vandalism.
- ❑ I feared for my physical safety.
- ❑ I feared for my family's safety.
- ❑ I was the target of physical violence.
- ❑ An experience not listed above (please specify:) _____

16. Where did the conduct occur? **(Mark all that apply.)**
- ❑ At a Stetson event
- ❑ In an on-campus class/lab/clinical setting
- ❑ In a Stetson health care setting (e.g., Student Health Services, Wilson Center)
- ❑ In a counseling setting referred to me by Stetson
- ❑ In a Stetson dining facility
- ❑ In a Stetson administrative office
- ❑ In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)
- ❑ In a faculty office
- ❑ In a public space at Stetson
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In a Stetson library
- ❑ In athletic/recreational facilities
- ❑ In campus housing
- ❑ In off-campus housing
- ❑ Off campus
- ❑ On social networking sites/Facebook/Twitter/Yik Yak
- ❑ On Stetson media (e.g., Stetson Facebook, reporter)
- ❑ While working at a Stetson job
- ❑ While walking on campus
- ❑ A location not listed above (please specify:) _____

17. Who/what was the source of this conduct? **(Mark all that apply.)**
- ❑ Academic adviser
- ❑ Alumni
- ❑ Athletic coach/trainer
- ❑ Co-worker
- ❑ Department chair /head/director
- ❑ Donor
- ❑ Faculty member – full-time
- ❑ Faculty member - adjunct
- ❑ Friend
- ❑ Health/Counseling services
- ❑ Stetson media (e.g., Stetson website, reporter)
- ❑ Stetson Public Safety
- ❑ Off-campus community member
- ❑ Person whom I supervise
- ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
- ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
- ❑ Staff member
- ❑ Stranger
- ❑ Student
- ❑ Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)
- ❑ Supervisor
- ❑ Teaching assistant/graduate assistant/tutor
- ❑ Don't know source
- ❑ A source not listed above (please specify:) _____

18. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify) _____

19. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Stetson resource.
    - ❑ Faculty member
    - ❑ Faculty academic advisor
    - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Stetson Public Safety
    - ❑ Counseling Center
    - ❑ Employee Assistance Program (EAP)
    - ❑ Title IX Coordinator
    - ❑ Office of Human Resources
    - ❑ Student staff (e.g., resident assistant)
    - ❑ Staff person
- ❑ I told a family member
- ❑ I told a friend
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- ❑ A response not listed above (please specify:) _____

20. Did you report the conduct?
   - ○ No, I didn't report it.
   - ○ Yes, I reported it.
      - ○ Yes, I reported the incident and was satisfied with the outcome.
      - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
      - ○ Yes, I reported the incident, but felt that it was not responded to appropriately.

21. We are interested in hearing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered below:

For Deland/Celebration Students/Faculty/Staff
http://www.stetson.edu/other/inclusion/connect.php

For Gulfport/Tampa Law Center Students/Faculty/Staff
http://www.stetson.edu/law/students/home/support.php

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources listed.

22. **While a member of the Stetson community**, have you experienced unwanted sexual contact (including interpersonal violence, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape?

- ❑ No
- ❑ Yes - relationship violence (e.g., ridiculed, controlling, hitting) **[Please complete questions 23rv – 31rv]**
- ❑ Yes - stalking (e.g., following me, on social media, texting, phone calls) **[Please complete questions 23stlk – 31stlk]**
- ❑ Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) **[Please complete questions 23si – 31si]**
- ❑ Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) **[Please complete questions 23sc – 31sc]**

23rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

24rv. **Students only**: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- ❑ First year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After fourth year

25rv. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Stetson faculty member
- ❑ Stetson staff member
- ❑ Stranger
- ❑ Stetson student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

26rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.**)
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

27rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

28rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)?
   (Mark all that apply.)
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Stetson resource.
    - ❑ Faculty member
    - ❑ Faculty academic advisor
    - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Stetson Public Safety
    - ❑ Counseling Center
    - ❑ Employee Assistance Program (EAP)
    - ❑ Title IX Coordinator
    - ❑ Office of Human Resources
    - ❑ Student staff (e.g., resident assistant)
    - ❑ Staff person
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

29rv. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)?
- ❍ No, I didn't report it. **[Please complete question 30rv]**
- ❍ Yes, I reported the incident.
    - ❍ Yes, I reported the incident and was satisfied with the outcome.
    - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
    - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately. **[Please complete question 31rv]**

30rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

31rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting), but that it was not responded to appropriately. Please explain why you felt that it was not.

23stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

24stlk. **Students only**: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ First year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After fourth year

25stlk. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Stetson faculty member
- ❑ Stetson staff member
- ❑ Stranger
- ❑ Stetson student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

26stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.**)
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

27stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

28stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Stetson resource.
    - ❑ Faculty member
    - ❑ Faculty academic advisor
    - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Stetson Public Safety
    - ❑ Counseling Center
    - ❑ Employee Assistance Program (EAP)
    - ❑ Title IX Coordinator
    - ❑ Office of Human Resources
    - ❑ Student staff (e.g., resident assistant)
    - ❑ Staff person
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

29stlk. Did you report the stalking (e.g., following me, on social media, texting, phone calls)?
- ○ No, I didn't report it. **[Please complete question 31stlk]**
- ○ Yes, I reported the incident.
    - ○ Yes, I reported the incident and was satisfied with the outcome.
    - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
    - ○ Yes, I reported the incident, but felt that it was not responded to appropriately. **[Please complete question 31stlk]**

30stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

31stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls), but that it was not responded to appropriately. Please explain why you felt that it was not.

23si. When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

24si. **Students only**: What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ First year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After fourth year

25si. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Stetson faculty member
- ❑ Stetson staff member
- ❑ Stranger
- ❑ Stetson student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

26si. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?
   (Mark all that apply.)
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

27si. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

28si. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Stetson resource.
  - ❑ Faculty member
  - ❑ Faculty academic advisor
  - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
  - ❑ Stetson Public Safety
  - ❑ Counseling Center
  - ❑ Employee Assistance Program (EAP)
  - ❑ Title IX Coordinator
  - ❑ Office of Human Resources
  - ❑ Student staff (e.g., resident assistant)
  - ❑ Staff person
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

29si. Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- ○ No, I didn't report it. **[Please complete question 30si]**
- ○ Yes, I reported the incident.
  - ○ Yes, I reported the incident and was satisfied with the outcome.
  - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
  - ○ Yes, I reported the incident, but felt that it was not responded to appropriately. **[Please complete question 31si]**

30si. You indicated that you **DID NOT** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

31si. You indicated that you **DID** report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), but that it was not responded to appropriately. Please explain why you felt that it was not.

23sc. When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) \
occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

24sc. **Students only**: What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**
- ❑ First year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After fourth year

25sc. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ Stetson faculty member
- ❑ Stetson staff member
- ❑ Stranger
- ❑ Stetson student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

26sc. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? **(Mark all that apply.**)
- ❑ Off campus (please specify location:) _____
- ❑ On campus (please specify location:) _____

27sc. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I felt afraid.
- ❑ I felt angry.
- ❑ I ignored it.
- ❑ An experience not listed above (please specify:) _____

28sc. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**
- ❑ I didn't do anything.
- ❑ I avoided the person/venue.
- ❑ I contacted a local law enforcement official.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I didn't know who to go to.
- ❑ I sought information online.
- ❑ I sought support from off-campus hot-line/advocacy services.
- ❑ I contacted a Stetson resource.
    - ❑ Faculty member
    - ❑ Faculty academic advisor
    - ❑ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Stetson Public Safety
    - ❑ Counseling Center
    - ❑ Employee Assistance Program (EAP)
    - ❑ Title IX Coordinator
    - ❑ Office of Human Resources
    - ❑ Student staff (e.g., resident assistant)
    - ❑ Staff person
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ A response not listed above (please specify:) _____

29sc. Did you report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)?
- ❍ No, I didn't report it. **[Please complete question 30sc]**
- ❍ Yes, I reported the incident.
    - ❍ Yes, I reported the incident and was satisfied with the outcome.
    - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
    - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately. **[Please complete question 31sc]**

30sc. You indicated that you **DID NOT** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) to a campus official or staff member. Please explain why you did not.

31sc. You indicated that you **DID** report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape), but that it was not responded to appropriately. Please explain why you felt that it was not.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered below:

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http://www.stetson.edu/other/inclusion/connect.php

For Gulfport/Tampa Law Center Students/Faculty/Staff
http://www.stetson.edu/law/students/home/support.php

Part 2: Workplace Climate

32. **Tenured and Tenure-Track Faculty only:** As a faculty member, I feel (or felt)…

	Strongly agree	Agree	Disagree	Strongly disagree
The criteria for tenure are clear.	❍	❍	❍	❍
The tenure standards/promotion standards are applied equally to faculty in my academic unit.	❍	❍	❍	❍
Supported and mentored during the tenure-track years.	❍	❍	❍	❍
Stetson policies for delay of the tenure clock are used equitably all colleges/schools.	❍	❍	❍	❍
Research/creative activity is valued by my college/school.	❍	❍	❍	❍
Teaching is valued by my college/school.	❍	❍	❍	❍
Service contributions are valued by my college/school.	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍
I perform more work to help students than do my Stetson colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	❍	❍	❍	❍
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	❍	❍	❍	❍
Faculty opinions are valued within my college/school committees.	❍	❍	❍	❍
Faculty opinions are valued within Stetson University committees.	❍	❍	❍	❍
Faculty opinions are valued within Faculty Senate (Deland only).	❍	❍	❍	❍
I would like more opportunities to participate in substantive committee assignments.	❍	❍	❍	❍
I have opportunities to participate in substantive committee assignments.	❍	❍	❍	❍

33. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

34. **Non-Tenure-Track/Adjunct only:** As an employee with a non-tenure-track appointment at Stetson, I feel (or felt)…

	Strongly agree	Agree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	❍	❍	❍	❍
The criteria used for contract renewal is applied equally to all positions.	❍	❍	❍	❍
There are clear expectations of my responsibilities.	❍	❍	❍	❍
Teaching is valued by my academic unit.	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍
I perform more work to help students than do my Stetson colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍
NonTenure-Track opinions are taken seriously by senior administrators (e.g., department head, president, dean, provost).	❍	❍	❍	❍

35. **Non**-**Tenure-Track/Adjunct Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

36. **All Faculty:** As a faculty member, I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	❍	❍	❍	❍
Salaries for adjunct professors are competitive.	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍
Childcare benefits are competitive.	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	❍	❍	❍	❍
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and weekend programming, workload brought home, Stetson breaks not scheduled with school district breaks).	❍	❍	❍	❍
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍
Stetson provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	❍	❍	❍	❍
Positive about my career opportunities in my academic unit.	❍	❍	❍	❍
Stetson is good place to work.	❍	❍	❍	❍

37. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

38. **All Staff and Administrators only:** As a staff member, I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	❍	❍	❍	❍
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	❍	❍	❍	❍
I perform more work than my Stetson colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	❍	❍	❍	❍
There is a hierarchy within staff positions that values some voices more than others.	❍	❍	❍	❍
People who have children or eldercare responsibilities are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, Stetson breaks not scheduled with school district breaks).	❍	❍	❍	❍
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	❍	❍	❍	❍

39. **All Staff and Administrators only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **All Staff and Administrators only:** As a staff member I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
Stetson provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍
Stetson is supportive of taking extended leave (e.g., FMLA, parental).	❍	❍	❍	❍
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	❍	❍	❍	❍
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	❍	❍	❍	❍
Stetson policies (e.g., FMLA) are fairly applied across Stetson.	❍	❍	❍	❍
Stetson is supportive of flexible work schedules.	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍
Vacation and personal time packages are competitive.	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍
Childcare benefits are competitive.	❍	❍	❍	❍
Retirement benefits are competitive.	❍	❍	❍	❍
Staff opinions are valued on Stetson committees.	❍	❍	❍	❍
Staff opinions are valued by Stetson faculty and administration.	❍	❍	❍	❍
There are clear expectations of my responsibilities.	❍	❍	❍	❍
There are clear procedures on how I can advance at Stetson.	❍	❍	❍	❍
Positive about my career opportunities at Stetson.	❍	❍	❍	❍
Stetson is good place to work.	❍	❍	❍	❍

41. **All Staff and Administrators only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

42. What is your birth sex (assigned)?
- ○ Female
- ○ Intersex
- ○ Male

43. What is your current gender/gender identity?
- ○ Genderqueer
- ○ Man
- ○ Transgender
- ○ Woman
- ○ A gender/gender identity not listed here (please specify:) _____

44. What is your current gender expression?
- ○ Androgynous
- ○ Feminine
- ○ Masculine
- ○ A gender expression not listed here (please specify:) _____

45. What is your citizenship status in U.S.?
- ○ U.S. citizen, birth
- ○ U.S. citizen, naturalized
- ○ Permanent Resident
- ○ A visa holder (F-1, J-1, H1-B, A, L, G, E, TN, and U)
- ○ Other legally documented status (EAD, CAT)
- ○ Currently under a withholding of removal status
- ○ Undocumented resident

46. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (**If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)**
- ❑ Alaskan Native (if you wish, please specify:) _____
- ❑ American Indian (please indicate your nation affiliation, if you wish, please specify:) _____
- ❑ Asian/Asian American (if you wish, please specify:) _____
- ❑ Black/African American/Afro-Caribbean (if you wish, please specify:) _____
- ❑ Hispanic/Latino(a)/Chicano(a)/ (if you wish, please specify:) _____
- ❑ Middle Eastern/North African (if you wish, please specify:) _____
- ❑ Native Hawaiian (if you wish, please specify:) _____
- ❑ Pacific Islander (if you wish, please specify:) _____
- ❑ White (if you wish, please specify:) _____
- ❑ A racial/ethnic identity not listed here (please specify:) _____

47. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.
- ○ Bisexual
- ○ Gay
- ○ Heterosexual /straight
- ○ Lesbian
- ○ Pansexual
- ○ Queer
- ○ Questioning
- ○ A sexual identity not listed here (please specify:) _____

48. What is your age?
_____ years

49. Do you have substantial parenting or caregiving responsibility?
- ❍ No
- ❍ Yes (Mark all that apply.)
    - ❑ Children 18 years of age or younger
    - ❑ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
    - ❑ Independent adult children over 18 years of age
    - ❑ Sick or disabled partner
    - ❑ Senior or other family member
    - ❑ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)(please specify) _____

50. Are/were you a member of the U.S. Armed Forces?
- ❍ I have not been in the military
- ❍ Active military
- ❍ Reservist/National Guard
- ❍ ROTC
- ❍ Veteran

51. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g.,Ed.S.)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

Parent/Guardian 2:
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g.,Ed.S.)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

52. **Faculty/Staff only:** What is <u>your</u> highest level of education?
- ○ No high school
- ○ Some high school
- ○ Completed high school/GED
- ○ Some college
- ○ Business/technical certificate/degree
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Some graduate work
- ○ Master's degree (e.g., MA, MS, MBA)
- ○ Specialist degree (e.g., EdS)
- ○ Doctoral degree (e.g., PhD, EdD)
- ○ Professional degree (e.g., MD, JD)

53. **Undergraduate Students only:** Where are you in your **college career**?
- ○ Non-degree student
- ○ First year
- ○ Second year
- ○ Third year
- ○ Fourth year
- ○ Fifth year
- ○ Sixth year
- ○ Seventh (or more) year

54. **Graduate/Law Students only:** Where are you in your graduate career?
- ○ First year
- ○ Second year
- ○ Third year
- ○ Fourth (or more) year

55. **Faculty only:** With which academic unit are you **primarily affiliated** at this time?
- ○ College of Arts and Sciences
  - ○ Division of Education
  - ○ Division of Humanities & Arts
  - ○ Division of Natural Sciences
  - ○ Division of Social Sciences
- ○ College of Law
- ○ duPont-Ball Library
- ○ School of Business Administration
- ○ School of Music

56. **Staff only:** With which work unit are you **primarily affiliated** at this time?
- ○ College of Law Staff
- ○ Office of the President/Office of the Provost/Academic Affairs (e.g., Registrar, IR, Boundless Learning)
- ○ Campus Life and Student Success
- ○ College of Arts and Sciences
- ○ duPont-Ball Library
- ○ School of Business Administration
- ○ School of Music
- ○ Administrative Affairs (e.g., Human Resources, Finance and Risk Management)
- ○ Facilities Management
- ○ Information Technology
- ○ Athletics
- ○ Enrollment Management
- ○ University Marketing
- ○ University Relations

57. **Undergraduate Students only:** What is your academic major? **(Mark all that apply.)**
- ❑ College of Arts and Sciences
  - ❑ Division of Education
  - ❑ Division of Humanities & Arts
  - ❑ Division of Natural Sciences
  - ❑ Division of Social Sciences
- ❑ Division of Education
- ❑ Division of Humanities & Arts
- ❑ Division of Natural Sciences
- ❑ Division of Social Sciences
- ❑ College of Law
- ❑ School of Business Administration
- ❑ School of Music

58. **Graduate Students only:** What is your academic degree program?
- ❍ Accounting
- ❍ Business Administration
- ❍ Counselor Education
- ❍ Education
- ❍ English/Creative Writing
- ❍ Law

59. Do you have a condition/disability that influences your learning, working or living activities?
- ❍ No
- ❍ Yes

60. Which, if any, of the conditions listed below influences your learning, working or living activities? **(Mark all that apply.)**
- ❑ Acquired/Traumatic Brain Injury
- ❑ Asperger's/autism spectrum
- ❑ Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)
- ❑ Learning disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, dyslexia)
- ❑ Mental health/psychological condition
- ❑ Physical/mobility condition that affects walking
- ❑ Physical/mobility condition that does not affect walking
- ❑ Speech/communication condition
- ❑ Visually impaired or blind
- ❑ Hearing impaired or deaf
- ❑ A disability/condition not listed here (please specify:) _____

61. What is the language(s) spoken in your home?
- ❍ English only
- ❍ Other than English (please specify:) _____
- ❍ English and other language(s) (please specify:) _____

62. What is your religious or spiritual identity? **(Mark all that apply.)**
- ❑ Agnostic
- ❑ Atheist
- ❑ Baha'i
- ❑ Buddhist
- ❑ Christian
  - ❑ African Methodist Episcopal
  - ❑ African Methodist Episcopal Zion
  - ❑ Assembly of God
  - ❑ Baptist
  - ❑ Catholic/Roman Catholic
  - ❑ Church of Christ
  - ❑ Church of God in Christ
  - ❑ Christian Orthodox
  - ❑ Christian Methodist Episcopal
  - ❑ Christian Reformed Church (CRC)
  - ❑ Episcopalian

- ❑ Evangelical
- ❑ Greek Orthodox
- ❑ Lutheran
- ❑ Mennonite
- ❑ Moravian
- ❑ Nondenominational Christian
- ❑ Pentecostal
- ❑ Presbyterian
- ❑ Protestant
- ❑ Protestant Reformed Church (PR)
- ❑ Quaker
- ❑ Reformed Church of America (RCA)
- ❑ Russian Orthodox
- ❑ Seventh Day Adventist
- ❑ The Church of Jesus Christ of Latter-day Saints
- ❑ United Methodist
- ❑ United Church of Christ
- ❑ A Christian affiliation not listed above (Please specify:) _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Jain
- ❑ Jehovah's Witness
- ❑ Jewish
  - ❑ Conservative
  - ❑ Orthodox
  - ❑ Reform
- ❑ Muslim
  - ❑ Ahmadi
  - ❑ Shi'ite
  - ❑ Sufi
  - ❑ Sunni
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Tenrikyo
- ❑ Unitarian Universalist
- ❑ Wiccan
- ❑ Spiritual, but no religious affiliation
- ❑ No affiliation
- ❑ A religious affiliation or spiritual identity not listed above (Please specify:) _____

63. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
    - ○ Dependent
    - ○ Independent

64. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? **Note: $40,000 and below is low-income**
    - ○ Below $10,000
    - ○ $10,000-$19,999
    - ○ $20,000-$29,999
    - ○ $30,000 - $39,999
    - ○ $40,000 - $49,999
    - ○ $50,000 - $59,999
    - ○ $60,000- $99,999
    - ○ $100,000 - $149,999
    - ○ $150,000- $299,999
    - ○ $300,000 or more

65. **Deland Students only:** Where do you live?
    - ○ Campus housing
        - ○ Carson Hall
        - ○ Chaudoin Hall
        - ○ Conrad Hall
        - ○ DeLand Inn
        - ○ Emily Hall
        - ○ Gordis Hall
        - ○ Hatter Hall
        - ○ Hollis Hall
        - ○ House 1 (Pi Beta Phi)
        - ○ House 2
        - ○ House 3
        - ○ House 4 (Alpha Xi Delta)
        - ○ House 5 (Alpha Chi Omega)
        - ○ House 6 (Zeta Tau Alpha)
        - ○ House 7 (Delta Delta Delta)
        - ○ House A (Delta Sigma Phi)
        - ○ House B (Pi Kappa Alpha)
        - ○ House C (Phi Sigma Kappa)
        - ○ House D
        - ○ House E (Sigma Phi Epsilon)
        - ○ Nemec Hall
        - ○ Smith Hall
        - ○ Stetson Cove
        - ○ University Hall
        - ○ University Village Apartments (UVA)
    - ○ Non-campus housing
        - ○ Independently in an apartment/house
        - ○ Living with family member/guardian
    - ○ Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

66. **Law Students only:** Where do you live?
  - ❍ Campus housing
    - ❍ Dorm Building A
    - ❍ Dorm Building B
    - ❍ Dorm Building C
    - ❍ Dorm Building D
    - ❍ Dorm Building F
    - ❍ John B. Stetson Rosa Apartments
    - ❍ Auxiliary Housing
  - ❍ Non-campus housing
    - ❍ Independently in an apartment/house
    - ❍ Living with family member/guardian
  - ❍ Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

67. **Students only:** Do you participate in any of the following types of clubs/organizations at Stetson University? **(Mark all that apply.)**
  - ❑ I do not participate in any clubs/organizations.
  - ❑ Academic and honors societies (e.g., Stetson Organization for Business Ethics, Omicron Delta Kappa, German Club)
  - ❑ Career and professional (e.g., Alpha Kappa Psi, American Marketing Association, Stetson Entrepreneurial Group, Business Law Society)
  - ❑ Club sports
  - ❑ Cultural and faith-based (e.g., Caribbean Student Organization, Hillel, Kaleidoscope, Jewish Law Student Association, Black Law Students Association)
  - ❑ Greek social letter fraternities and sororities
  - ❑ Interests and hobbies (e.g., Stetson Cycles, Anime Viewing Club, Stetson Alumni Association)
  - ❑ NCAA Athletics
  - ❑ Political and social action (e.g., Alexander Hamilton Society, STAND, SUPR HERO, Stetson Democrats)
  - ❑ Service (e.g., ME Strong, PAWS, Hatter Harvest)
  - ❑ Student Government Association
  - ❑ Veterans organizations (e.g., Student Veterans Organization)
  - ❑ An organization type not listed here (please specify:) _____

68. **Students only:** At the end of your last semester, what was your cumulative grade point average?
  - ❍ 3.50 – 4.00
  - ❍ 3.00 – 3.49
  - ❍ 2.50 – 2.99
  - ❍ 2.00 – 2.49
  - ❍ 1.99 and below

69. **Students only**: Have you experienced financial hardship while attending Stetson University?
  - ❍ No
  - ❍ Yes

70. **Students only**: How have you experienced the financial hardship? **(Mark all that apply.)**
  - ❑ Difficulty affording tuition
  - ❑ Difficulty purchasing my books
  - ❑ Difficulty participating in social events
  - ❑ Difficulty affording food
  - ❑ Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study
  - ❑ abroad)
  - ❑ Difficulty traveling home during Stetson University breaks
  - ❑ Difficulty commuting to campus
  - ❑ Difficulty in affording housing
  - ❑ Difficulty in affording healthcare
  - ❑ Difficulty in affording childcare
  - ❑ Difficulty in affording eldercare
  - ❑ Difficulty in affording other campus fees
  - ❑ A financial hardship not listed here (please specify:) _____

71. **Students only:** How are you currently paying for your education at Stetson University? **(Mark all that apply.)**
- ❑ Credit card
- ❑ GI Bill
- ❑ Family contribution
- ❑ Loans
- ❑ Need-based scholarship/grant (e.g., Pell, Gates)
- ❑ Non-need-based scholarship/grant (e.g., Stetson scholarship, athletic, music)
- ❑ Personal contribution /job
- ❑ Work-Study/student employment
- ❑ A method of payment not listed here (please specify:) _____

72. **Students only:** Are you employed either on campus or off campus during the academic year?
- ❑ No
- ❑ Yes, I work on campus – (Please indicate total number of hours you work.)
  - ❍ 1-10 hours/week
  - ❍ 11-20 hours/week
  - ❍ 21-30 hours/week
  - ❍ 31-40 hours/week
  - ❍ More than 40 hours/week
- ❑ Yes, I work off campus – (Please indicate total number of hours you work.)
  - ❍ 1-10 hours/week
  - ❍ 11-20 hours/week
  - ❍ 21-30 hours/week
  - ❍ 31-40 hours/week
  - ❍ More than 40 hours/week

Part 4: Perceptions of Campus Climate

73. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working or learning environment at Stetson?
    - ○ No **[Skip to Question 84]**
    - ○ Yes

74. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    - ❑ Academic adviser
    - ❑ Alumni
    - ❑ Athletic coach/trainer
    - ❑ Co-worker
    - ❑ Department chair /head/director
    - ❑ Donor
    - ❑ Faculty member – full-time
    - ❑ Faculty member - adjunct
    - ❑ Friend
    - ❑ Health/counseling services
    - ❑ Stetson media (e.g., Stetson website, reporter)
    - ❑ Stetson Public Safety
    - ❑ Off-campus community member
    - ❑ Person whom I supervise
    - ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)
    - ❑ Supervisor
    - ❑ Teaching assistant/graduate assistant/tutor
    - ❑ Don't know source
    - ❑ A source not listed above (please specify:) _____

75. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    - ❑ Academic adviser
    - ❑ Alumni
    - ❑ Athletic coach/trainer
    - ❑ Co-worker
    - ❑ Department chair /head/director
    - ❑ Donor
    - ❑ Faculty member – full-time
    - ❑ Faculty member - adjunct
    - ❑ Friend
    - ❑ Health/counseling services
    - ❑ Stetson media (e.g., Stetson website, reporter)
    - ❑ Stetson Public Safety
    - ❑ Off-campus community member
    - ❑ Person whom I supervise
    - ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
    - ❑ Social networking site (e.g., Facebook, Twitter, Yik Yak)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)
    - ❑ Supervisor
    - ❑ Teaching assistant/graduate assistant/tutor
    - ❑ Don't know source
    - ❑ A source not listed above (please specify:) _____

76. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic performance
- ❑ Age
- ❑ Educational credentials (e.g., MS, PhD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ Location where I grew up
- ❑ Nationality
- ❑ Learning disability/condition
- ❑ Living arrangement
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/Veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization (please specify:) _____
- ❑ Participation on an athletic team (please specify:) _____
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/Spiritual views
- ❑ Sexual identity/orientation
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above (please specify:) _____

77. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was not admitted/hired/promoted based on his/her identity
- ❑ Person was the target of derogatory or inappropriate verbal remarks
- ❑ Person received inappropriate phone calls/text messages/email
- ❑ Person received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak)
- ❑ Person was the target of retaliation
- ❑ Derogatory written comments
- ❑ Person was the target of graffiti/vandalism
- ❑ Person intimidated/bullied
- ❑ Person ignored or excluded
- ❑ Person isolated or left out
- ❑ Person was the target of workplace incivility
- ❑ Person was the target of unwanted sexual contact
- ❑ Person being stared at
- ❑ Racial/ethnic profiling
- ❑ Person was disrespected
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Person was stalked
- ❑ Person feared for their physical safety
- ❑ Person feared for their family's safety
- ❑ Person was the target of physical violence
- ❑ Singled out as the spokesperson for their identity group
- ❑ Person received threats of physical violence.
- ❑ Something not listed above (please specify:) _____

78. Where did this conduct occur? **(Mark all that apply.)**
- ❏ At a Stetson event
- ❏ In an on-campus class/lab/clinical setting
- ❏ In a Stetson health care setting (e.g., Student Health Services, Wilson Center)
- ❏ In a counseling setting referred to me by Stetson
- ❏ In a Stetson dining facility
- ❏ In a Stetson administrative office
- ❏ In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)
- ❏ In a faculty office
- ❏ In a public space at Stetson
- ❏ In a meeting with one other person
- ❏ In a meeting with a group of people
- ❏ In a Stetson library
- ❏ In athletic/recreational facilities
- ❏ In campus housing
- ❏ In off-campus housing
- ❏ Off campus
- ❏ On social networking sites/Facebook/Twitter/Yik Yak
- ❏ On Stetson media (e.g., Stetson Facebook, reporter)
- ❏ While working at a Stetson job
- ❏ While walking on campus
- ❏ A location not listed above (please specify:) _____

79. How did you feel after observing the conduct? **(Mark all that apply.)**
- ❏ I felt embarrassed.
- ❏ I felt somehow responsible.
- ❏ I felt afraid.
- ❏ I felt angry.
- ❏ I ignored it.
- ❏ An experience not listed above (please specify:) _____

80. What did you do in response to observing the conduct? **(Mark all that apply.)**
- ❏ I didn't do anything.
- ❏ I avoided the person/venue.
- ❏ I contacted a local law enforcement official.
- ❏ I confronted the person(s) at the time.
- ❏ I confronted the person(s) later.
- ❏ I didn't know who to go to.
- ❏ I sought information online.
- ❏ I sought support from off-campus hot-line/advocacy services.
- ❏ I contacted a Stetson resource.
  - ❏ Faculty member
  - ❏ Faculty academic advisor
  - ❏ Senior administrator (e.g., president, provost, dean, vice provost, vice president)
  - ❏ Stetson Public Safety
  - ❏ Counseling center
  - ❏ Employee Assistance Program (EAP)
  - ❏ Title IX Coordinator
  - ❏ Office of Human Resources
  - ❏ Student staff (e.g., resident assistant)
  - ❏ Staff person
- ❏ I told a family member.
- ❏ I told a friend.
- ❏ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❏ A response not listed above (please specify:) _____

81. Did you report the conduct?
   ○ No, I didn't report it.
   ○ Yes, I reported it.
      ○ Yes, I reported the incident and was satisfied with the outcome.
      ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
      ○ Yes, I reported the incident, but felt that it was not responded to appropriately.

82. We are interested in hearing more about your experience. If you would like to elaborate on your experiences, please do so here.

83. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

84. **Faculty/Staff only:** Have you observed **hiring** practices at Stetson (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
   - ○ No **[Skip to Question 87]**
   - ○ Yes

85. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon…**(Mark all that apply.)**
   - ❑ Age
   - ❑ Educational credentials (e.g., MS, PhD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ Location where I grew up
   - ❑ Nationality
   - ❑ Learning disability/condition
   - ❑ Living arrangement
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Mental health/psychological disability/condition
   - ❑ Medical disability/condition
   - ❑ Military/veteran status
   - ❑ Nepotism
   - ❑ Parental status (e.g., having children)
   - ❑ Participation in an organization (please specify:) _____
   - ❑ Physical characteristics
   - ❑ Physical disability/condition
   - ❑ Philosophical views
   - ❑ Political views
   - ❑ Position (e.g., staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Racial identity
   - ❑ Religious/spiritual views
   - ❑ Sexual identity/orientation
   - ❑ Socioeconomic status
   - ❑ Don't know
   - ❑ A reason not listed above (please specify:) _____

86. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

87. **Faculty/ Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal,** at Stetson that you perceive to be unjust or would inhibit diversifying the community?
    - ○ No **[Skip to Question 90]**
    - ○ Yes

88. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon…**(Mark all that apply.)**
    - ❑ Age
    - ❑ Educational credentials (e.g., MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ Location where I grew up
    - ❑ Nationality
    - ❑ Learning disability/condition
    - ❑ Living arrangement
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental health/psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization (please specify:) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/orientation
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify:) _____

89. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

90. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at Stetson that you perceive to be unjust?
    - ○ No **[Skip to Question 93]**
    - ○ Yes

91. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon… **(Mark all that apply.)**
    - ❑ Age
    - ❑ Educational credentials (e.g., MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ Location where I grew up
    - ❑ Nationality
    - ❑ Learning disability/condition
    - ❑ Living arrangement
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental health/psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Nepotism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization (please specify:) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity/orientation
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify:) _____

92. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

93. Using a scale of 1–5, please rate the overall campus climate at Stetson on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Positive for people of various spiritual/religious backgrounds/religious backgrounds	❍	❍	❍	❍	❍	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for non-native English speakers	❍	❍	❍	❍	❍	Negative for non-native English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of various political affiliations	❍	❍	❍	❍	❍	Negative for people of various political affiliations
Positive for people in active military/veterans status	❍	❍	❍	❍	❍	Negative for people in active military/veterans status

94. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not Biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	❍	❍	❍	❍	❍	Not disability friendly (Ableist)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric

95. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by Stetson faculty.	❍	❍	❍	❍	❍
I feel valued by Stetson staff.	❍	❍	❍	❍	❍
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom/lab/clinical setting/ensembles.	❍	❍	❍	❍	❍
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles.	❍	❍	❍	❍	❍
I think that faculty pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍
Stetson is a good place to go to college.	❍	❍	❍	❍	❍

96. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	❍	❍	❍	❍	❍
I feel valued by my department/program chair.	❍	❍	❍	❍	❍
I feel valued by other faculty at Stetson.	❍	❍	❍	❍	❍
I feel valued by staff at Stetson.	❍	❍	❍	❍	❍
I feel valued by students in the classroom/lab/clinical setting/ensembles.	❍	❍	❍	❍	❍
I feel valued by Stetson senior administrators (e.g., president. dean, vice president, provost).	❍	❍	❍	❍	❍
I feel appreciated by Stetson senior administrators (e.g., president. dean, vice president, provost).	❍	❍	❍	❍	❍
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that Stetson encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my research/creative activity is valued.	❍	❍	❍	❍	❍
I feel that my teaching is valued.	❍	❍	❍	❍	❍
I feel that my service contributions are valued.	❍	❍	❍	❍	❍
Stetson is a good place to work.	❍	❍	❍	❍	❍

97. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	❍	❍	❍	❍	❍
I feel valued by co-workers outside my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel appreciated by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by Stetson students.	❍	❍	❍	❍	❍
I feel valued by Stetson faculty.	❍	❍	❍	❍	❍
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	❍	❍	❍	❍	❍
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	❍	❍	❍	❍	❍
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty pre-judge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that my department/program encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my skills are valued.	❍	❍	❍	❍	❍
I feel that my work is valued.	❍	❍	❍	❍	❍
Stetson is a good place to work.	❍	❍	❍	❍	❍

98. **People with disabilities only:** Within the past year, have you experienced a barrier in any of the following areas at Stetson?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms, labs (including computer labs)/courtrooms	❍	❍	❍
College housing/residence halls	❍	❍	❍
Dining facilities	❍	❍	❍
Doors	❍	❍	❍
Elevators/lifts	❍	❍	❍
Emergency preparedness	❍	❍	❍
Health Center	❍	❍	❍
Library	❍	❍	❍
Office furniture (e.g. chair, desk)	❍	❍	❍
Campus transportation/parking	❍	❍	❍
Other campus buildings	❍	❍	❍
Podium	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Studios/performing arts spaces	❍	❍	❍
Temporary barriers due to construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks	❍	❍	❍
Technology/Online Environment			
Accessible electronic format	❍	❍	❍
Clickers	❍	❍	❍
Computer equipment (e.g., screens, mouse, keyboard)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Kiosks	❍	❍	❍
Library database	❍	❍	❍
Blackboard	❍	❍	❍
Phone/phone equipment	❍	❍	❍
Software (e.g., Voice recognition/audiobooks)	❍	❍	❍
Video /video audio description	❍	❍	❍
Website	❍	❍	❍
Identity			
Electronic databases (e.g., Banner)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Surveys	❍	❍	❍
Instructional/Campus Materials			
Receiving accommodations from faculty (e.g., note-takers, extra test time)	❍	❍	❍
Brochures	❍	❍	❍
Food menus	❍	❍	❍
Forms	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks	❍	❍	❍
Video: closed captioning and text description	❍	❍	❍

99. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

100. **People who are transgender/gendequeer only:** Within the past year, have you experienced a barrier in any of the following areas at Stetson

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Changing rooms/locker Rooms	❍	❍	❍
College housing (including Greek houses, apartments)	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Identity Accuracy			
Stetson ID Card	❍	❍	❍
Electronic databases (e.g., Banner)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Public Affairs/Marketing	❍	❍	❍
Surveys	❍	❍	❍

101. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

102. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Stetson.

	Initiative Available at Stetson			Initiative NOT Available at Stetson		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock	❍	❍	❍	❍	❍	❍
Providing recognition and rewards for including diversity issues in courses across the curriculum	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for students	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for staff	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for faculty	❍	❍	❍	❍	❍	❍
Providing faculty with toolkits to create an inclusive classroom environment	❍	❍	❍	❍	❍	❍
Providing faculty with supervisory training	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing mentorship for new faculty	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts	❍	❍	❍	❍	❍	❍
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing equity and diversity training to search, promotion, and tenure committees	❍	❍	❍	❍	❍	❍
Providing career span development opportunities for faculty at all ranks	❍	❍	❍	❍	❍	❍
Providing affordable childcare	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍

103. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

104. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Stetson.

	Initiative Available at Stetson			Initiative NOT Available at Stetson		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for students	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for staff	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for faculty	❍	❍	❍	❍	❍	❍
Providing supervisors/managers with supervisory training	❍	❍	❍	❍	❍	❍
Providing faculty supervisors with supervisory training	❍	❍	❍	❍	❍	❍
Providing mentorship for new staff	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing equity and diversity training to search committees	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts	❍	❍	❍	❍	❍	❍
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing career development opportunities for staff	❍	❍	❍	❍	❍	❍
Providing affordable childcare	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍

105. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

106. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at Stetson.

	Initiative Available at Stetson			Initiative NOT Available at Stetson		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing diversity and equity training for students	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for staff	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for faculty	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among students	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Providing effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Providing effective academic advising	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	❍	❍	❍	❍	❍	❍
Providing affordable childcare	❍	❍	❍	❍	❍	❍
Providing adequate childcare resources	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍

107. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

108. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

109. Do you have any specific recommendations for improving the climate at Stetson?

110. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Stetson community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources offered at the following websites:

For Deland/Celebration Students/Faculty/Staff
http://www.stetson.edu/other/inclusion/connect.php

For Gulfport/Tampa Law CenterStudents/Faculty/Staff
http://www.stetson.edu/law/students/home/support.php