



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Stetson University Gulfport

Assessment of the Climate for Learning, Living, and Working

July 2016



Rankin & Associates, Consulting

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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. 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 Deland² campus and the Gulfport campus³. Data gathered via reviews of relevant Stetson

¹<http://www.stetson.edu/other/about/mission-and-values.php>

²The Deland campus also included data from the Center at Celebration campus

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 Stetson University College of Law (Stetson Law).

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

Stetson Law Participants

Stetson Law community members completed 371 surveys for an overall response rate of 34%. Only surveys that were at least 50% completed were included in the final data set for analyses.⁴ Response rates by constituent group varied: 31% ($n = 259$) for Graduate Students, 31% ($n = 35$) for Faculty⁵, and 39% ($n = 52$) for Staff only. 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.⁶

⁴Three surveys were removed because they did not complete at least 50% of the survey, and 1 duplicate submission was removed.

⁵ The population of Faculty at Stetson Law used for this project included all faculty at Stetson Law ($N = 114$). The sample of faculty in this project ($n = 35$) includes 32 tenure/tenure track faculty and 3 full-time non-tenure track.

⁶The total n for each demographic characteristic may differ as a result of missing data.

Table 1. Stetson Law Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Undergraduate Student	< 5	---
	Graduate/Professional Student	259	69.8
	Faculty	35	9.4
	Administrator	23	6.2
	Staff	52	14.0
Gender identity	Man	140	37.7
	Woman	225	60.6
Racial identity	Black/African American/Afro-Caribbean	27	7.3
	Hispanic/Latin@/Chican@	22	5.9
	People of Color	9	2.4
	White	255	68.7
	Multiple Races	41	11.1
Sexual identity	LGBQ	40	10.8
	Heterosexual	319	86.0
Citizenship status	U.S. Citizen	335	90.3
	Non-U.S./Naturalized Citizen	34	9.2
Disability status	Disability	36	9.7
	No Disability	312	84.1
	Multiple Disabilities	21	5.7
Faith-based affiliation	Christian Affiliation	187	50.4
	Other Faith-Based Affiliation	20	5.4
	No Affiliation	130	35.0
	Multiple Affiliations	22	5.9

Note: No missing data existed for the primary categories in this question; all respondents were required to select an answer. Missing data existed for the sub-categories, as indicated.

Key Findings – Areas of Strength

1. High levels of comfort with the climate at Stetson Law

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.”⁷ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 70% ($n = 260$) of the survey respondents were “comfortable” or “very comfortable” with the climate at Stetson Law.
- 70% ($n = 76$) of Faculty, Staff, and Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units.
- 77% ($n = 221$) of Student and Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.
- 83% ($n = 166$) of White Respondents were significantly more likely to be “very comfortable” or “comfortable” with the climate in their classes than were Faculty and Student Respondents of Color.
- 74% ($n = 104$) of Men respondents and 69% ($n = 155$) of Women respondents were “very comfortable” or “comfortable” with the overall climate on campus.

2. Faculty Respondents – Positive attitudes about faculty work

- Tenure-Track Faculty⁸ respondents felt that teaching (81%, $n = 25$) and research (100%, $n = 32$) were valued by Stetson University-Gulfport/Tampa Campus.
- Only 18% ($n = 5$) 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.

⁷Rankin & Reason, 2008, p. 264

⁸Tenure Track faculty include both tenured faculty and tenure-track faculty

3. Staff Respondents –Positive attitudes about staff work

- 82% ($n = 60$) of Staff respondents believed that they were given a reasonable time frame to complete assigned responsibilities.
- 78% ($n = 58$) of Staff and Administrator respondents thought that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 74% ($n = 53$) of Staff respondents believed that the campus provided them with resources to pursue training/professional development opportunities.
- 71% ($n = 48$) of Staff respondents indicated that the campus was supportive of taking extended leave (e.g., FMLA, parental).
- 79% ($n = 55$) of Staff respondents indicated that Stetson Law was a good place to work.
- 84% ($n = 53$) of Staff and Administrator respondents felt that Stetson Law provided adequate resources to help them manage work-life balance.

4. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁹ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.¹⁰ Attitudes toward academic pursuits are one indicator of campus climate.

- 75% ($n = 195$) of Student respondents felt valued by Stetson Law faculty, 81% ($n = 209$) felt valued by staff, and 63% ($n = 160$) felt valued by senior administrators.
- 72% ($n = 185$) of Student respondents felt valued by faculty in the classroom.
- 85% ($n = 219$) of Student respondents had faculty whom they perceived as role models.

⁹Pascarella & Terenzini, 2005

¹⁰Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

5. 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 significantly different for Men and Women. These findings suggest that Women Students have less *Perceived Academic Success* than Men Students.
- Significant differences for Low-Income and Not-Low-Income were found. These findings suggest that Low-Income Students groups have more *Perceived Academic Success* than Not-Low-Income 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.¹¹ Research also underscores the relationship between workplace discrimination and subsequent productivity.¹² The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 25% ($n = 92$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.¹³ Of those respondents:
 - 32% ($n = 29$) felt that it was based on their gender/gender identity, 26% ($n = 24$) felt that it was based on their ethnicity, 24% ($n = 22$) noted that the conduct was based on their position status, and 20% ($n = 18$) felt that it was based on their racial identity.

¹¹Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

¹²Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

¹³The 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).

- Differences emerged based on ethnicity/racial identity.
 - Higher percentages of Black/African/African American respondents (67%, $n = 6$), Hispanic/Latin@/Chican@ respondents ($n < 5$), Multiple Race respondents (46%, $n = 5$), and other Respondents of Color ($n < 5$), than White respondents (11%, $n = 6$), believed that they had experienced this conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-five respondents from all constituent groups contributed further data regarding their personal experiences of exclusion, intimidation, and hostility at Stetson Law. Respondents mainly elaborated on who the source was, why, and the reporting process. Several respondents reported misconduct by supervisors and faculty. Many respondents stated that race and gender played a role in why they were mistreated. Most respondents felt the reporting process was not handled very well and/or they were upset with the outcomes because they were made to feel trivial and felt suppressed.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom 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, people of color, people with disabilities, first-generation students, veterans).¹⁴ Several groups at Stetson Law indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- Differences by racial identity:
 - Respondents of Color (59%, $n = 34$) were less likely to be “very comfortable” or “comfortable” with the overall climate at Stetson Law than were White respondents (75%, $n = 192$).

¹⁴Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

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

- 57% ($n = 20$) of Faculty respondents and 64% ($n = 47$) of Staff/Administrator respondents had seriously considered leaving Stetson Law in the past year.
 - 48% ($n = 32$) of those Faculty, Staff, and Administrator respondents who seriously considered leaving did so because of tension with supervisor/manager.
- 19% ($n = 21$) of Faculty, Staff, and Administrator respondents observed unjust hiring, (33%, $n = 35$) unfair/unjust disciplinary actions, and (37%, $n = 39$) unfair or unjust promotion, tenure, and/or reclassification.
- 46% ($n = 34$) of Staff and Administrator respondents felt that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours.
- 51% ($n = 36$) of Staff and Administrator respondents believed that people who have children or elder care were burdened with balancing work and family responsibilities.
- 59% ($n = 20$) of Faculty respondents felt valued by Stetson Law senior administrators.
- 63% ($n = 45$) of Staff respondents reported that they were able to complete their assigned duties during scheduled hours.

4. Faculty Respondents – Challenges with faculty work

- 37% ($n = 11$) of Tenure-Track Faculty respondents believed that faculty opinions were valued within Stetson Law committees.
- 26.3% ($n = 10$) of Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion.
- 55% ($n = 17$) of Tenure-Track Faculty respondents believed that they were burdened by service responsibilities.
- 63% ($n = 20$) of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that tenure standards/promotion standards were applied equally to all faculty in their academic unit.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. Ten respondents elaborated on their responses to previous statements. Most spoke of the value of teaching. Many spoke of the need for creativity when teaching, using modern pedagogical focus and perspectives. They also spoke of the need to have effective teaching workshops and professional development.

5. A small but 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 Law survey requested information regarding sexual assault.

- 6% of all respondents ($n = 22$) indicated that they had experienced unwanted sexual contact of any kind while at Stetson Law.
- All of the respondents who experienced unwanted sexual contact of any kind were Graduate/Professional Students; 77% ($n = 17$) were Women.
- These respondents rarely reported to anyone at Stetson Law that they had experienced unwanted sexual contact.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact. Respondents did not report relationship violence because they did not want more attention or to cause trouble. The respondents also stated that they were concerned about the consequences of reporting the issue and the time involved. They also thought that they could handle it themselves. However, some did report the unwanted sexual contact and were disappointed with outcomes. In some of the cases, alcohol was involved and affected outcomes.

Conclusion

Stetson Law climate findings¹⁵ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹⁶ For example, 70% to 80% of respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A similar percentage (70%) of all Stetson Law respondents reported that they were “comfortable” or “very comfortable” with the climate at Stetson Law. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Stetson Law, a similar percentage of respondents (25%) 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.¹⁷

Stetson Law’s climate assessment report provides baseline data on diversity and inclusion, and addresses Stetson Law’s mission and goals. While the findings may guide decision-making in regard to policies and practices at Stetson Law, 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 Law community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. Stetson Law, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

¹⁵Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹⁶Rankin & Associates Consulting, 2015

¹⁷Guiffreda, 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

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."¹⁸ 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

¹⁸<http://www.stetson.edu/other/about/mission-and-values.php>

Deland¹⁹ campus and the Gulfport²⁰ 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.”²¹ 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,

¹⁹The Deland campus also included data from the Center at Celebration campus

²⁰The Gulfport campus also included data from the Tampa Law Center

²¹Rankin & Reason, 2008, p. 264

equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a 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 & Quayle, 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.

The conceptual model used as the foundation for Stetson Law’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 Law'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.

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.”²² 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 Law to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On September 29, 2015, Stetson Law students, staff, faculty, and administrators participated in 9 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 Law that have directly influenced participants' success; the greatest challenges for various groups at Stetson Law; and suggestions to improve the campus climate.

²²Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

R&A conducted 9 focus groups, comprised of 60 participants (19 students, 12 faculty, and 16 staff) at Stetson Law. 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 Law population. The final Stetson Law campus-wide survey contained 110 questions,²³ 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 Law's 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 University'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 University'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

²³To 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.

survey included information describing the purpose of the study, explaining the survey 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 Law in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by 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.²⁴ Actual percentages²⁵ 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.

²⁴Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²⁵Actual 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 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, Law Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately seven percent (6.6%) of all potential Law 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.²⁶ 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 0.843 (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 0.772.

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 University.
	I am satisfied with the extent of my intellectual development since enrolling at Stetson University.
	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 University.

²⁶Factor 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 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 (Men, Women)
- Racial identity (Black/African American/Afro-Caribbean, Hispanic/Latin@/Chican@, Other People of Color, White, and Multiple Races)
- 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 η^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at Stetson Law, 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 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.

Results

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 Law' 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 to the climate at Stetson Law.

Description of the Sample²⁷

Three hundred seventy-one (371) surveys were returned, for a 34% overall response rate. The sample and population figures, chi-square analyses,²⁸ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Stetson Law.

- Women were significantly overrepresented in the sample; men were underrepresented.
- Alaskan Natives, American Indians, Hispanic/Latin@/Chican@s, Whites, and those who were Missing/Unknown/Other/International were significantly underrepresented in the sample. Asian/Asian Americans, Black/African American/Afro-Caribbeans, and Middle Eastern/North Africans were significantly overrepresented in the sample.
- U.S. Citizens, both by birth and naturalized, were significantly overrepresented in the sample. Permanent residents, visa holders, and those with another legally documented status were underrepresented.

²⁷All frequency tables are provided in Appendix B.

²⁸Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Stetson Law.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender identity ^a	Man	528	48.6	140	37.9	26.5
	Woman	558	51.4	225	61.0	40.3
	Genderqueer	Not available	Not available	< 5	---	N/A
	Transgender	Not available	Not available	0	0.0	N/A
	Other	Not available	Not available	< 5	---	N/A
Race/Ethnicity ^b	Alaskan Native	7	0.7	0	0.0	0.0
	American Indian	< 5	---	0	0.0	0.0
	Asian/Asian American	16	1.5	8	2.2	50.0
	Black/African American/Afro-Caribbean	75	7.1	27	7.3	23.6
	Hispanic/Latin@/Chican@	142	13.4	22	5.9	15.5
	Middle Eastern/North African	0	0.0	< 5	---	> 100.0
	Native Hawaiian	0	0.0	0	0.0	N/A
	Pacific Islander	Not available	Not available	0	0.0	N/A
	White	768	72.2	255	68.7	33.2
	Two or More	Not available	Not available	41	11.1	N/A
	Missing/Unknown/Other/International	54	5.1	17	4.6	31.5
Position status ^c	Undergraduate Student	Not available	Not available	< 5	---	> 100.0
	Graduate/Professional Student	840	77.3	259	69.8	30.8
	Faculty	114	10.5	35	9.4	30.7
	Administrator	Not available	Not available	23	6.2	N/A
	Staff	132	12.2	52	14.0	39.4
Citizenship ^d	U.S. Citizen, Birth	1,017	74.9	335	90.8	32.9
	U.S. Citizen, Naturalized	0	0.0	18	4.9	N/A
	Permanent Resident	38	2.8	9	2.4	23.7
	Visa Holder	268	19.7	7	1.9	2.6
	Other Legally Documented Status	34	2.5	0	0.0	0.0
	Currently Under a Withholding of Removal Status	0	0.0	0	0.0	N/A
	Undocumented Resident	0	0.0	0	0.0	N/A

^aX² (1, N = 365) = 14.92, *p* < .001

^bX² (6, N = 329) = 17.45, *p* < .001

^cX² (2, N = 346) = 2.59, *n.s.*

^dX² (3, N = 351) = 84.47, *p* < .001

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.²⁹ 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 results suggests that the survey data were internally reliable. Pertinent correlation coefficients³⁰ are provided in Table 4.

²⁹Internal 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).

³⁰Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

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 .68 and .74) 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	.727 ¹				
Positive for Lesbian, Gay, Bisexual People		.689 ¹			
Positive for Women			.640 ¹		
Positive for People of Low Socioeconomic Status				.737 ¹	
Positive for People with Disabilities					.679 ¹

¹p < 0.01

Sample Characteristics³¹

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 Graduate/Professional Student respondents, Faculty respondents, Administrator respondents, and Staff respondents.³² Of all respondents, less than 1% ($n < 5$) were Undergraduate Students, 70% ($n = 259$) were Graduate/Professional Students, 9% ($n = 35$) were Faculty respondents, 6% ($n = 23$) were Administrator respondents, and 14% ($n = 52$) were Staff (Figure 1). Eighty-nine percent ($n = 331$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 87% ($n = 225$) of Graduate/Professional Students, 100% ($n = 34$) of Faculty respondents, and 97% ($n = 70$) of Staff/Administrator respondents were full-time in their primary positions.

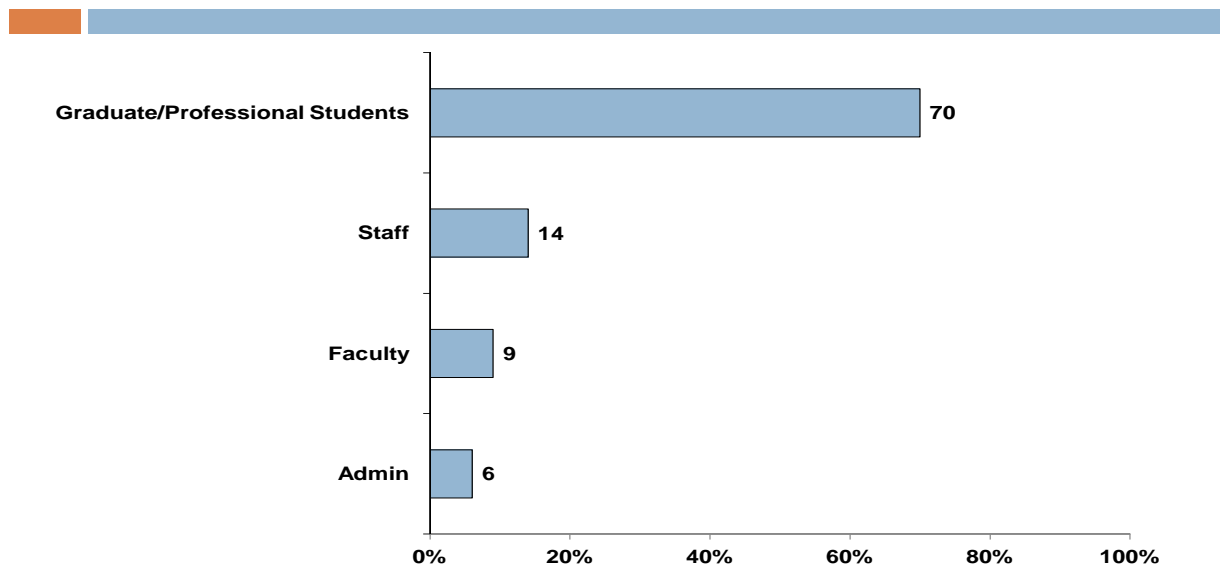


Figure 1. Respondents' Collapsed Position Status (%)

³¹All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

³²Collapsed 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, 92% ($n = 67$) were affiliated with College of Law and less than 5 participants each were affiliated with Facilities Management, Information Technology, Campus Life and Student Success, and Enrollment Management.

Table 5. Staff Respondents' Primary Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
Administrative Affairs (e.g., Human Resources, Finance and Risk Management)	0	0.0
Athletics	0	0.0
Campus Life and Student Success	< 5	---
College of Arts and Sciences	0	0.0
College of Law Staff	67	91.8
duPont-Ball Library	0	0.0
Enrollment Management	< 5	---
Facilities Management	< 5	---
Information Technology	< 5	---
Office of the President/Office of the Provost/Academic Affairs (e.g., Registrar, IR, Boundless Learning)	0	0.0
School of Business Administration	0	0.0
School of Music	0	0.0
University Marketing	0	0.0
University Relations	0	0.0

Note: Table includes only Staff and Administrator respondents ($n = 75$).

Of Faculty respondents, 100% ($n = 35$) were affiliated with College of Law (Table 6).

Table 6. Faculty Respondents' Primary Academic Division Affiliations

Academic division	<i>n</i>	%
College of Law	35	100.0

Note: Table includes only Faculty respondents ($n = 35$).

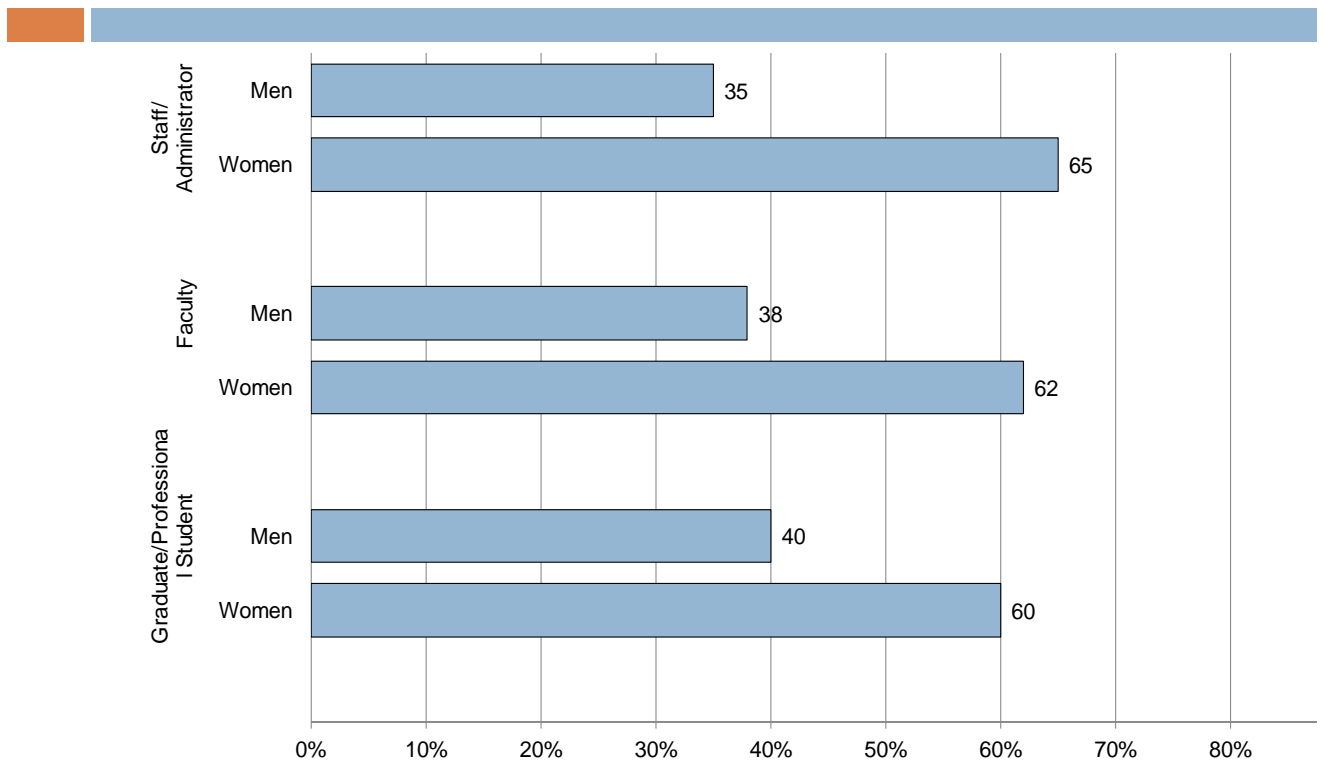
More than half of the sample (61%, $n = 225$) were Women; 38% ($n = 140$) were Men.³³ One percent ($n < 5$) identified as Genderqueer. No respondents identified as Transgender.³⁴ One percent ($n < 5$) marked “a gender not listed here” and offered identities such as “only two genders” and “identify as non-binary in comfortable and safe circumstances.”

The CSWG decided to collapsed Transgender, Genderqueer, and gender not listed here into the “Transspectrum” category. It was also agreed to not include the Transspectrum category in analyses in order to maintain confidentiality.

³³The majority of respondents identified their birth sex as female (62%, $n = 230$), while 38% ($n = 140$) of respondents identified as male and less than 1% ($n < 5$) identified as genderqueer. Additionally, 60% ($n = 224$) identified their gender expression as feminine, 37% ($n = 137$) as masculine, 3% ($n < 5$) as androgynous, and less than 1% ($n < 5$) as “not listed here.”

³⁴Self-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 more Women Graduate/Professional Student respondents (60%, $n = 154$) answered the survey than did Men Graduate/Professional Student respondents (40%, $n = 101$). Sixty-five percent ($n = 48$) of Staff /Administrator respondents and 62% ($n = 21$) 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 Heterosexual³⁵ (88%, $n = 319$), while 11% ($n = 40$) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3). Of Heterosexual respondents, 88% ($n = 225$) were Graduate/Professional Students, 85% ($n = 28$) were Faculty, and 93% ($n = 64$) were Staff and Administrators. The LGBQ respondents included 12% ($n = 30$) Graduate/Professional Students, 15% ($n = 5$) Faculty, and 7% ($n = 5$) Staff and Administrators.

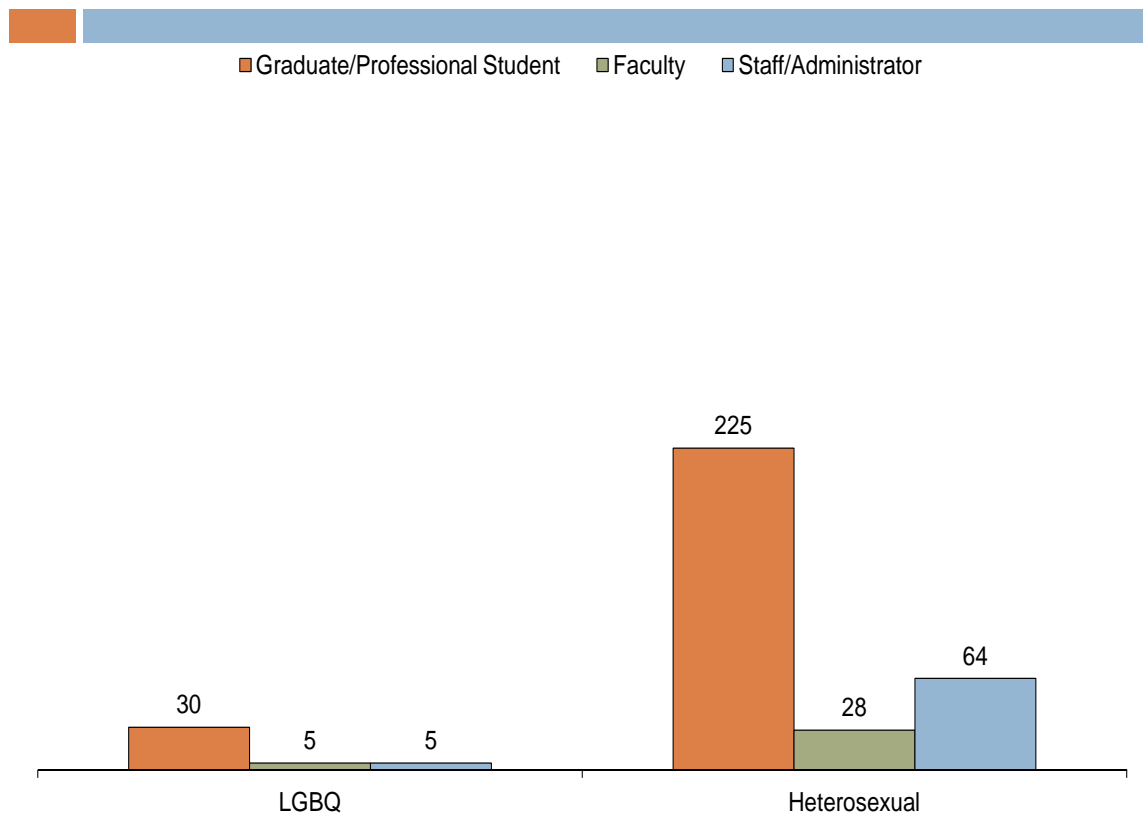
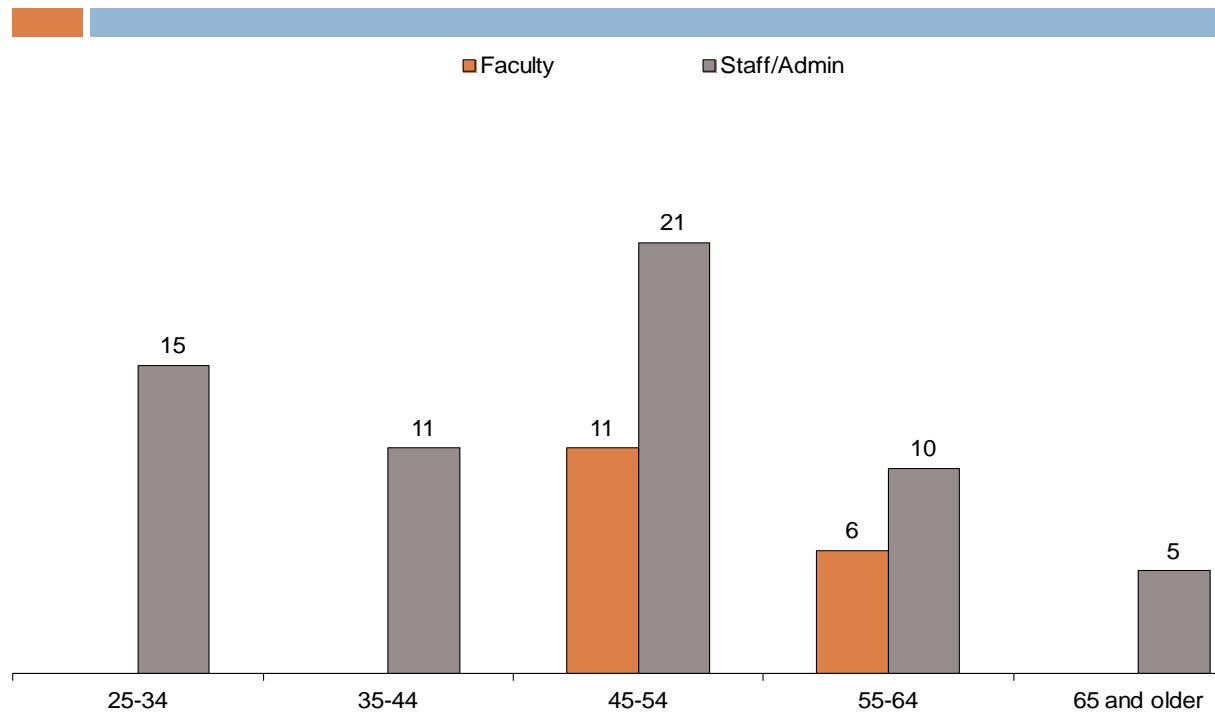


Figure 3. Respondents by Sexual Identity and Position Status (n)

³⁵Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” 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, and those who wrote in “other” terms such as “asexual.”

Of Faculty respondents, 44% ($n = 11$) were between 45 and 54 years old and 24% ($n = 6$) were between 55 and 64 years old (Figure 4). Of Staff and Administrator respondents, 24% ($n = 15$) were between 25 and 34 years old, 17% ($n = 11$) were between 35 and 44 years old, 34% ($n = 21$) were between 45 and 54 years old, 16% ($n = 10$) were between 55 and 64 years old, and 8% ($n = 5$) were 65 and older.



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

Figure 4. Employee³⁶ Respondents by Age and Position Status (n)

³⁶Throughout the report, the term “employee respondents” refers to all respondents who indicated that they were staff, administrators, or faculty members.

Of responding Graduate/Professional Students, 2% ($n = 5$) were between 20 and 21 years old, 38% ($n = 96$) were between 22 and 24 years old, 50% ($n = 126$) were between 25 and 34 years old, and 7% ($n = 18$) were between 35 and 44 years old (Figure 5).

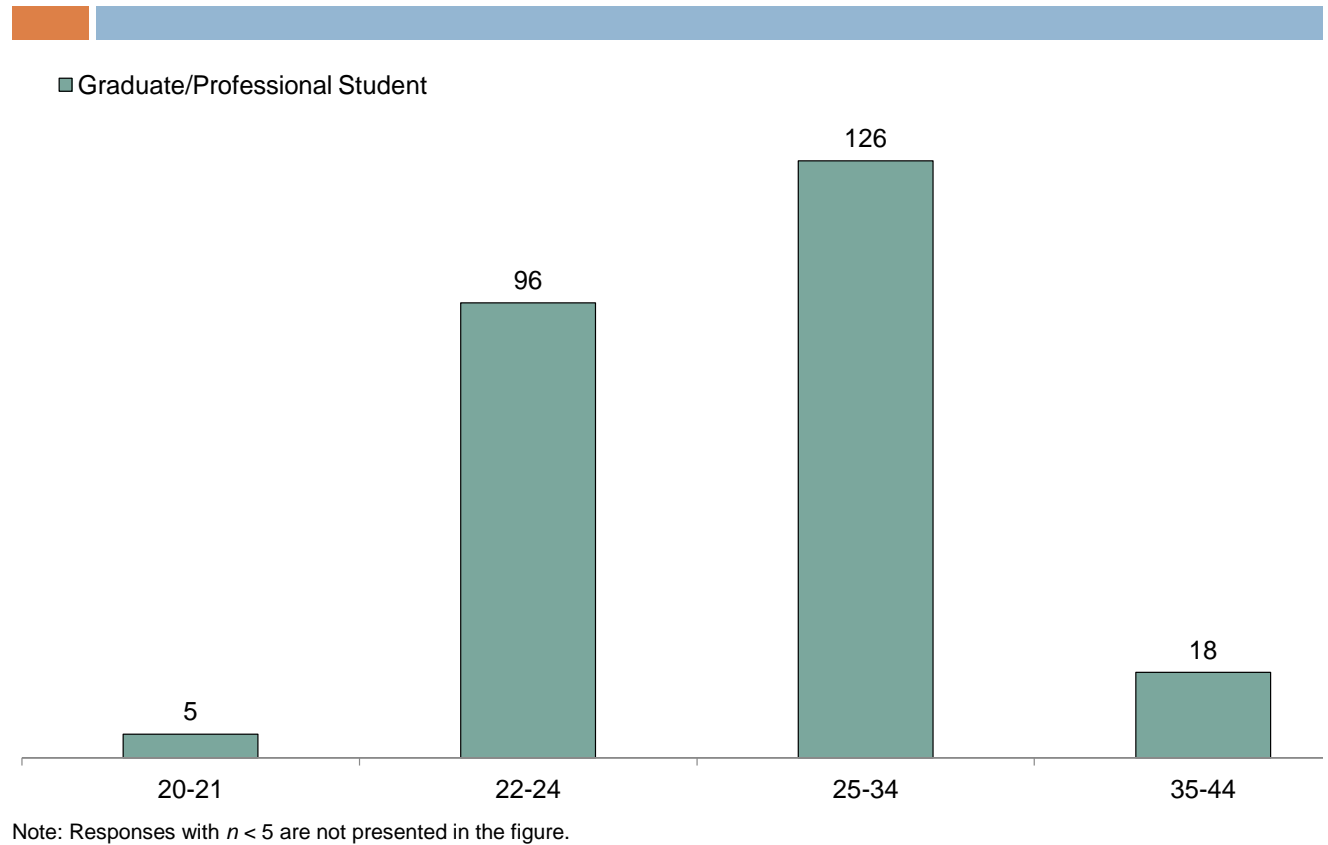
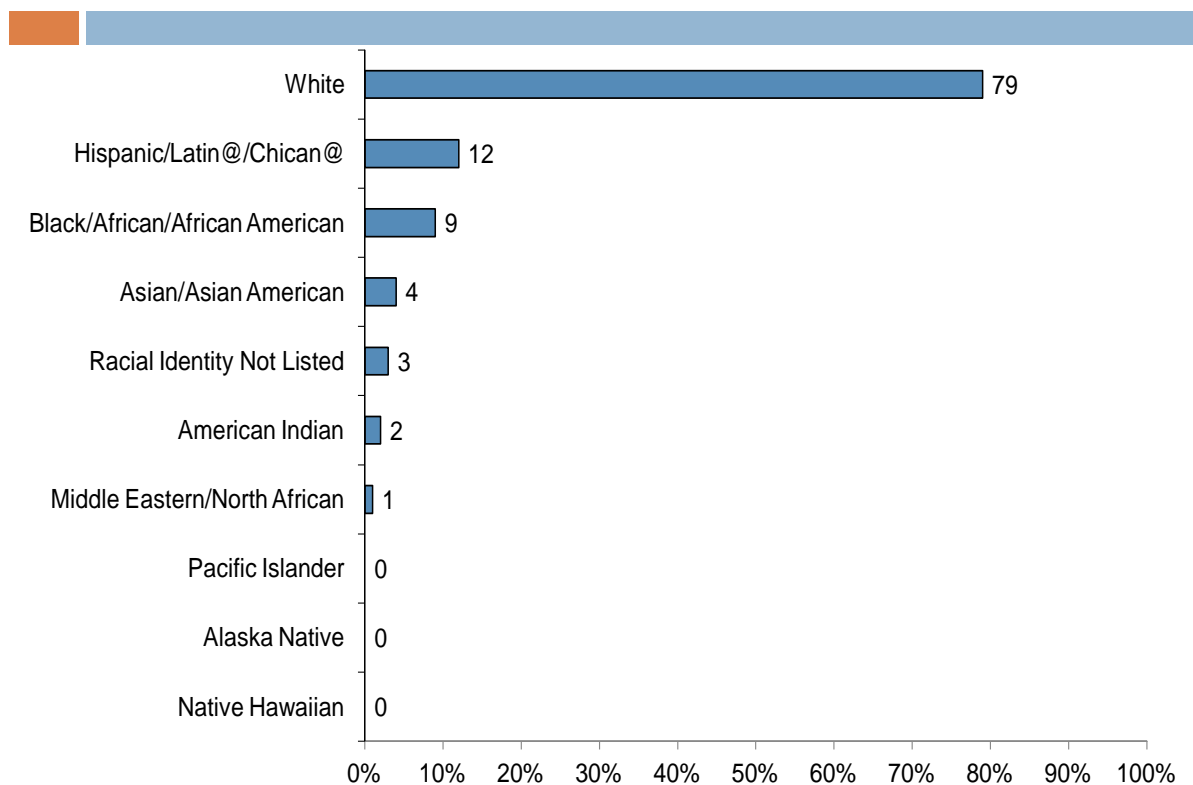


Figure 5. Student Respondents by Age and Student Status (n)

With regard to racial identity, 79% ($n = 294$) of the respondents identified as White (Figure 6).

Twelve percent ($n = 44$) of respondents were Hispanic/Latin@/Chican@, 9% ($n = 34$) were Black/African/African American, 4% ($n = 13$) were Asian/Asian American, 2% ($n = 6$) were American Indian, 1% ($n = 5$) were Middle Eastern/North African, and none were Pacific Islander Alaskan Native, or Native Hawaiian. Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “Caribbean” and “American.”



*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,³⁷ allowing them to identify as biracial or Multiple Races. 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 (68%, $n = 255$) as their identity (Figure 7).³⁸ Other respondents identified as Black/African American/Afro-Caribbean (7%, $n = 27$), Hispanic/Latin@/Chican@ (6%, $n = 22$), Other People of Color³⁹ (2%, $n = 9$), and Multiple Races⁴⁰ (11%, $n = 41$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (5%, $n = 17$).

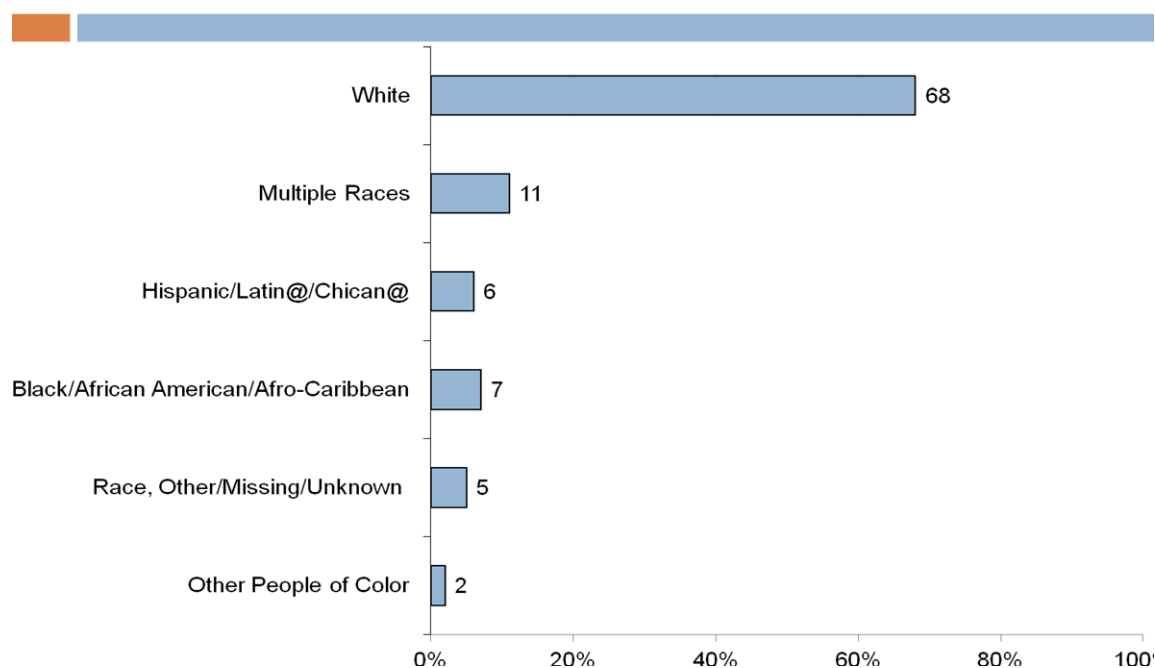


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

³⁷While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African-American or Latino@ 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.

³⁸Figure 7 illustrates the unduplicated total of responses ($n = 371$) 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.)”

³⁹Per 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.

⁴⁰Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiple Races.

Thirty-five percent ($n = 130$) of respondents reported No Faith-Based Affiliation (Figure 8).

Twenty percent ($n = 187$) of respondents identified as having a Christian Faith-Based Affiliation.

Five percent ($n = 20$) of respondents chose Other Faith-Based Affiliations, and 6% ($n = 22$) identified with Multiple Faith-Based Affiliations.

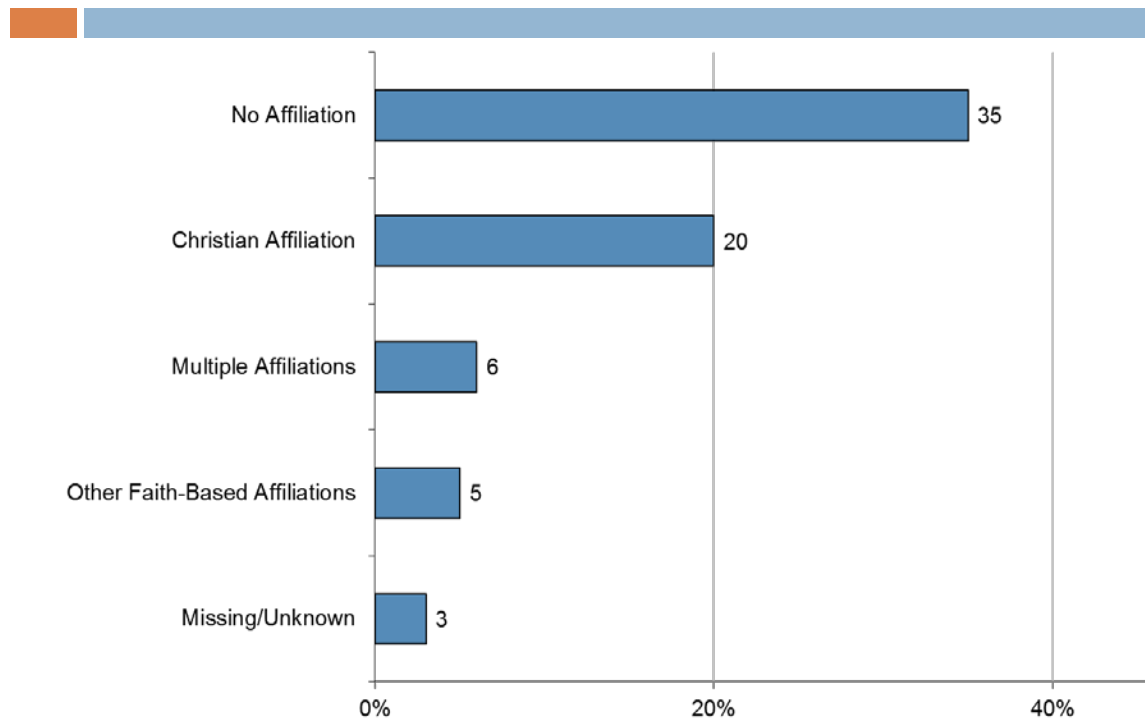
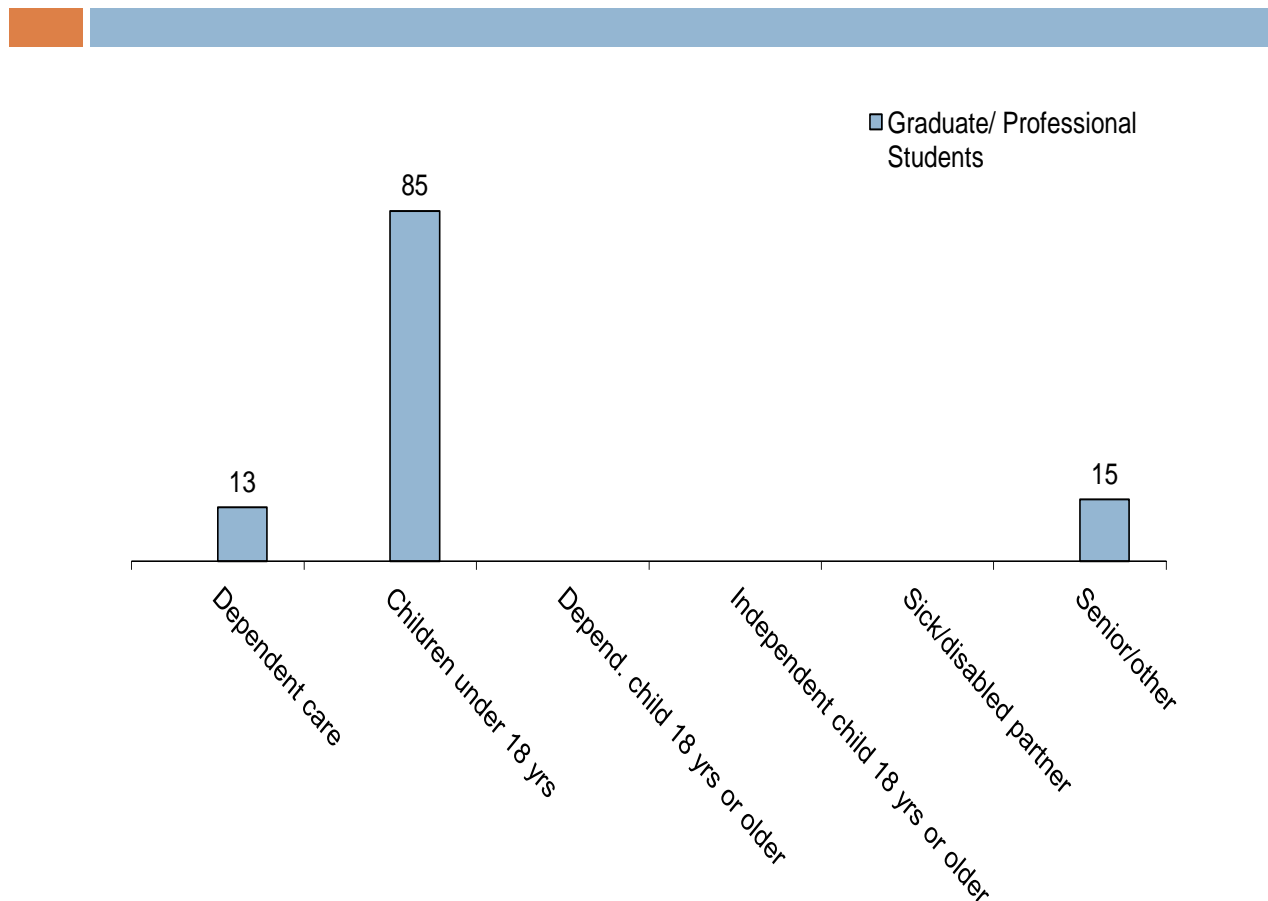


Figure 8. Respondents by Faith-Based Affiliation (%)

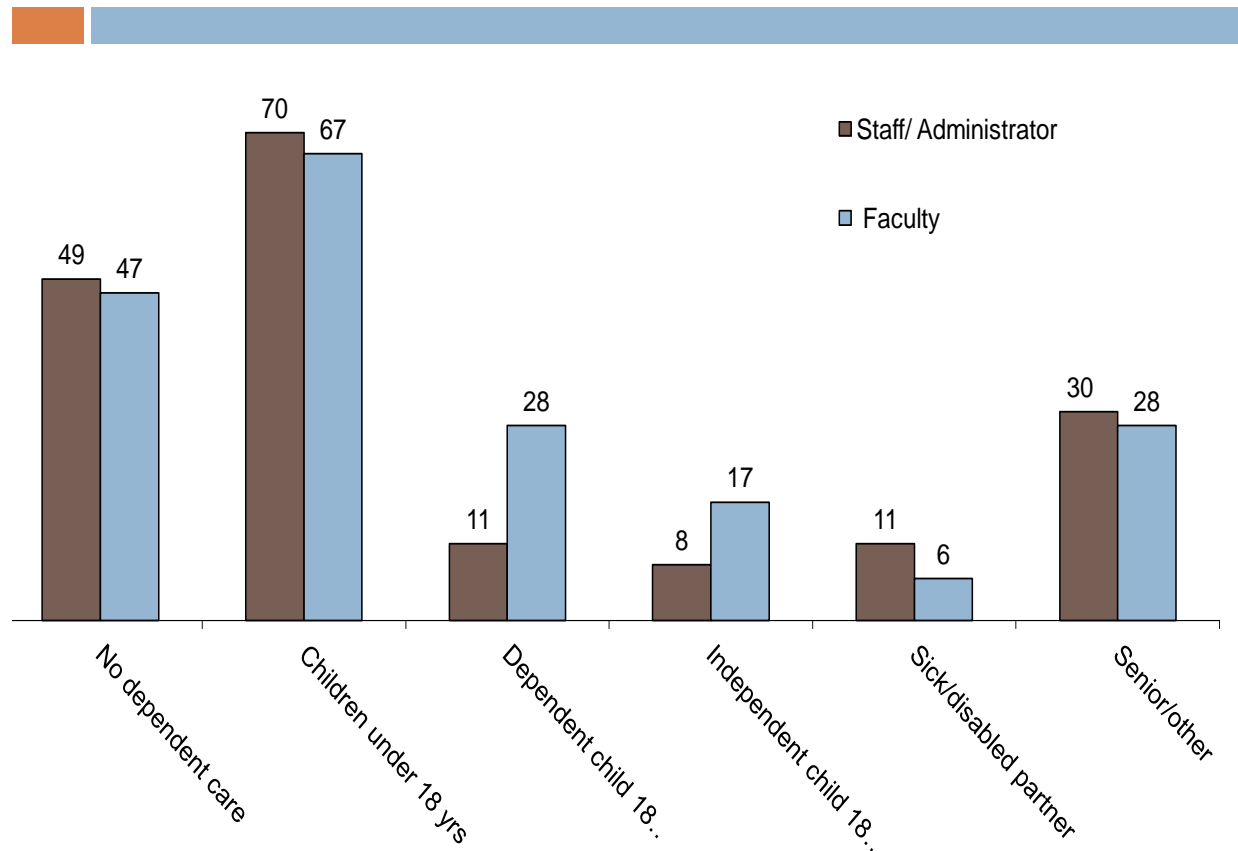
Seventy-six percent ($n = 278$) of all respondents had no parenting or caregiving responsibilities. Of Graduate/Professional Student who had dependent care responsibilities 13% ($n = 33$), 85%percent ($n = 28$) were caring for children under the age of 18 years (Figure 9). Fifteen percent ($n = 5$) of Graduate/Professional Student respondents were caring for senior or other family members.



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

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

Forty-nine percent ($n = 36$) of Staff/Administrator respondents and 47% ($n = 16$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Of those who have caregiving responsibilities. Seventy percent ($n = 26$) of Staff respondents and 67% ($n = 12$) of Faculty respondents were caring for children under the age of 18 years. Thirty percent ($n = 11$) of Staff/Administrator respondents and 28% ($n = 5$) 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 91% ($n = 336$) of respondents had never served in the military. Two percent ($n = 8$) of respondents were on active duty (including Reserved/National Guard) and 6% ($n = 21$) formerly were active military.

Fifteen percent ($n = 57$) of respondents⁴¹ had conditions that substantially influenced learning, working, or living activities. Thirty-seven percent ($n = 21$) of respondents had mental health/psychological conditions, 40% ($n = 23$) had learning disabilities, and 16% ($n = 9$) had chronic health or medical conditions (Table 7).

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

Conditions	<i>n</i>	%
Learning disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, dyslexia)	23	40.4
Mental health/psychological condition	21	36.8
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	9	15.8
Physical/mobility condition that affects walking	6	10.5
Hearing impaired or deaf	5	8.8
A disability/condition not listed here	5	8.8
Physical/mobility condition that does not affect walking	< 5	---
Speech/communication condition	< 5	---
Asperger's/autism spectrum	< 5	---
Visually impaired or blind	0	0.0
Acquired/traumatic brain injury	0	0.0

Note: Percentages may not sum to 100% as a result of multiple responses. Table includes answers from only those respondents who indicated that they have a disability ($n = 57$).

⁴¹Some 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:⁴² 96% ($n = 353$) of respondents were U.S. Citizens and 4% ($n = 16$) were Non-U.S. Citizens.

Table 8. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen, birth	335	90.8
U.S. citizen, naturalized	18	4.9
Permanent resident	9	2.4
A visa holder (F-1, J-1, H1-B, A, L, G, E, TN, and U)	7	1.9
Other legally documented status (EAD, CAT)	0	0.0
Currently under a withholding of removal status	0	0.0
Undocumented resident	0	0.0

Eighty-four percent ($n = 306$) of respondents reported that only English was spoken in their homes. Three percent ($n = 12$) indicated that only a language other than English was spoken in their homes, while 13% ($n = 48$) 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.

Five percent ($n = 5$) of Faculty, Staff, and Administrator respondents indicated that the highest level of education they had completed was a doctoral degree, 41% ($n = 45$) had a professional degree, 11% ($n = 12$) had a master’s degree, 12% ($n = 13$) had finished a bachelor’s degree, and 9% ($n = 10$) had finished some college.

⁴²For 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, undocumented residents).

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 50% ($n = 19$) of Graduate/Professional Student respondents were First-Generation Students.⁴³

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

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	< 5	---	< 5	---
Some high school	< 5	---	9	3.4
Completed high school/GED	34	13.0	45	17.2
Some college	32	12.3	29	11.1
Business/technical certificate/degree	11	4.2	8	3.1
Associate's degree	13	5.0	21	8.0
Bachelor's degree	69	26.4	85	32.6
Some graduate work	9	3.4	< 5	---
Master's degree (M.A., M.S., MBA)	30	11.5	30	11.5
Specialist degree (Ed.S.)	< 5	---	5	1.9
Doctoral degree (Ph.D., Ed.D.)	10	3.8	< 5	---
Professional degree (MD, JD)	42	16.1	15	5.7
Unknown	0	0.0	< 5	---
Not applicable	< 5	---	< 5	---
Missing	< 5	---	< 5	---

Note: Table reports only Student responses ($n = 261$).

⁴³With 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.

Ninety-nine percent ($n = 255$) of Graduate Student respondents were in Law; less than 1% each were in Business Administration and Accounting.

Table 10. Graduate Student Respondents' Academic Divisions

Academic division	<i>n</i>	%
Law	255	98.8

Note: Table includes only Graduate Student respondents ($n = 259$). Table does not report majors where $n < 5$.
 Sum does not total 100% owing to multiple response choices.

Analyses revealed that 18% ($n = 47$) of Graduate/Professional Student respondents were employed on campus. Additional analyses indicated that 36% ($n = 93$) of Graduate/Professional Student respondents were employed off campus. Sixty-five percent ($n = 30$) of Graduate/Professional Student respondents who were employed on or off campus worked an average of 1 to 10 hours per week. Thirty percent ($n = 14$) of Graduate/Professional Student respondents who were employed on or off campus worked an average of 11 to 20 hours per week. Less than 3% ($n < 5$) of Graduate/Professional Student respondents were employed on or off campus an average of 21 to 30 hours per week.

Forty-eight percent ($n = 123$) of Student respondents experienced financial hardship while attending Stetson Law, including 50% ($n < 5$) of Undergraduate Student respondents and 48% ($n = 122$) of Graduate/Professional Student respondents. Of these Student respondents, 45% ($n = 55$) had difficulty affording tuition, 40% ($n = 49$) had difficulty purchasing books and other course materials, and 38% ($n = 47$) had difficulty participating in social events (Table 11). “Other” responses including difficulty affording “car repairs,” “medical expenses not covered by insurance,” “car insurance and payments,” and “bar preparation.” Students also noted hardships such as “loss of job,” “car troubles,” and “came with pre-existing debt.”

Table 11. Experienced Financial Hardship

Experience	<i>n</i>	%
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)	68	55.3
Difficulty in affording housing	59	48.0
Difficulty affording tuition	55	44.7
Difficulty in affording healthcare	54	43.9
Difficulty purchasing my books	49	39.8
Difficulty participating in social events	47	38.2
Difficulty affording food	43	35.0
Difficulty traveling home during Stetson University breaks	32	26.0
Difficulty commuting to campus	22	17.9
Difficulty in affording other campus fees	18	14.6
A financial hardship not listed here	16	13.0
Difficulty in affording childcare	6	4.9
Difficulty in affording eldercare	< 5	---

Note: Table includes only Student respondents who experienced financial hardship ($n = 123$).

Forty-six percent ($n = 121$) of Student respondents depended on non-need based scholarships/grants to pay for their education at Stetson Law (Table 12). Forty-six percent ($n = 120$) of Graduate/Professional Student respondents relied on non-need-based scholarships/grants to pay for their education. Additionally, 47% ($n = 69$) of Not-Low-Income⁴⁴ Student respondents and 45% ($n = 47$) of Low-Income Student respondents relied on non-need-based scholarships/grants to help pay for college. Likewise, 47% ($n = 100$) of Not-First-Generation Student respondents and 42% ($n = 21$) of First-Generation Student respondents depended on non-need-based scholarships/grants.

Seventy-seven percent ($n = 202$) of Student respondents used loans to pay for college. Subsequent analyses indicated that 78% ($n = 201$) of Graduate/Professional Student respondents used loans to pay for college. Analyses also revealed that 88% ($n = 91$) of Low-Income Student respondents and 70% ($n = 102$) of Not-Low-Income Student respondents used loans to pay for college. Eighty-two percent ($n = 41$) of First-Generation Student respondents and 76% ($n = 161$) of Not-First-Generation Student respondents used loans to pay for college.

Twenty-five percent ($n = 64$) of Student respondents depended on family contributions to pay for their living and educational expenses. Subsequent analyses indicated that 24% ($n = 63$) of Graduate/Professional Student respondents depended on family contributions for their living/educational expenses. Additionally, 9% ($n = 9$) of Low-Income Student respondents, 36% ($n = 52$) of Not-Low-Income Student respondents, 18% ($n = 9$) of First-Generation Student respondents, and 26% ($n = 55$) of Not-First-Generation Student respondents depended on family contributions.

⁴⁴For 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 those with incomes below \$39,999.00. Not-Low-Income respondents are those with incomes of \$40,000.00 or greater.

Table 12. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Loans	202	77.4
Non-need-based scholarship/grant (e.g., Stetson scholarship, athletic, music)	121	46.4
Family contribution	64	24.5
Personal contribution/job	59	22.6
Need-based scholarship/grant (e.g., Pell, Gates)	25	9.6
Credit card	24	9.2
Work-study/student employment	19	7.3
GI Bill	10	3.8
A method of payment not listed here	8	3.1

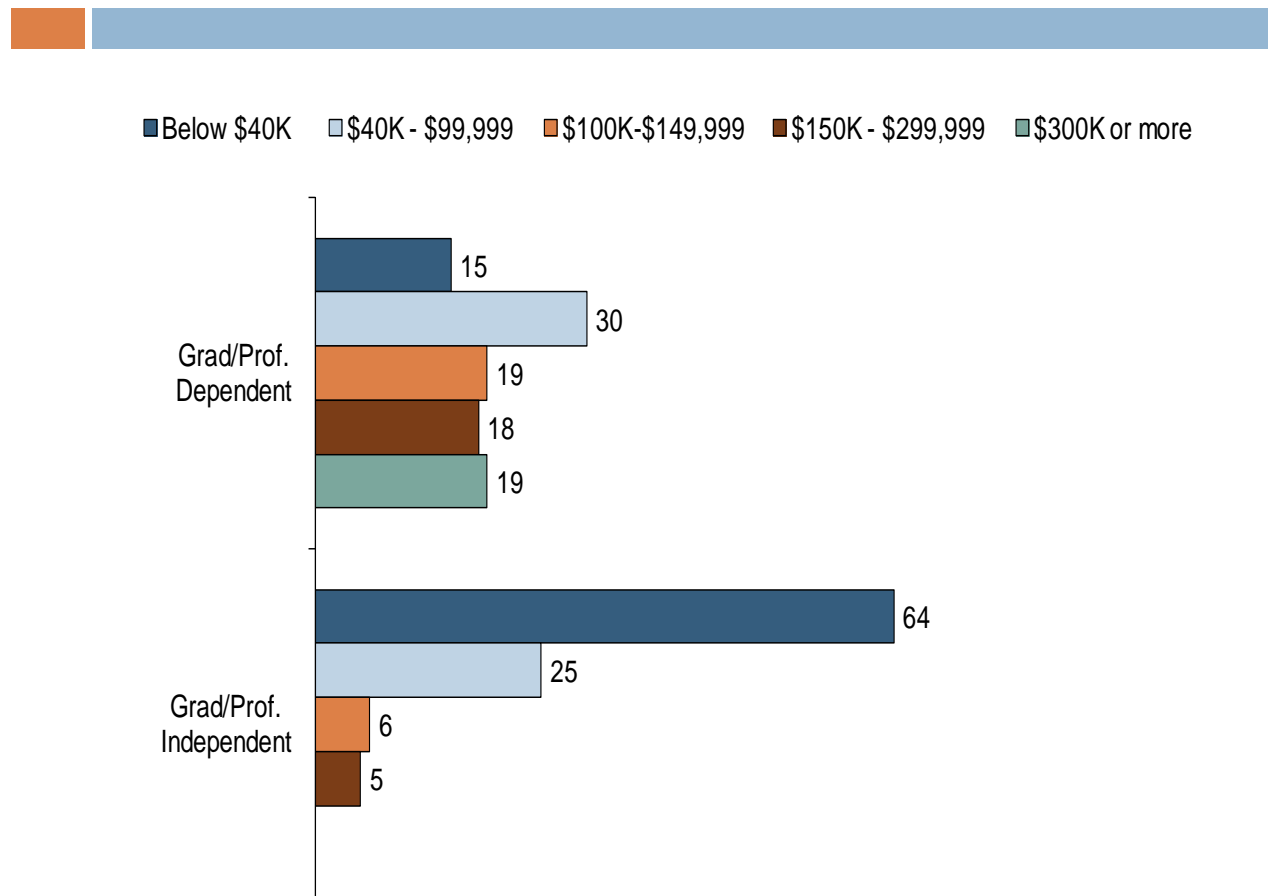
Note: Table includes only Student respondents ($n = 261$).

Fifty-five percent ($n = 138$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Additionally, 84% ($n = 86$) of Low-Income Student respondents, 35% ($n = 49$) of Not-Low-Income Student respondents, 69% ($n = 33$) of First-Generation Student respondents, and 52% ($n = 106$) of Not-First-Generation Student respondents were financially independent. Twenty-four percent ($n = 63$) of Graduate/Professional Student respondents had families who were assisting with their living/educational expenses (i.e., students were financially dependent).

Forty-two percent ($n = 104$) of Student respondents reported that they or their families had annual incomes of less than \$40,000. Twenty-seven percent ($n = 68$) reported annual incomes between \$40,000 and \$99,999; 12% ($n = 30$) between \$100,000 and \$149,999; 11% ($n = 26$) between \$150,000 and \$299,999; and 9% ($n = 21$) more than \$300,000.⁴⁵ These figures are displayed by student status in Figure 11. Information is provided for those Student respondents

⁴⁵Refer to Table B25 in Appendix B for the combined Student data.

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.



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, 17% ($n = 43$) lived in campus housing, 83% ($n = 214$) lived in non-campus housing, and less than 1% ($n < 5$) identified as transient (Table 13). All campus houses are not listed in the table as a result of low number of responses.

Table 13. Law Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	43	16.7
Dorm Building F	6	15.0
John B. Stetson Rosa Apartments	14	35.0
Auxiliary Housing	12	30.0
Non-campus housing	214	82.9
Independently in an apartment/house	170	85.4
Living with family member/guardian	29	14.6
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	< 5	---

Note: Table reports only Graduate Law Student responses ($n = 259$).

Twenty-five percent ($n = 64$) of Student respondents did not participate in any student clubs or organizations at Stetson Law (Table 14). Four percent ($n = 11$) were involved with Greek letter organizations, 20% ($n = 53$) were involved with academic and honors societies, 32% ($n = 83$) were involved with career and professional organizations, and 17% ($n = 44$) participated in cultural and faith-based organizations.

Table 14. Student Respondents' Participation in Clubs/Organizations at Stetson Law

Club/organization	<i>n</i>	%
I do not participate in any clubs/organizations	64	24.5
Academic and honors societies (e.g., Stetson Organization for Business Ethics, Omicron Delta Kappa, German Club)	53	20.3
Career and professional (e.g., Alpha Kappa Psi, American Marketing Association, Stetson Entrepreneurial Group, Business Law Society)	83	31.8
Club sports	38	14.6
Cultural and faith-based (e.g., Caribbean Student Organization, Hillel, Kaleidoscope, Jewish Law Student Association, Black Law Students Association)	44	16.9
Greek social letter fraternities and sororities	11	4.2
Interests and hobbies (e.g., Stetson Cycles, Anime Viewing Club, Stetson Alumni Association)	24	9.2
NCAA Athletics	0	0.0
Political and social action (e.g., Alexander Hamilton Society, STAND, SUPR HERO, Stetson Democrats)	38	14.6
Service (e.g., ME Strong, PAWS, Hatter Harvest)	17	6.5
Student Government Association	36	13.8
Veterans organizations (e.g., Student Veterans Organization)	9	3.4
An organization type not listed here	39	14.9

Note: Table includes only Student responses ($n = 261$). Percentages may not sum to 100% as a result of multiple responses.

Table 15 indicates that the majority of Student respondents earned grades of 3.00 or higher.

Table 15. Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	<i>n</i>	%
3.50 – 4.00	46	17.9
3.00 – 3.49	136	52.9
2.50 – 2.99	67	26.1
2.00 – 2.49	7	2.7
1.99 and below	< 5	---

Note: Table includes only Student responses ($n = 261$).

Campus Climate Assessment Findings⁴⁶

The following section reviews the major findings of this study.⁴⁷ The review explores the climate at Stetson Law 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 Law

The survey posed questions regarding respondents' level of comfort with the climate at Stetson Law. Table 16 illustrates that 70% ($n = 260$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Stetson Law. Seventy percent ($n = 76$) of Faculty, Staff, and Administrator respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. Seventy-six percent ($n = 226$) of Student and Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.

Table 16. Respondents' Comfort With the Climate at Stetson Law

Level of comfort	Comfort with overall climate		Comfort with climate in department/work unit*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	124	33.4	41	37.6	107	36.1
Comfortable	136	36.7	35	32.1	119	40.2
Neither comfortable nor uncomfortable	53	14.3	12	11.0	50	16.9
Uncomfortable	42	11.3	10	9.2	18	6.1
Very uncomfortable	16	4.3	11	10.1	< 5	---

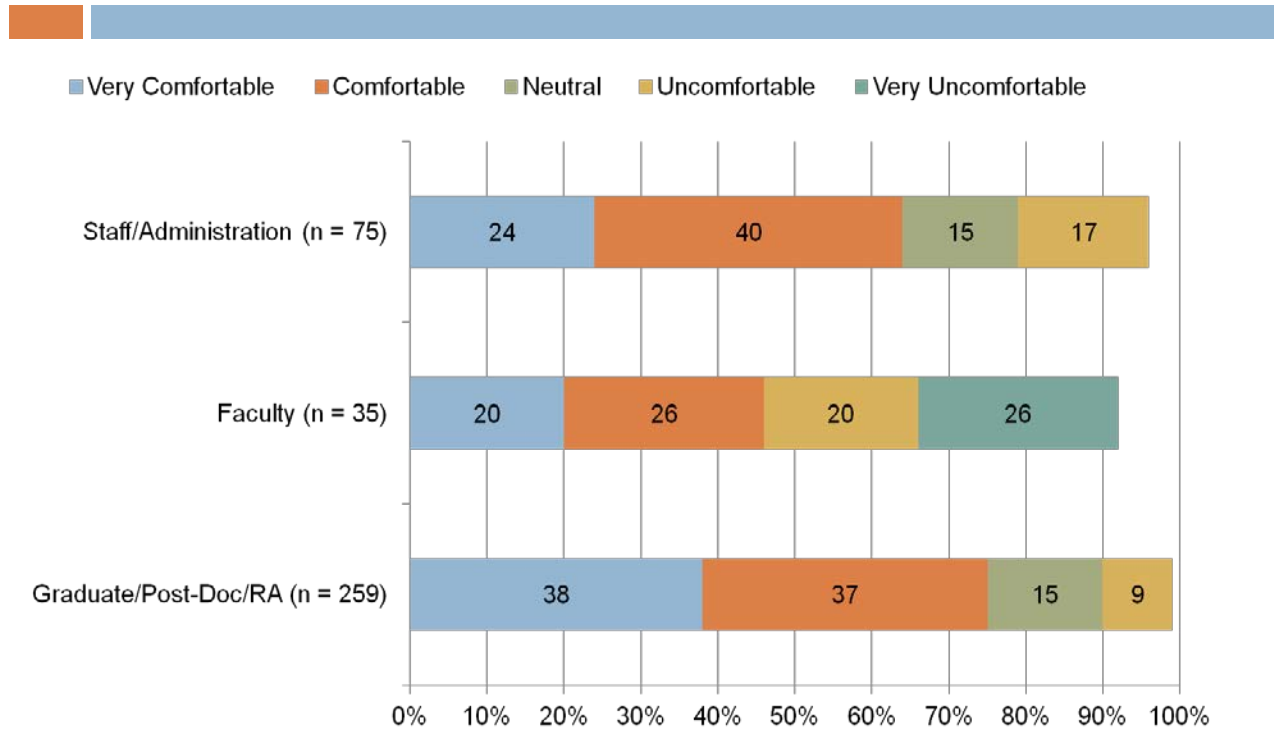
*Only Faculty, Staff, and Administrator respondents ($n = 110$).

** Only Faculty and Student respondents ($n = 296$).

⁴⁶Frequency 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.

⁴⁷The 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 Graduate/Professional Student respondents (38%, $n = 99$) were significantly more comfortable (“very comfortable”) with the overall climate at Stetson Law than were Staff/Administration respondents (24%, $n = 18$) and Faculty respondents (20%, $n = 7$).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 (42%, $n = 31$) and Faculty (29%, $n = 10$) were “very comfortable” with the climate in their departments/work units at Stetson Law. No significant differences emerged between Hourly respondents’ (31%, $n = 9$) and Salary respondents’ (46%, $n = 10$) level of comfort with the climate in their departments/work units.

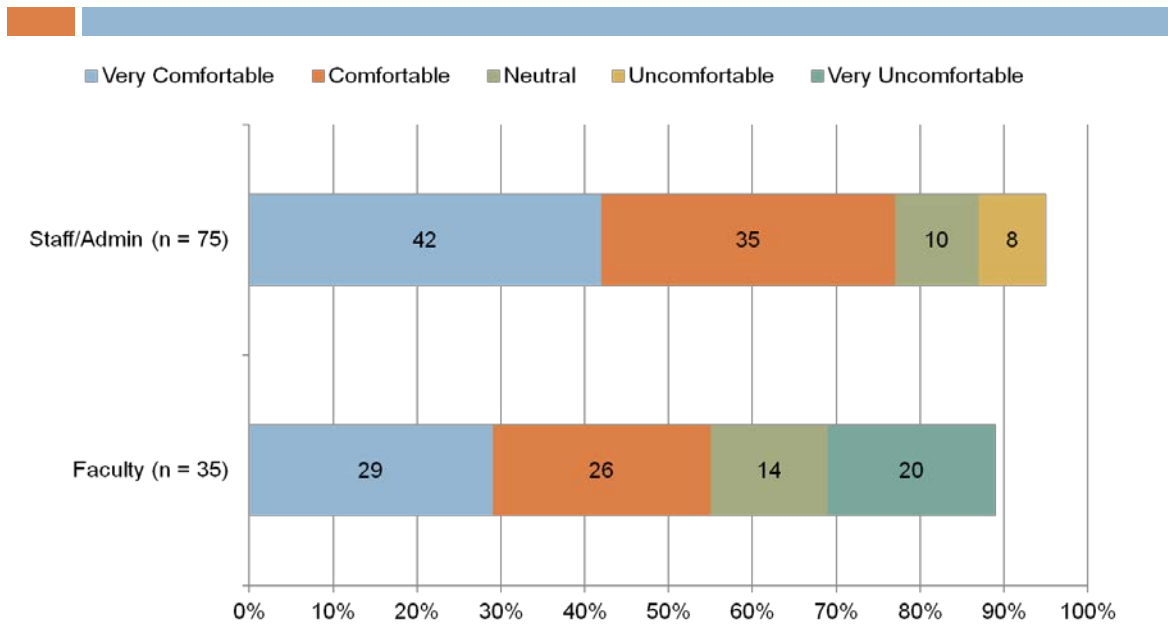
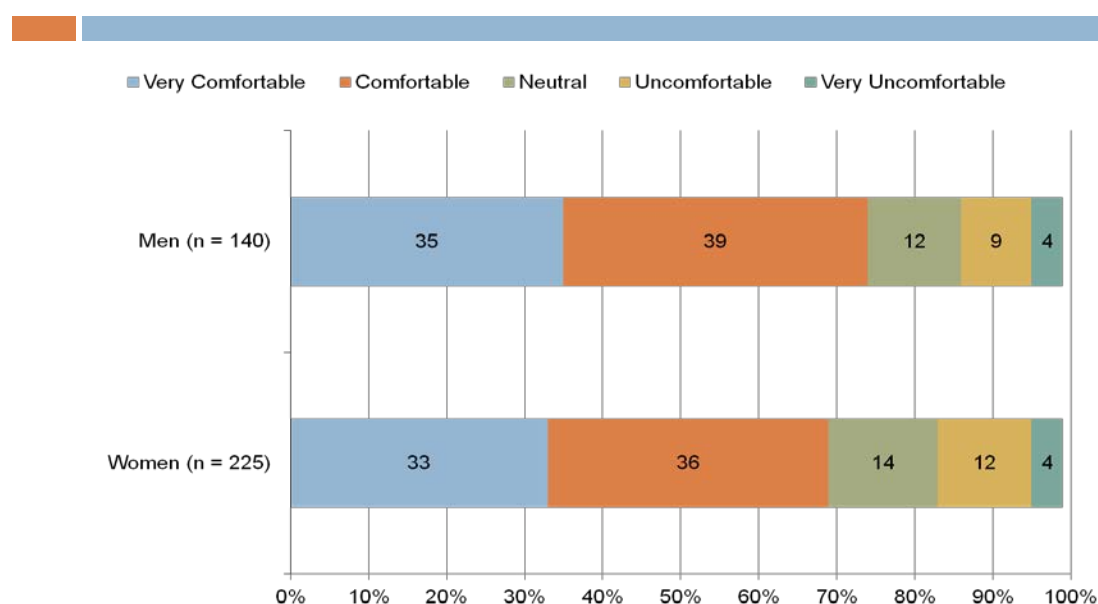


Figure 13. Faculty, Staff, and Administrator Respondents’ Comfort With Climate in Department/Work Unit by Position Status (%)

When analyzed by position status, no significant differences emerged with respect to level of comfort with classroom climate. Thirty-six percent ($n = 93$) of Graduate/Professional Student respondents and 40% ($n = 14$) of Faculty respondents 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,⁴⁸ 74% ($n = 104$) of Men respondents compared with 69% ($n = 155$) of Women respondents felt “very comfortable” or “comfortable” with the overall climate at Stetson Law (Figure 14).

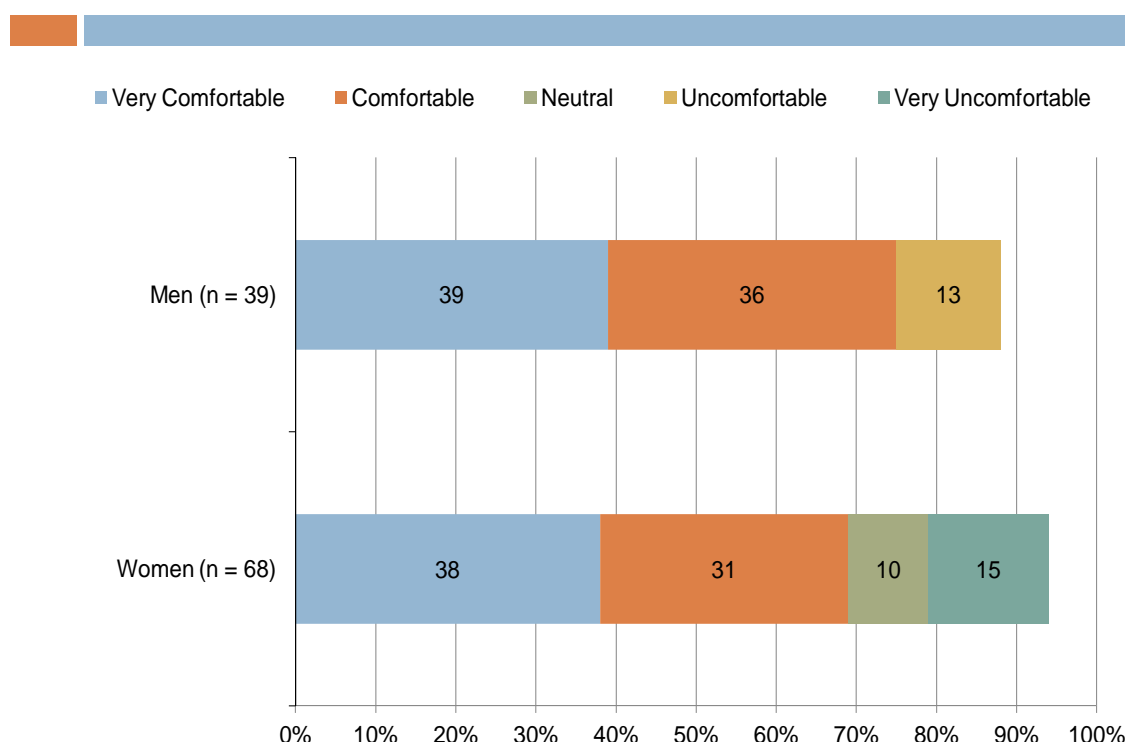


Note: Responses with $n < 5$ are not presented in the figure.

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

⁴⁸Per the CSWG, gender identity was recoded into the categories Men ($n = 140$), Women ($n = 225$), Transspectrum/Missing/Unknown ($n = 6$), 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 response confidentiality.

No significant differences existed between Men and Women employee respondents regarding their level of comfort with the climate in their departments/work units⁴⁹ (Figure 15). Thirty-nine percent⁵⁰ ($n = 15$) of Men Faculty, Staff, and Administrator respondents and 38% ($n = 26$) of Women Faculty, Staff, and Administrator respondents were “very comfortable” with the climate in their departments/work units.

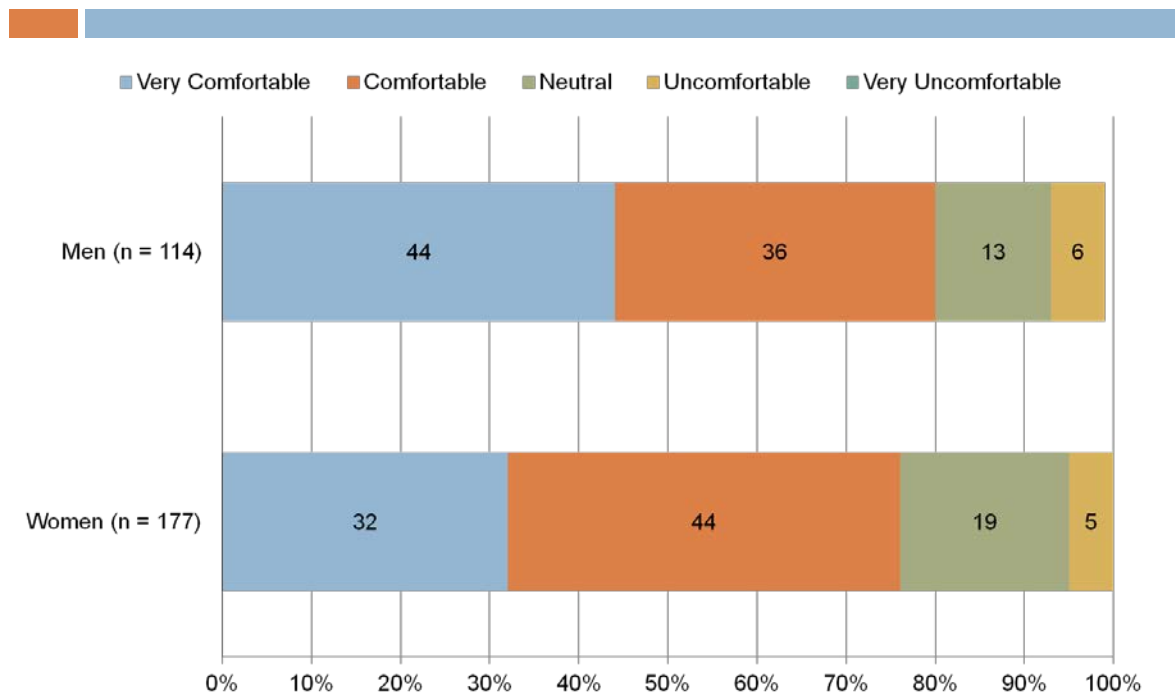


Note: Responses with $n < 5$ are not presented in the figure.

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

⁴⁹Transpectrum/Missing/Unknown respondents were not included in the analyses because their numbers were too few to ensure confidentiality ($n = 6$).

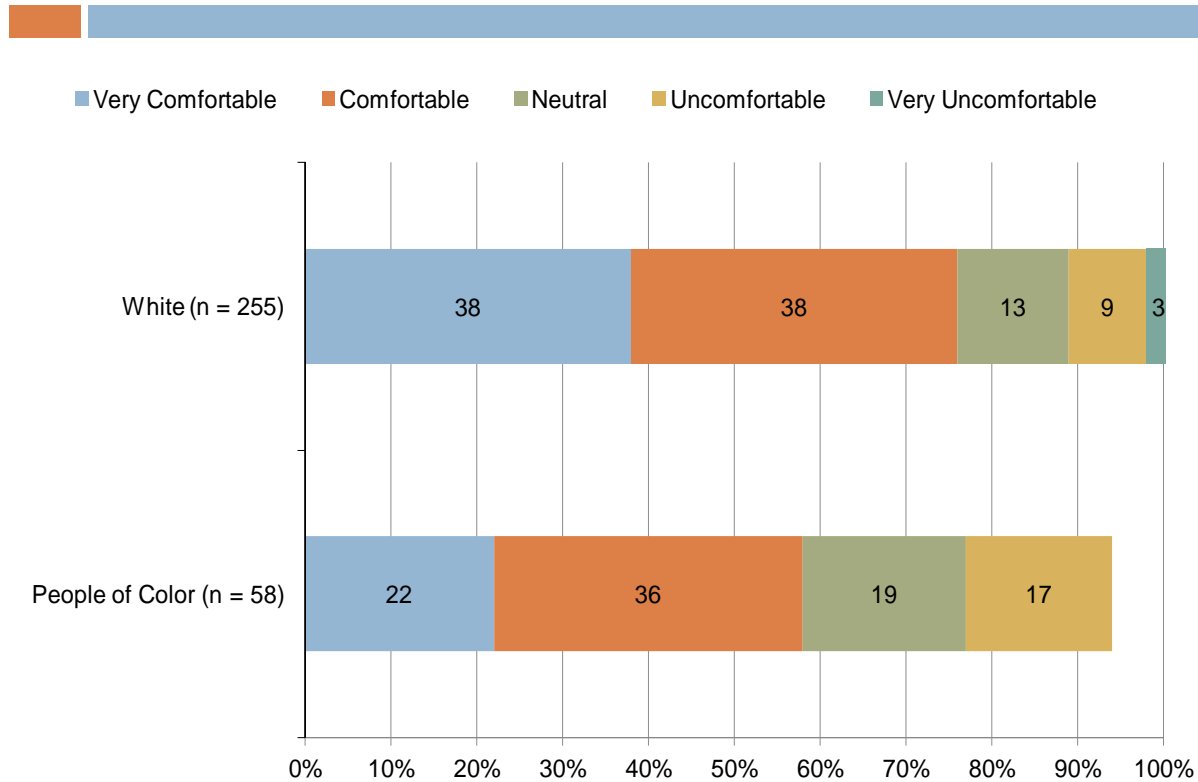
Additionally, the percentage of Men Faculty and Student respondents (44%, $n = 50$) compared with Women Faculty and Student respondents (32%, $n = 56$) who felt “very comfortable” in their classes did not differ significantly (Figure 16).



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 (59%, $n = 34$) were less likely to be “very comfortable” or “comfortable” with the overall climate at Stetson Law than were White respondents (76%, $n = 192$) (Figure 17)⁵¹. This difference was not significant.

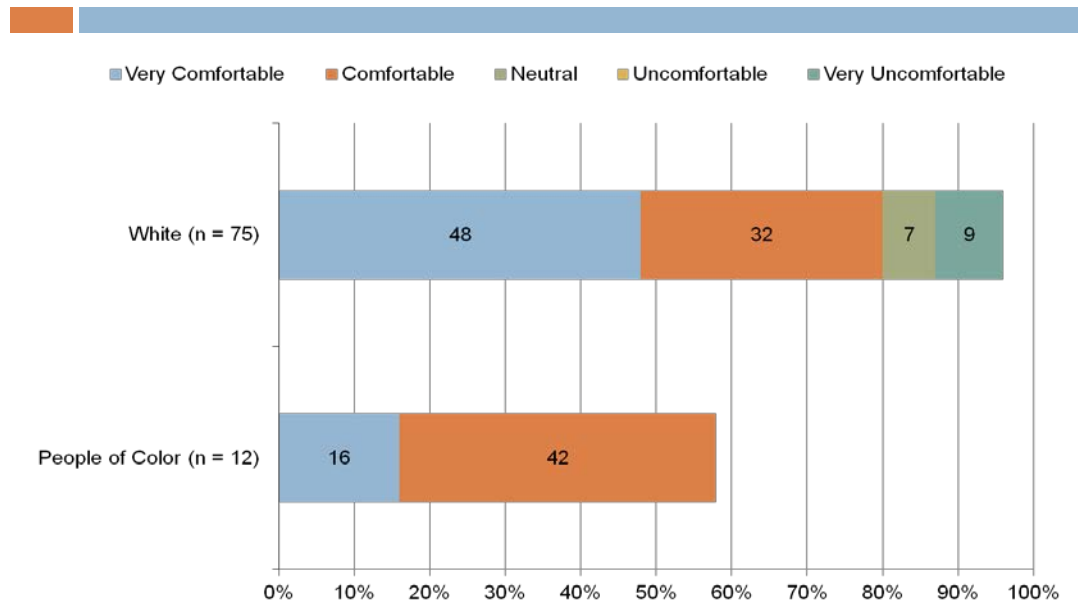


Note: Responses with $n < 5$ are not presented in the figure.

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

⁵¹In several places throughout the report narrative, the figure may not provide the total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number. For instance, according to the analyses, 22.4% of Respondents of Color were “very comfortable” and 36.2% were “comfortable” with the overall climate. In the figure, those numbers were rounded to 22% and 36%, respectively. $22.4\% + 36.2\% = 58.8\%$, which was rounded to 59% of Respondents of Color who were “very comfortable” or “comfortable” with the overall climate. The calculation of White respondent percentages, however, rounds the numbers to 38.0% and 38.0%, which would total 76%.

A greater percentage (80%, $n = 60$) of White Faculty, Staff, and Administrator respondents than Faculty, Staff, and Administrator Respondents of Color (58%, $n = 7$) were “very comfortable” or “comfortable” with the climate in their departments/work units. No significant difference was found between the groups (Figure 18).⁵²

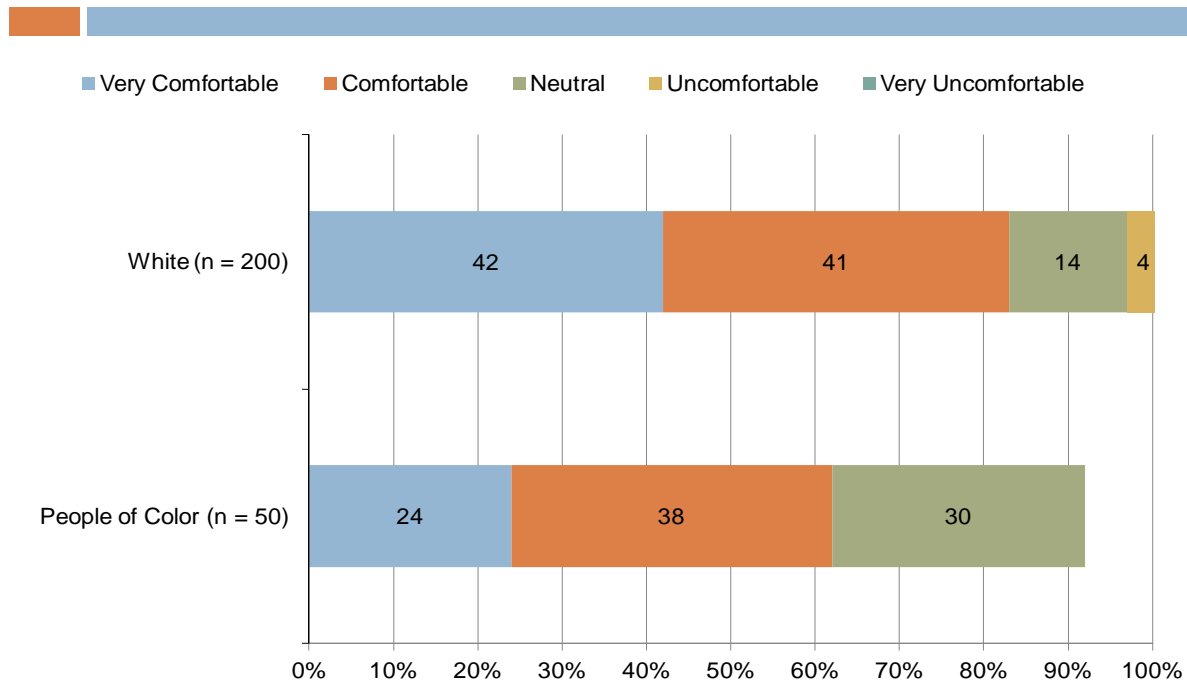


Note: Responses with $n < 5$ are not presented in the figure.

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

⁵² Small sample sizes may contribute to lack of significance

Figure 19 illustrates that White Faculty and Students (83%, $n = 166$) were significantly more likely to be “very comfortable” or “comfortable” with the climate in their classes than were Faculty and Student Respondents of Color (62%, $n = 31$).ⁱⁱ



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 campus climate based on sexual identity (Figure 20). LGBTQ respondents (58%, $n = 23$) were less likely to be "very comfortable" or "comfortable" with the overall climate than were Heterosexual respondents (72%, $n = 230$).

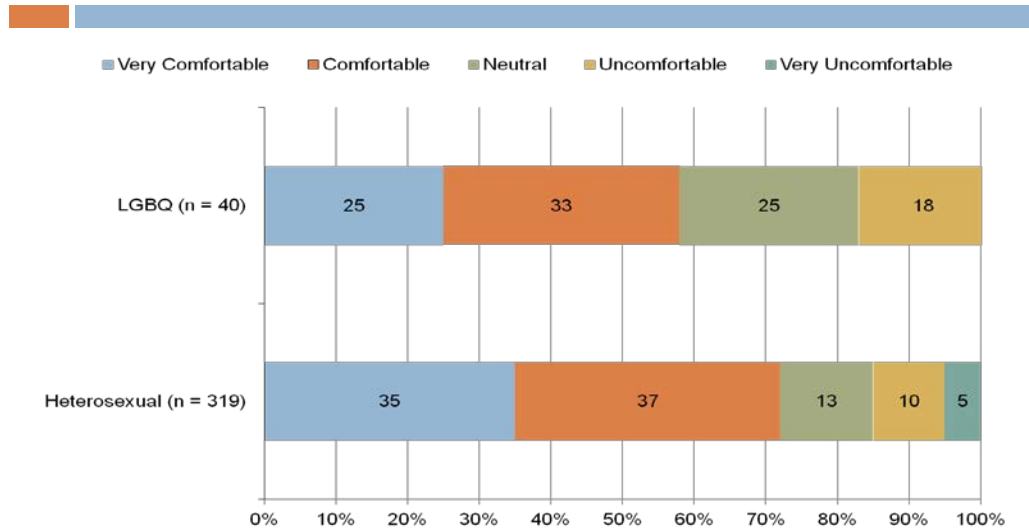


Figure 20. Respondents' Comfort With Overall Climate by Sexual Identity (%)

No significant differences in Faculty, Staff, and Administrator respondents' level of comfort with the climate in their department/work unit occurred based on sexual identity⁵³ (Figure 21). LGBQ responses numbers were too low to report.

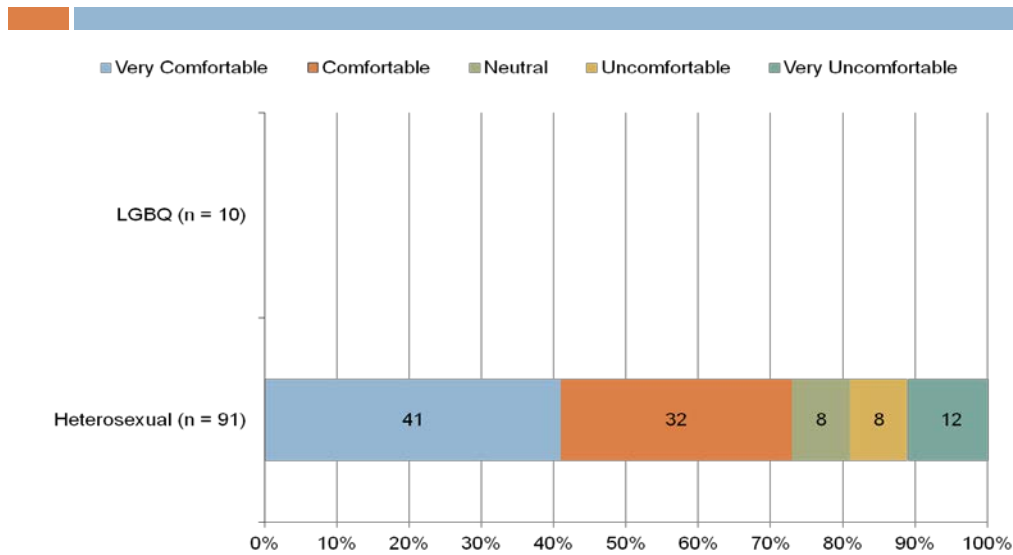
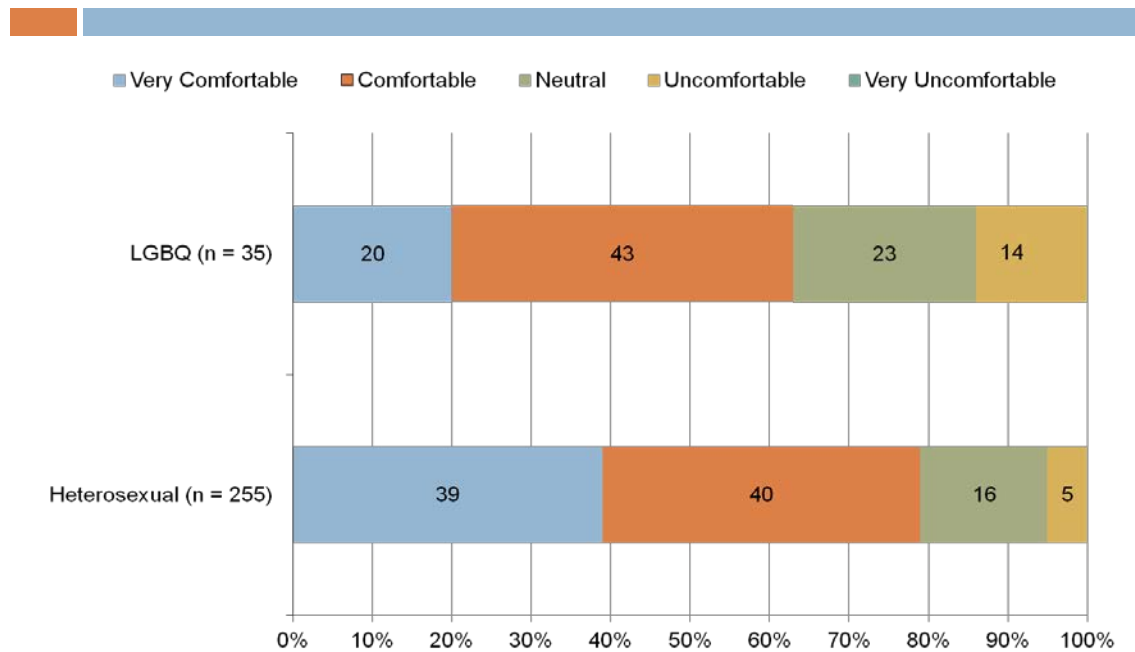


Figure 21. Faculty, Staff, and Administrator Respondents' Comfort With Climate in Department/Work Unit by Sexual Identity (%)

⁵³Per the CSWG, for analyses, sexual identity was recoded into the categories LGBQ (n = 10) and Heterosexual (n = 91). Transpectrum/ Missing/Unknown (n = 6) respondents were not included to maintain response confidentiality.

Heterosexual Faculty and Student respondents (78%, $n = 200$) were more comfortable with the climate in their courses than were LGBTQ Faculty and Student respondents (63%, $n = 22$)⁵⁴ (Figure 22). This difference was not significant.



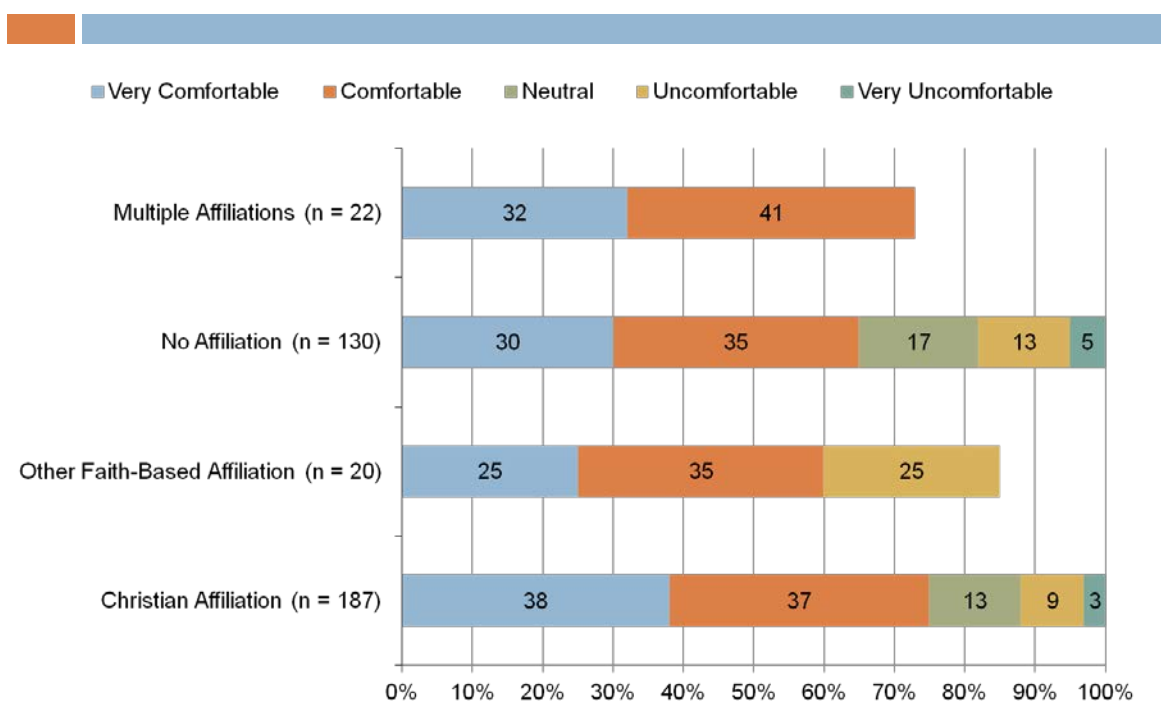
Note: Responses with $n < 5$ are not presented in the figure.

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

⁵⁴Transspectrum/Missing/Unknown ($n = 6$) respondents were not included to maintain response confidentiality.

No significant difference existed in respondents' level of comfort with the overall campus climate based on faith-based affiliation (Figure 23). Respondents from Other Faith-Based Affiliations (60%, $n = 12$) were less likely to be "very comfortable" or "comfortable" with the overall climate than were respondents with No Affiliation (65%, $n = 85$), respondents from Christian Affiliations (75%, $n = 141$), and respondents with Multiple Affiliations (73%, $n = 16$).

No significant differences in responses emerged with respect to Faculty, Staff, and Administrator 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.

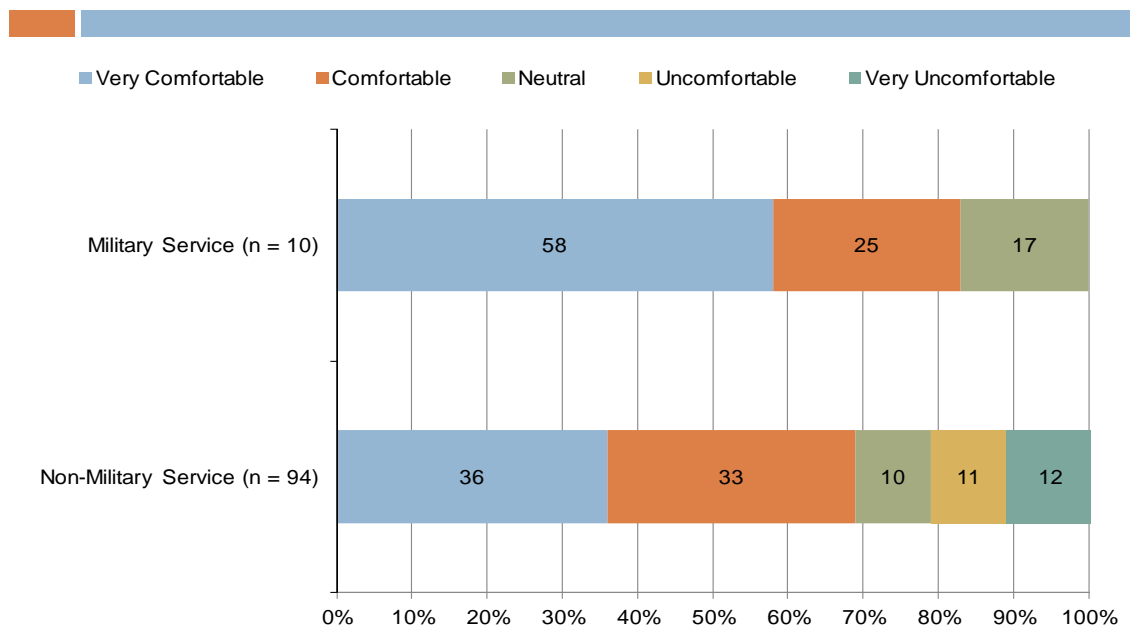


Note: Responses with $n < 5$ are not presented in the figure.

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

When analyzed by military status,⁵⁵ the survey data revealed no significant differences in the perceptions of Military Service respondents (79%, $n = 23$) and Non-Military respondents (70%, $n = 235$) regarding being “very comfortable” or “comfortable” with the overall climate.

The data revealed that a greater percentage of Military Service Faculty, Staff, and Administrator respondents (83%, $n = 10$) were “very comfortable” or “comfortable” with the climate in their department/program/work unit than were Non-Military Service Faculty, Staff, and Administrator respondents (69%, $n = 65$) (Figure 24).

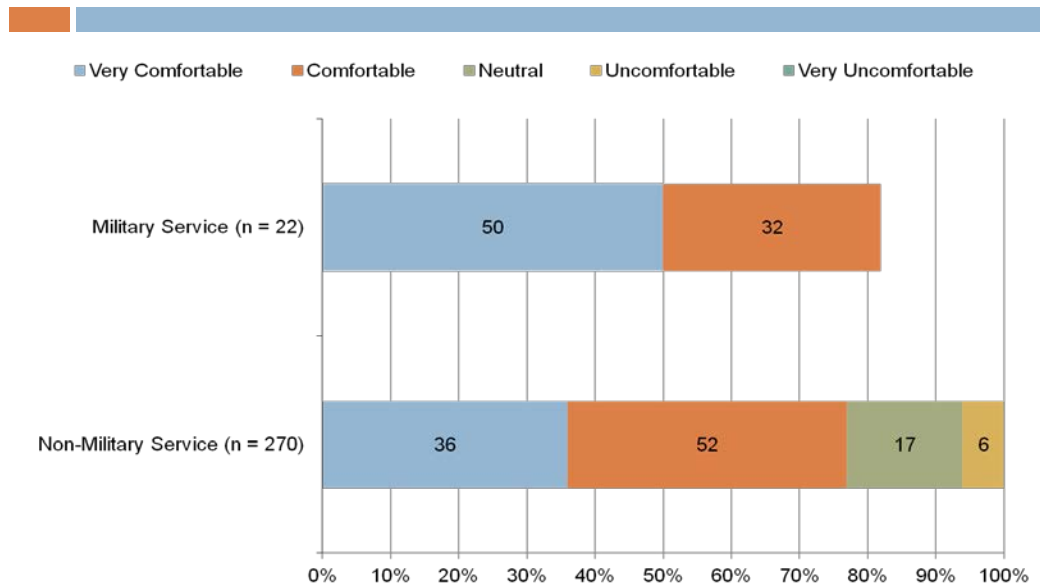


Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Faculty, Staff, and Administrator Respondents’ Comfort With Department/Work Unit Climate by Military Status (%)

⁵⁵Per 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.

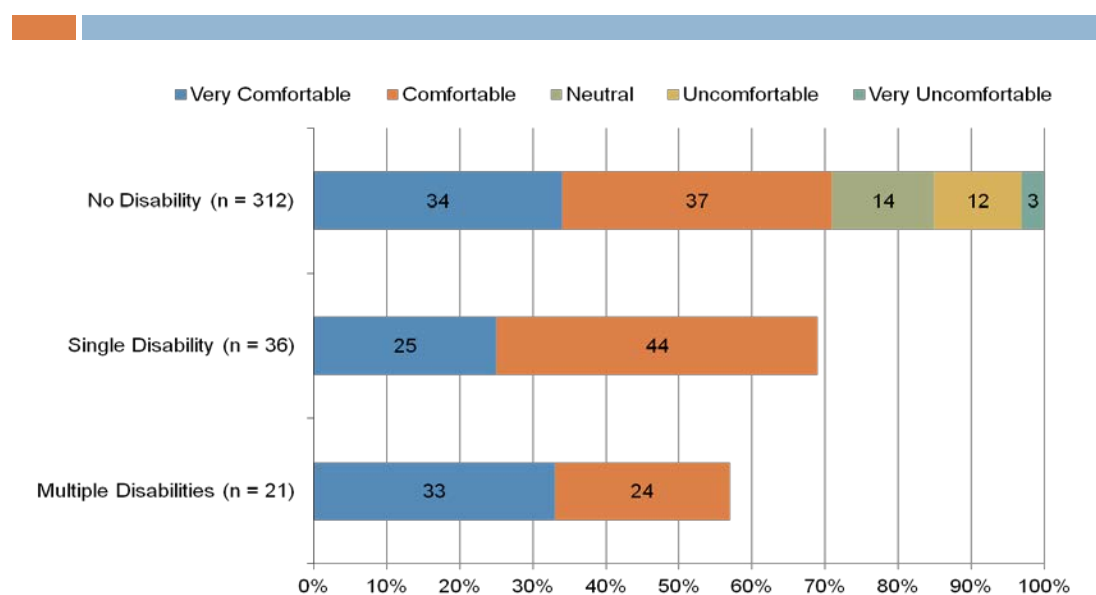
No significant difference was found between the percentage of Faculty and Student respondents with Military Service (50%, $n = 11$) and that of Non-Military Service Faculty and Student respondents (36%, $n = 96$) who were “very comfortable” with the climate in their classes at Stetson Law (Figure 25).



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 (%)

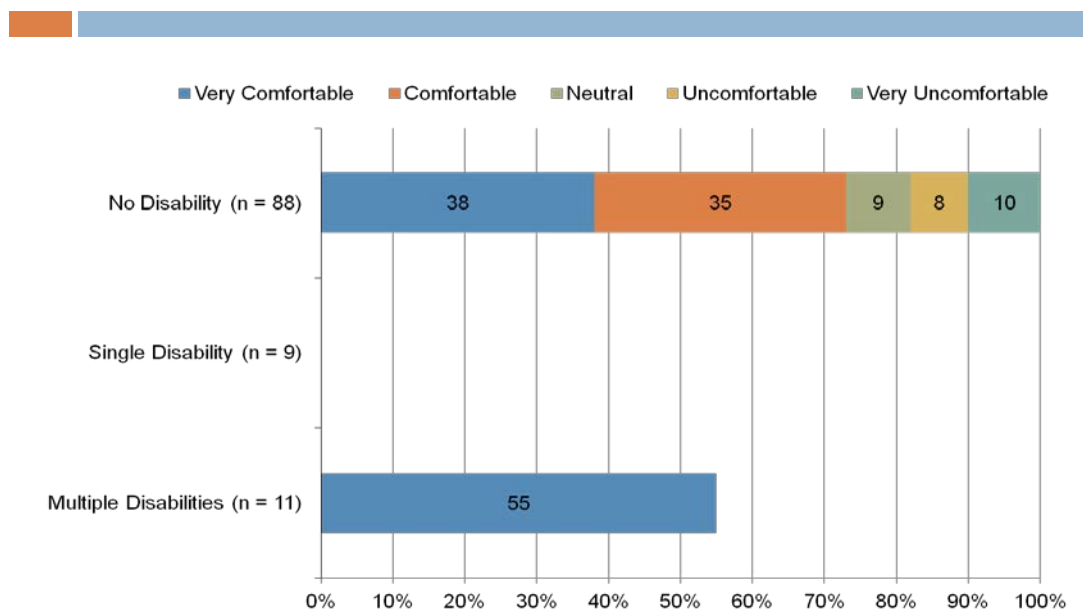
Figure 26 illustrates that respondents with No Disability (34%, $n = 107$) were more comfortable with the overall climate than were respondents with a Single Disability (25%, $n = 9$) or Multiple Disabilities (33%, $n = 7$).



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 Student respondents' level of comfort with the climate in their classes climate by disability status. However, Faculty, Student, and Administrators respondents with Multiple Disabilities (55%, $n = 6$) were more comfortable with the climate in their departments/work units than were Faculty, Staff, and Administrator respondents with a Single Disability ($n < 5$) and those with No Disability (38%, $n = 33$); test results were not valid owing to the low number of responses (Figure 27).

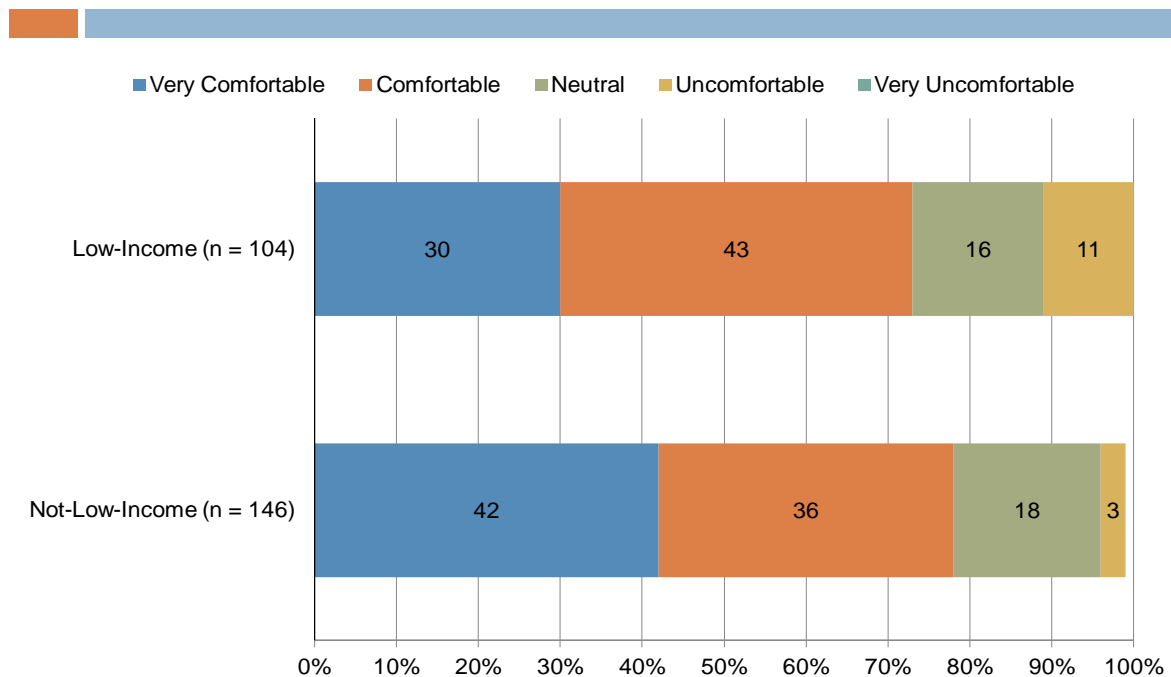


Note: Responses with $n < 5$ are not presented in the figure.

Figure 27. Faculty, Student, and Administrators Respondents' Comfort With Departments/Work Units 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 (33%, $n = 34$) were less comfortable with the overall climate than were Not-Low-Income Student respondents (44%, $n = 64$).

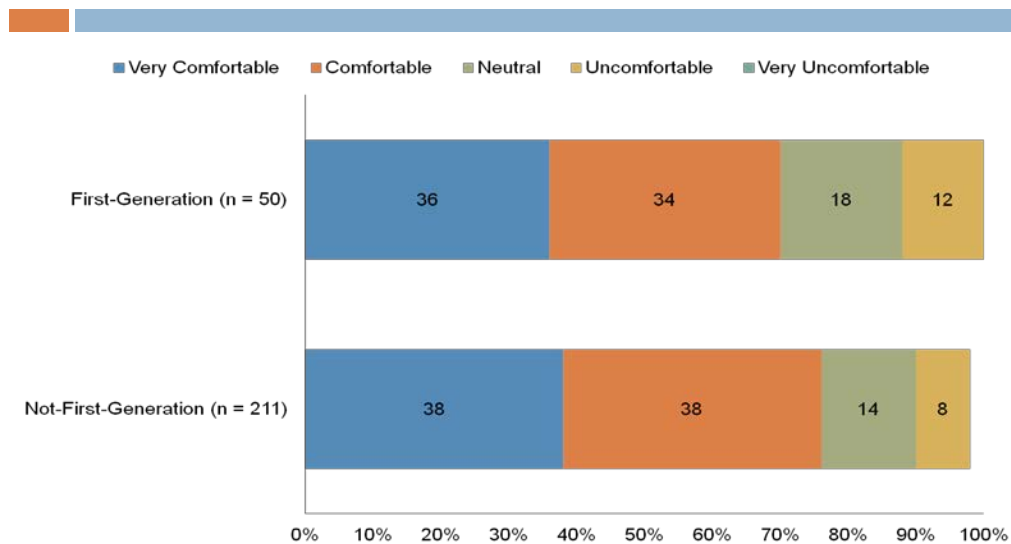
Although the majority of both groups were comfortable with the climate in their classes, Low-Income Student respondents (30%, $n = 31$) were less comfortable with the climate in their classes than were Not-Low-Income Student (42%, $n = 61$) (Figure 28).



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

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

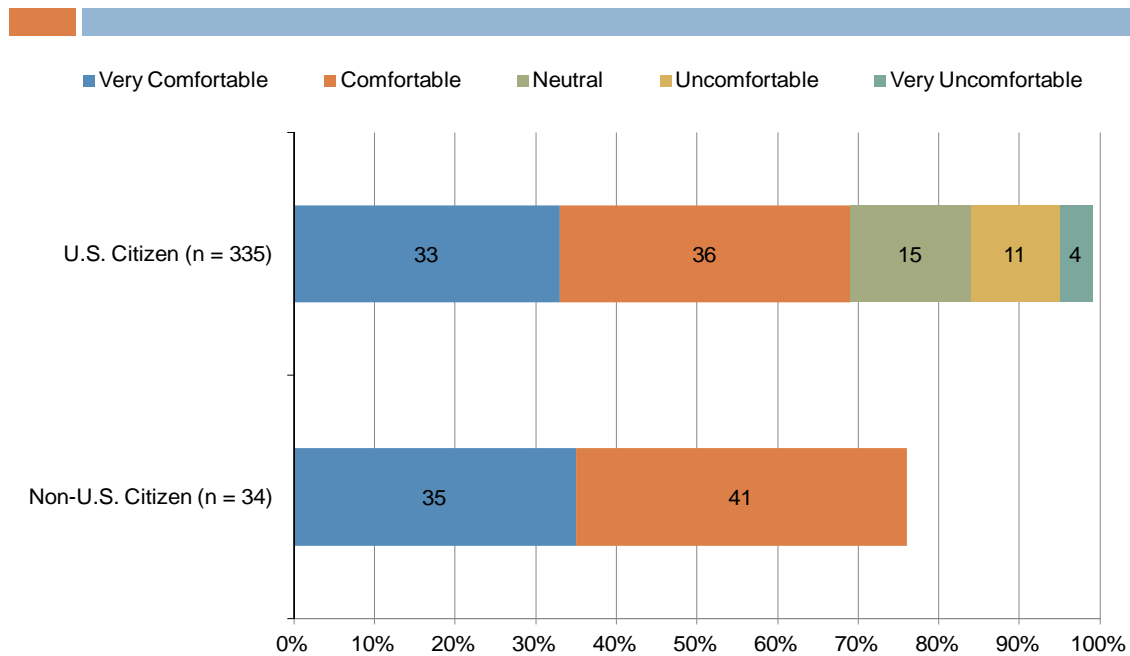
By first-generation status, First-Generation Student respondents (36%, $n = 18$) were less comfortable ("very comfortable") with the overall climate than were Not-First-Generation Student respondents (38%, $n = 81$) (Figure 29). Results were not significant.



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

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

Additionally, by citizenship status, respondents who were U.S. Citizens (33%, $n = 112$) were less comfortable with the overall climate than respondents who were Non-U.S. Citizens (35%, $n = 12$) (Figure 30).



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

Figure 30. Respondents' Comfort With Overall Climate by Citizenship Status (%)

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(8, N = 369) = 55.99, p < .001$.

ⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the classroom climate by racial identity: $\chi^2(3, N = 250) = 11.78, p < .01$.

Barriers at Stetson Law 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 Law within the past year. Tables 17 through 20 highlight the top 10 responses where respondents with one or more disabilities experienced barriers at Stetson Law.⁵⁶ With regard to Stetson Law' facilities, 46% ($n = 23$) of respondents with disabilities experienced temporary barriers as a result of construction or maintenance and 37% ($n = 19$) experienced barriers with walkways, pedestrian paths, and/or crosswalks within the past year.

⁵⁶See 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 Law?"

Table 17. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic and recreational facilities	6	11.3	28	52.8	19	35.8
Classroom buildings	11	20.8	37	69.8	5	9.4
Classrooms, labs (including computer labs)/courtrooms	9	17.0	39	73.6	5	9.4
College housing/residence halls	< 5	---	27	51.9	22	42.3
Dining facilities	9	17.3	33	63.5	10	19.2
Doors	12	22.6	37	69.8	< 5	---
Elevators/lifts	6	11.3	43	81.1	< 5	---
Emergency preparedness	6	11.3	40	75.5	7	13.2
Health center	< 5	---	21	40.4	29	55.8
Library	7	13.2	42	79.2	< 5	---
Office furniture (e.g., chair, desk)	8	15.4	40	76.9	< 5	---
Campus transportation/parking	13	24.5	34	64.2	6	11.3
Other campus buildings	< 5	---	43	82.7	6	11.5
Podium	< 5	---	38	71.7	11	20.8
Restrooms	9	17.0	40	75.5	< 5	---
Signage	< 5	---	43	81.1	7	13.2
Studios/performing arts spaces	< 5	---	23	45.1	27	52.9
Temporary barriers due to construction or maintenance	23	46.0	22	44.0	5	10.0
Walkways, pedestrian paths, crosswalks	19	36.5	29	55.8	< 5	---

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 57).

Table 18 illustrates that, in terms of the technological or online environment, 19% ($n = 10$) of respondents with one or more disabilities had difficulty with the website and 18% ($n = 9$) experienced barriers with accessible electronic format.

Table 18. Barriers in Technology/Online Environment Experienced by Respondents With Disabilities

Technology/online environment	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	9	17.6	37	72.5	5	9.8
Clickers	< 5	---	36	69.2	14	26.9
Computer equipment (e.g., screens, mouse, keyboard)	5	9.6	41	78.8	6	11.5
Electronic forms	< 5	---	43	84.3	7	13.7
Electronic signage	< 5	---	41	80.4	9	17.6
Electronic surveys (including this one)	< 5	---	47	90.4	< 5	---
Kiosks	< 5	---	30	58.8	19	37.3
Library database	5	9.6	39	75.0	8	15.4
Blackboard	< 5	---	39	75.0	10	19.2
Phone/phone equipment	< 5	---	43	84.3	< 5	---
Software (e.g., voice recognition/audiobooks)	5	9.6	38	73.1	9	17.3
Video/video audio description	< 5	---	43	82.7	7	13.5
Website	10	19.2	40	76.9	< 5	---

Note: Only answered by respondents who indicated on the survey that they had a disability ($n = 57$).

The survey also queried respondents with one or more disabilities about whether they experienced barriers with regard to identity accuracy (Table 19). Eighteen percent ($n = 9$) of respondents with one or more disabilities experienced difficulty with electronic databases and 28% ($n = 14$) experienced barriers with their email accounts.

Table 19. Barriers in Identity Accuracy Experienced by Respondents With Disabilities

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., Banner)	9	17.6	38	74.5	< 5	---
Email account	14	28.0	34	68.0	< 5	---
Intake forms (e.g., health center)	< 5	---	24	47.1	25	49.0
Learning technology	5	9.8	37	72.5	9	17.6
Surveys	5	9.8	43	84.3	< 5	---

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 57).

In terms of instructional and campus materials, 15% (*n* = 8) of respondents with one or more disabilities had difficulty with food menus, 8% (*n* < 5) had difficulty with textbooks, and 6% (*n* < 5) experienced barriers with receiving accommodations from faculty (e.g., note-takers, extra test time) (Table 20).

Table 20. Barriers With Instructional Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Receiving accommodations from faculty (e.g. note-takers, extra test time)	< 5	---	28	53.8	21	40.4
Brochures	< 5	---	34	65.4	15	28.8
Food menus	8	15.4	33	63.5	11	21.2
Forms	< 5	---	41	78.8	9	17.3
Journal articles	< 5	---	39	75.0	12	23.1
Library books	< 5	---	42	80.8	9	17.3
Other publications	< 5	---	38	73.1	12	23.1
Syllabi	< 5	---	37	71.2	12	23.1
Textbooks	< 5	---	36	69.2	12	23.1
Video-closed captioning and text description	< 5	---	30	52.6	19	33.3

Note: Only answered by respondents who indicated on the survey that they had a disability (*n* = 57).

Sixteen respondents elaborated on their responses regarding accessibility. From the responses, three themes emerged: facilities, disability access, and construction.

Facilities. Forty-four percent of respondents commented on the state of various facilities on campus. Respondents had comments about the gym, the library, dining options, bathrooms, and building stairs. An Administrator respondent wrote, “Very limited food menu; need more variation. Many complaints having to wait in long line.” A Student respondent shared, “It is often hard to get on the internet from a laptop in the library.” A Staff respondent commented, “Just about everything is not up to standard and there are few genuine efforts to fix this. There are no transgender restroom facilities; nursing mothers have had barriers...the pool is unsafe; I could go on.”

Disability access. Thirty-one percent of respondents elaborated on access for those with disabilities. Several respondents addressed the closing of the horseshoe which limited access to elder law. One Faculty respondent explained, “The dean of the law school has closed the U drive for the last two years, denying access to the inner portions of the campus for disabled students, staff and visitors. The ability to access the U drive is tightly controlled and the reason for this action has NEVER been explained. We have an elder law center that any elder with a disability cannot access.” A Student respondent also described an incident where, “one of the ladies working in the library was rude to one of the students on campus with a service dog. When the student told the lady the dog was a service dog, the lady seemed like she did not believe the student. I could tell the student was uncomfortable by the unnecessary confrontation.”

Construction. Twelve percent of respondents commented how construction has interrupted the flow of campus recently. One Staff respondent reported, “Lots of construction on the law campus. Makes it hard to park and get around at times.” Another Staff respondent noted, “There has been an extra ordinate amount of construction on campus during the regular class sessions this year, causing multiple problems finding parking and getting around campus for the disabled and able bodied alike.”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁵⁷

Twenty-five percent ($n = 92$) 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 within the past year.⁵⁸

Table 22 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 32% ($n = 29$) indicated that the conduct was based on their gender/gender identity. Twenty-six percent ($n = 24$) noted that the conduct was based on their ethnicity, and 24% ($n = 22$) felt that it was based on their position status at Stetson Law. Some respondents believed that the basis of the conduct was their participation in organizations such as "BLSA," "Christian Legal Society," and "Progressive Student Organizations overall." No respondents specified a particular athletic team as the basis of the conduct. "Reasons not listed above" included responses such as "asked that the administration act in accordance with the stated policies of the College of Law," "not a traditional law student," "general disrespect - not valued," "rejected sexual advances," "faculty/staff divide," and "administration unconcerned about persons who don't share their views."

Table 22. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	29	31.5
Ethnicity	24	26.1
Position (e.g., staff, faculty, student)	22	23.9
Physical characteristics	18	19.6
Racial identity	18	19.6
Political views	17	18.5
Age	16	17.4
Socioeconomic status	16	17.4
Academic performance	15	16.3

⁵⁷This 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."

⁵⁸The 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 22 cont.

Basis of conduct	<i>n</i>	%
A reason not listed above	15	16.3
Don't know	15	16.3
Nationality	10	10.9
Religious/spiritual views	10	10.9
Marital status (e.g., single, married, partnered)	9	9.8
Mental health/psychological disability/condition	9	9.8
Philosophical views	9	9.8
Living arrangement	7	7.6
Location where I grew up	7	7.6
Participation in an organization	7	7.6
Educational credentials (e.g., MS, PhD)	5	5.4
Sexual identity/orientation	5	5.4
Gender expression	< 5	---
Military/veteran status	< 5	---
English language proficiency/accent	< 5	---
Parental status (e.g., having children)	< 5	---
Learning disability/condition	< 5	---
Medical disability/condition	< 5	---
Immigrant/citizen status	< 5	---
Major field of study	< 5	---
Participation on an athletic team	< 5	---
Physical disability/condition	< 5	---
Pregnancy	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 92). Percentages do not sum to 100% as a result of multiple responses.

The following figures depict the responses by selected characteristics (gender/gender identity, ethnicity, position status, and racial 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 were noted in the percentages of Graduate/Professional Student respondents (21%, $n = 55$), Faculty respondents (34%, $n = 12$), and Staff/Administrator respondents (32%, $n = 24$) who indicated that they had experienced this conduct (Figure 31). Of those respondents who noted that they had experienced this conduct, 63% ($n = 15$) of Staff/Administrator respondents thought that the conduct was based on their position status.

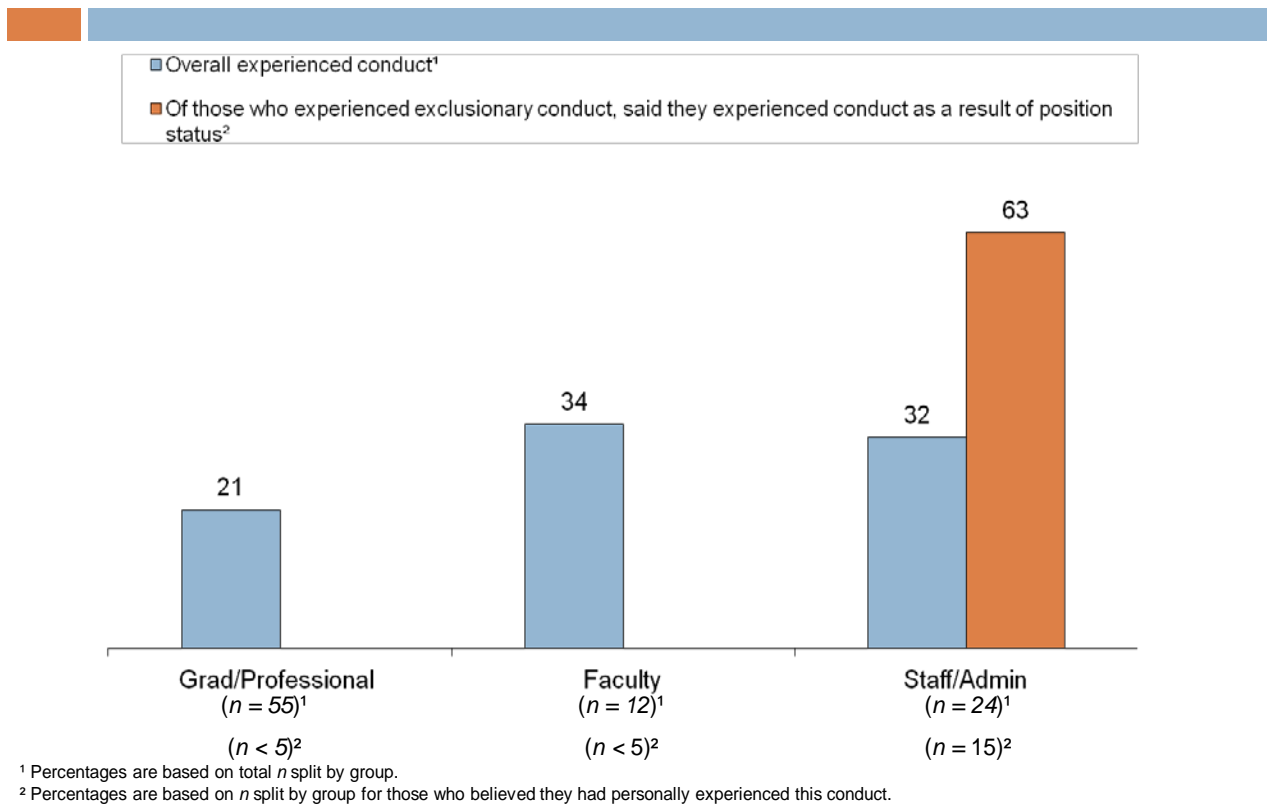
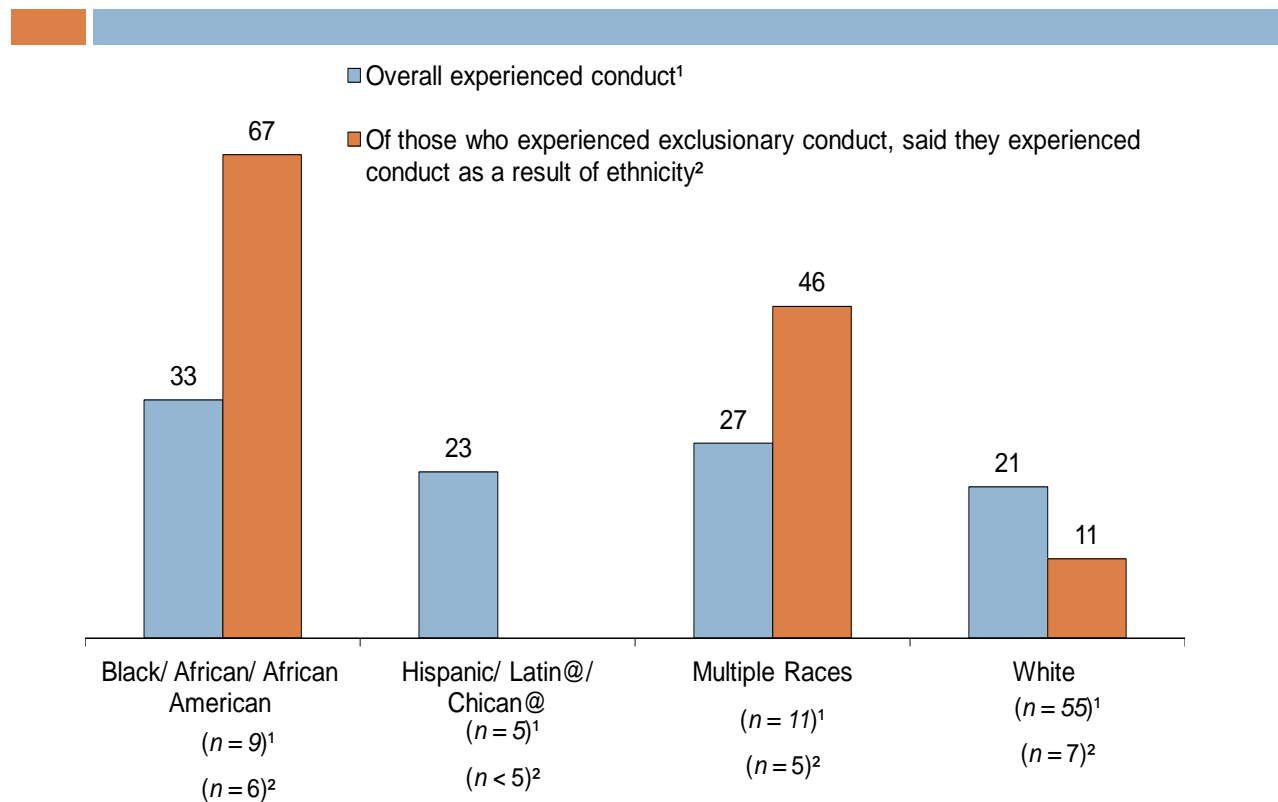


Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

In terms of ethnicity/racial identity, no significant differences were noted in the percentages of Black/African/African American respondents (33%, $n = 9$), Hispanic/Latin@/Chican@ respondents (23%, $n = 5$), Multiple Races respondents (27%, $n = 11$), other Respondents of Color ($n < 5$), and White respondents (21%, $n = 55$) who believed that they had experienced this conduct (Figure 32). Of those respondents who believed that they had experienced this conduct, greater percentages of Black/African/African American respondents (67%, $n = 6$), Hispanic/Latin@/Chican@ respondents ($n < 5$), Multiple Races respondents (46%, $n = 5$), and other Respondents of Color ($n < 5$) than White respondents (13%, $n = 7$) thought that the conduct was based on their ethnicity/race.

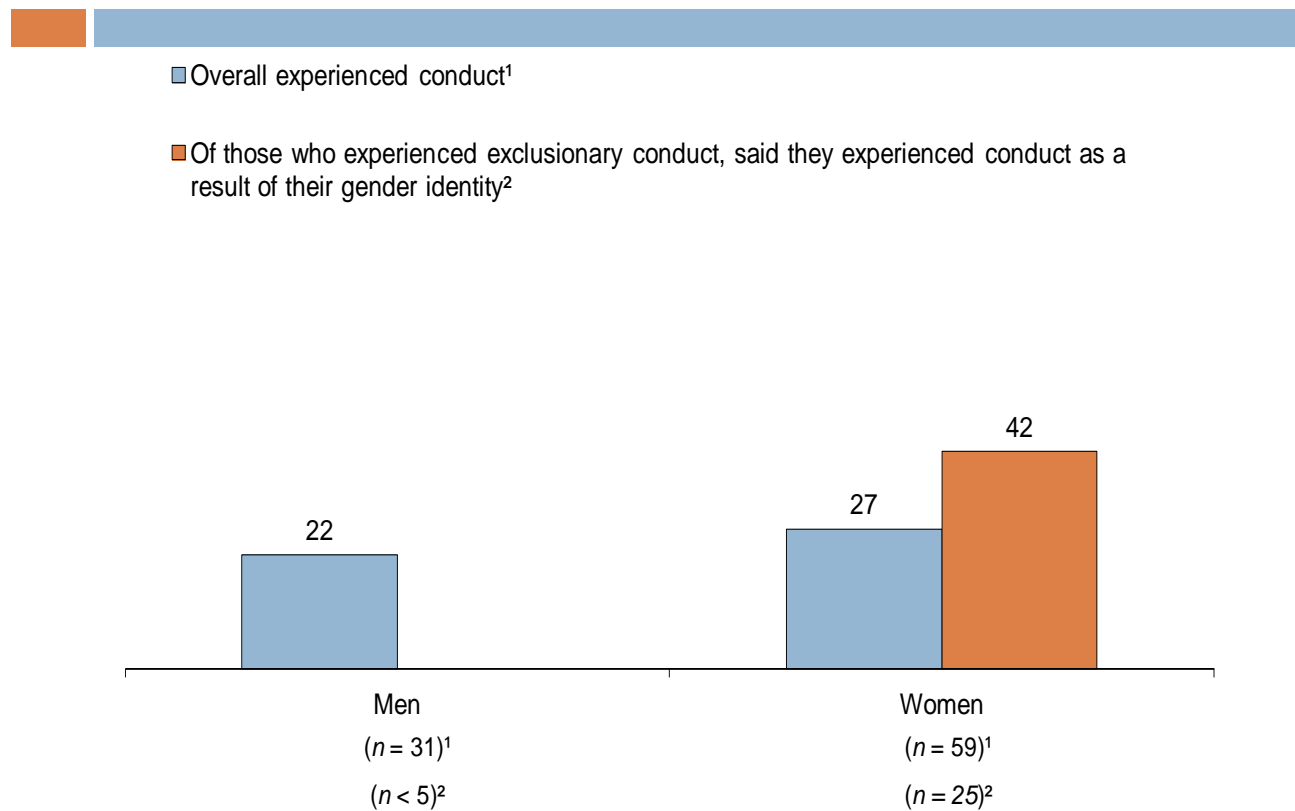


¹ Percentages are based on total n split by group.

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 (27%, $n = 59$) than Men respondents (22%, $n = 31$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Figure 33). A significant difference was found between the percentage of Women respondents (42%, $n = 25$) and Men respondents ($n < 5$) who noted that they had experienced exclusionary conduct and indicated that the conduct was based on their gender identity.ⁱⁱⁱ



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 23 illustrates the ways in which respondents experienced exclusionary conduct. Seventy-three ($n = 67$) percent felt disrespected, 46% ($n = 42$) felt ignored or excluded, 41% ($n = 38$) felt isolated or left out, and 35% ($n = 32$) felt intimidated and bullied. Other forms of such conduct included, “stereotyped,” “homogenized managerial behavior that failed to recognize contributions and longevity and title,” “positioned as the reason for another's poor performance and discomfort,” “felt belittled by a former supervisor,” “targeted by an ex-girlfriend,” “told that I could not participate in an enrichment activity unless I wore clothing associated with my assigned sex,” “personal details of my life were spread among others,” “professors did not moderate classroom discussion appropriately,” “singled out in class by a teacher,” and “disrespectful emails and messages came from Stetson administration--which presumes we all share its trendy ideological views.”

Table 23. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (What Happened)

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was disrespected.	67	72.8
I was ignored or excluded.	42	45.7
I was isolated or left out.	38	41.3
I was intimidated/bullied.	32	34.8
I was the target of derogatory or inappropriate verbal remarks.	31	33.7
I observed others staring at me.	22	23.9
I was the target of workplace incivility.	13	14.1
Someone implied I was admitted/hired/promoted due to my identity group.	13	14.1
An experience not listed above	12	13.0
I received inappropriate phone calls/text messages/email.	12	13.0
I was singled out as the spokesperson for my identity group.	12	13.0
I was the target of racial/ethnic profiling.	10	10.9
I was the target of retaliation.	10	10.9
I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).	9	9.8
I was the target of unwanted sexual contact.	8	8.7
I feared getting a poor grade because of a hostile classroom environment.	7	7.6

Table 23 cont.

Form of conduct	<i>n</i>	% of those who experienced the conduct
I feared for my physical safety.	7	7.6
I received inappropriate written comments.	7	7.6
I received a low performance evaluation.	< 5	---
I received threats of physical violence.	< 5	---
I was the target of graffiti/vandalism.	< 5	---
I was the target of stalking.	< 5	---
Someone implied I was not admitted/hired/promoted due to my identity group.	< 5	---
I feared for my family's safety.	0	0.0
I was the target of physical violence.	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 92$). Percentages do not sum to 100% as a result of multiple responses.

Thirty-nine percent ($n = 36$) of respondents who indicated that they experienced exclusionary conduct noted that it occurred in a public space at Stetson, 37% ($n = 34$) in meeting with a group of people, 28% ($n = 26$) in an on-campus class/lab/clinical setting, and 25% ($n = 23$) while at a Stetson event (Table 24). Many respondents who marked "a location not listed above" described "email," "in supervisor's office," and "systematic conduct on campus." Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 24. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who experienced conduct
In a public space at Stetson	36	39.1
In a meeting with a group of people	34	37.0
In an on-campus class/lab/clinical setting	26	28.3
At a Stetson event	23	25.0
In a Stetson administrative office	20	21.7
While working at a Stetson job	18	19.6

Table 24 cont.

Location of conduct	<i>n</i>	% of respondents who experienced conduct
On social networking sites/Facebook/Twitter/Yik Yak	15	16.3
Off campus	15	16.3
While walking on campus	14	15.2
In a faculty office	12	13.0
In a meeting with one other person	12	13.0
In off-campus housing	8	8.7
In a Stetson library	6	6.5
At a location not listed above	5	5.4
On Stetson media (e.g., Stetson Facebook, reporter)	5	5.4
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	< 5	---
In athletic/recreational facilities	< 5	---
In campus housing	< 5	---
In a Stetson dining facility	< 5	---
In a counseling setting referred to me by Stetson	0	0.0
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 92$). Percentages do not sum to 100% as a result of multiple responses.

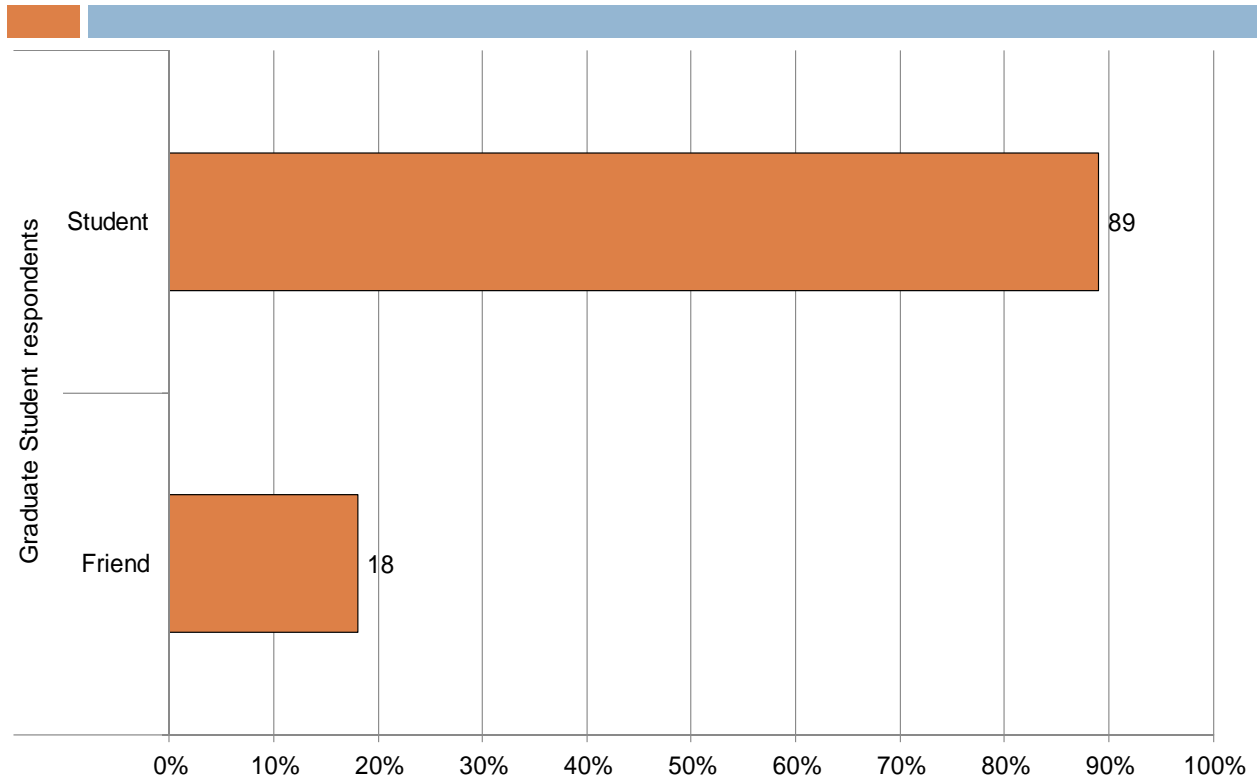
Sixty percent ($n = 55$) of the respondents who indicated that they experienced exclusionary conduct identified students, 32% ($n = 29$) identified faculty members or other instructional staff, and 16% ($n = 15$) identified coworkers as the sources of the conduct (Table 25). Sources of exclusionary conduct “not listed above” included “department head at the same level,” “ex-girlfriend,” “Guest Lecturer,” and “other administrators.”

Table 25. Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced conduct
Student	55	59.8
Faculty member – full-time	29	31.5
Co-worker	15	16.3
Department chair/head/director	15	16.3
Senior administration (e.g., president, provost, dean, vice provost, vice president)	14	15.2
Friend	11	12.0
Supervisor	8	8.7
Staff member	7	7.6
Stranger	< 5	---
A source not listed above	< 5	---
Faculty member – adjunct	< 5	---
Social networking site (e.g., Facebook, Twitter, Yik Yak)	< 5	---
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	< 5	---
Alumni	< 5	---
Don't know source	< 5	---
Off-campus community member	< 5	---
Person whom I supervise	< 5	---
Teaching assistant/graduate assistant/tutor	< 5	---
Stetson Public Safety	< 5	---
Academic adviser	0	0.0
Athletic coach/trainer	0	0.0
Donor	0	0.0
Health/counseling services	0	0.0
Stetson media (e.g., Stetson website, reporter)	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 92). Percentages do not sum to 100% as a result of multiple responses.

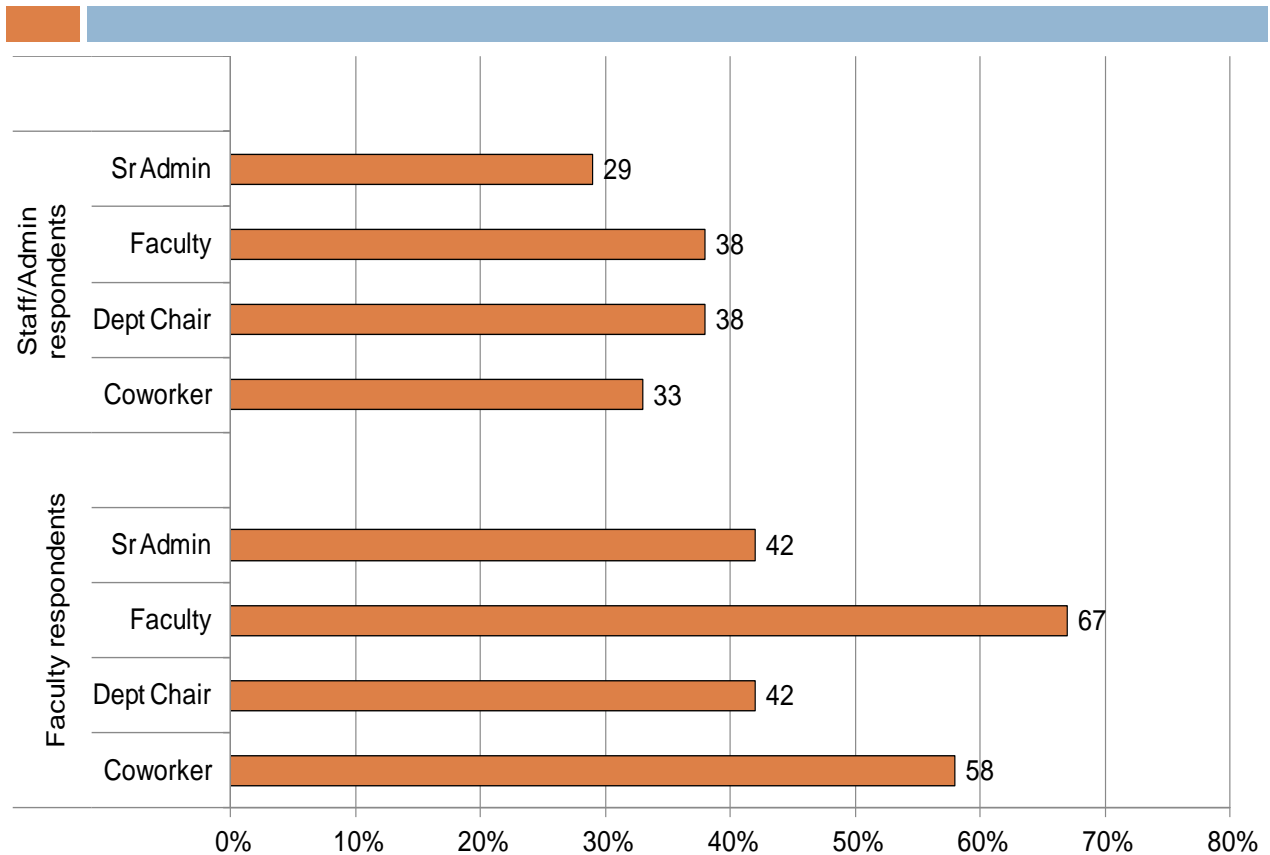
Figures 34 through 36 display the perceived source of experienced exclusionary conduct by position status. Students (89%, $n = 49$) were the greatest source of reported exclusionary conduct for Graduate/Professional Student respondents.



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 (%)

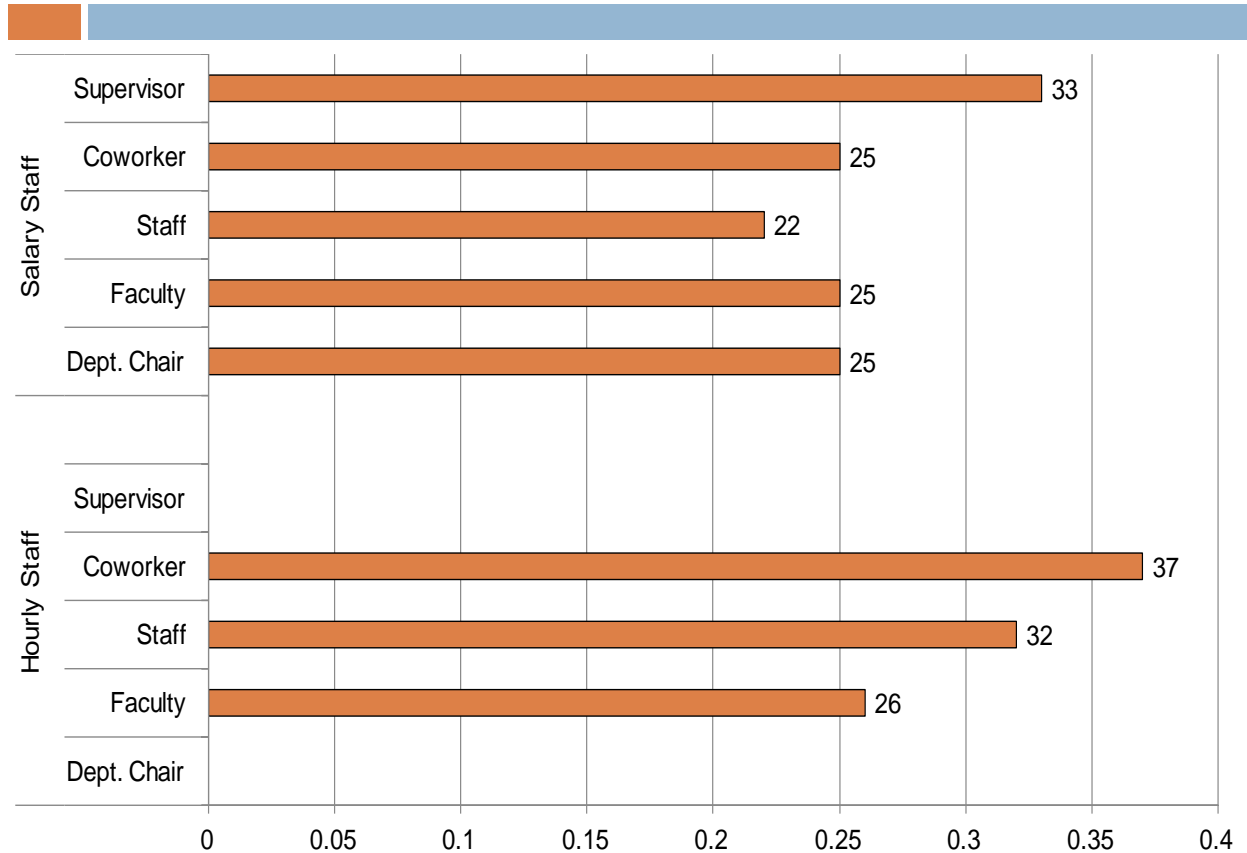
Faculty and Staff/Administrator respondents most often cited other faculty, senior administrators, department chair, and coworkers as the source of the exclusionary conduct (Figure 35). No significant differences existed between groups.



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, 71% ($n = 65$) of respondents were angry, 58% ($n = 53$) felt embarrassed, 29% ($n = 27$) ignored it, 27% ($n = 25$) felt somehow responsible, and 20% ($n = 18$) were afraid (Table 26). Several comments indicated that many respondents also felt “powerless,” “disappointed at what has become the status quo,” “disappointed in the lack of ability on the part of my colleagues to consider the validity of issues presented,” “disappointed, frustrated,” “discouraged/depressed,” “discussing rape in class in a non-sensitive way was triggering for me of past sexual violence I endured,” “humiliated, demeaned, undervalued,” “annoyed,” “sorry for the person,” “upset,” “victimized,” “heart-broken and began to question my ability to do my job despite other’s confidence in me,” and “sad.”

Table 26. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I felt angry.	65	70.7
I felt embarrassed.	53	57.6
I ignored it.	27	29.3
I felt somehow responsible.	25	27.2
An experience not listed above	21	22.8
I felt afraid.	18	19.6

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 92$). Percentages do not sum to 100% as a result of multiple responses.

In response to experiencing the conduct, 48% ($n = 44$) told a friend, 45% ($n = 41$) avoided the person/venue, 35% ($n = 32$) did not do anything, and 32% ($n = 29$) told a family member (Table 27). Of the 20% ($n = 18$) of respondents who sought support from a Stetson resource, 50% ($n = 9$) sought support from a faculty member and 33% ($n = 6$) sought help from a Senior administrator (e.g., president, provost, dean, vice provost, vice president). Some “response not listed above” comments were “conflicting responses from multiple experiences,” “discussed concerns with the law school administration,” “spoke with my supervisor,” “wrote an account of what happened in case I needed it later,” and “reported the incidents to the administration.”

Table 27. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	44	47.8
I avoided the person/venue.	41	44.6
I didn't do anything.	32	34.8
I told a family member.	29	31.5
A response not listed above	8	8.7
I confronted the person(s) at the time.	18	19.6
I confronted the person(s) later.	18	19.6
I contacted a Stetson resource.	18	19.6
<i>Faculty member</i>	9	50.0
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	6	33.3
<i>Title IX Coordinator</i>	6	33.3
<i>Office of Human Resources</i>	5	27.8
<i>Staff person</i>	5	27.8
<i>Stetson Public Safety</i>	< 5	---
<i>Student staff (e.g., resident assistant)</i>	< 5	---
<i>Faculty academic advisor</i>	< 5	---
<i>Employee Assistance Program (EAP)</i>	< 5	---
<i>Counseling Center</i>	0	0.0
I didn't know who to go to.	12	13.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	8	8.7
I sought support from off-campus hot-line/advocacy services.	6	6.5
I contacted a local law enforcement official.	< 5	---
I sought information online.	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ($n = 92$). Percentages do not sum to 100% as a result of multiple responses.

Table 28 illustrates that 76% ($n = 67$) of respondents did not report the incident and that 24% ($n = 21$) of respondents did report the incident. Of the respondents who reported the incident, 10% ($n < 5$) were satisfied with the outcome, 19% ($n < 5$) felt the complaint received an appropriate response, and 29% ($n = 6$) felt the incident did not receive an appropriate response.

Table 28. Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	67	76.1
Yes, I reported it.	21	23.9
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>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.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	6	28.6

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 92). Percentages do not sum to 100% as a result of multiple responses.

Thirty-five respondents elaborated on their experiences with exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct. Three themes emerged from the responses.

Source of the conduct. Thirty-five percent of the respondents discussed who committed the hostile conduct. Respondents identified several different people who perpetrated hostile conduct. Several respondents reported misconduct by supervisors. One Staff respondent wrote, "I have repeatedly been asked about my Director's behavior towards me and others in my department. Nothing has been done to fix this behavior." Others identified faculty members, administrators, or students in their responses. One Student respondent wrote, "I got called out in class, and a student felt the need to post about it on social media." Another Student respondent shared, "[A professor] repeatedly calls many students 'idiots,' singles students out and mocks inconsistencies in their logic, cuts students off after two or three words of their sentence, says things like 'I don't know how in the world you would come up with an idea as dumb as that,' and speaks constantly in a condescending tone."

Basis for the conduct. Thirty-one percent of respondents hypothesized why they had been the subject of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct. Many respondents felt race had been a factor. One Student respondent shared, “The group I identified with was insulted. I was also accused of behaving and thinking in a certain way due to my race.” Another Student respondent observed, “I think there is a lot of hostility against people of color and minorities in general.” Others suggested that gender, socioeconomic status, or politics had played a role in their mistreatment. One Student respondent wrote, “Once a professor made a remark about a case of hunting animals and analogized it to ‘a college frat boy pointing to a female at a party saying that one is mine’ as if women can be related to animals and can be ‘hunted’ which I found highly offensive. When I remarked about this to a fellow male law student, he said there was no problem with that comment and women should stop drinking so much and dressing provocatively in order to avoid being raped and that too much of the blame is put on men. It deeply disturbs me that there are students with these views that will one day become legal professionals.” Another Student respondent shared, “A guest lecturer made a comment during a lecture in a Constitutional Law class that ALL Republicans were crazy and ‘nuts’.”

Concerns with reporting. Thirty-one percent of respondents elaborated on their experience with reporting incidents of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct. Most respondents felt the reporting process was not handled very well and/or they were upset with the outcomes. One Faculty respondent wrote, “Reporting bullying and disparate treatment was an act of futility.” A Student respondent shared, “I felt bullied by another law student. When I reported the incident, my feelings were made trivial and as if I was the wrong person. I felt extremely slighted.” Another Student respondent wrote, “I felt very uncomfortable during the whole reporting process. I felt foolish, and at times like I was just causing an issue for the people around me, but in the end I felt like I did the right thing and for the most part I feel safe and secure at Stetson now.” A Staff respondent reported, “The leadership actively suppresses the reporting of incidents and the remediation of them.”

ⁱⁱⁱ A chi-square test was conducted to compare percentages of respondents who believed that the basis of the experienced exclusionary conduct was because of their gender identity by gender: $\chi^2(1, N = 90) = 12.48, p < .001$.

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. Thirty-six percent ($n = 134$) of survey respondents observed conduct or communications directed toward a person or group of people at Stetson Law that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile working or learning environment⁵⁹ within the past year. Most of the observed exclusionary conduct was based on racial identity (35%, $n = 47$), gender/gender identity (33%, $n = 44$), ethnicity (23%, $n = 31$), and political views (22%, $n = 30$). Ten percent ($n = 14$) of respondents indicated that they "did not know" the basis (Table 29).

Table 29. Basis of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Racial identity	47	35.1
Gender/gender identity	44	32.8
Ethnicity	31	23.1
Political views	30	22.4
Sexual identity/orientation	30	22.4
Age	21	15.7
Academic performance	19	14.2
Physical characteristics	18	13.4
Socioeconomic status	18	13.4
Gender expression	15	11.2
Don't know	14	10.4
Learning disability/condition	14	10.4
Nationality	14	10.4
Position (e.g., staff, faculty, student)	14	10.4
Philosophical views	13	9.7
Mental health/psychological disability/condition	11	8.2
Religious/spiritual views	11	8.2

⁵⁹This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Stetson Law that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

Table 29 cont.

Characteristic	<i>n</i>	% of respondents who observed conduct
English language proficiency/accent	10	7.5
A reason not listed above	9	6.7
Educational credentials (MS, PhD, etc.)	9	6.7
Physical disability/condition	8	6.0
Immigrant/citizen status	6	4.5
Medical disability/condition	6	4.5
Parental status (e.g., having children)	5	3.7
Participation in an organization	5	3.7
Living arrangement	< 5	---
Location where I grew up	< 5	---
Marital status (e.g., single, married, partnered)	< 5	---
Pregnancy	< 5	---
Military/veteran status	< 5	---
Major field of study	< 5	---
Participation on an athletic team	0	0.0

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct ($n = 134$).
 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 Student Low-Income respondents (43%, $n = 45$) than Student Not-Low-Income respondents (29%, $n = 42$) noted that they observed such conduct.^{iv} A higher percentage of LGBTQ respondents (58%, $n = 23$) indicated on the survey that they observed such conduct than did Heterosexual respondents (33%, $n = 106$).^v

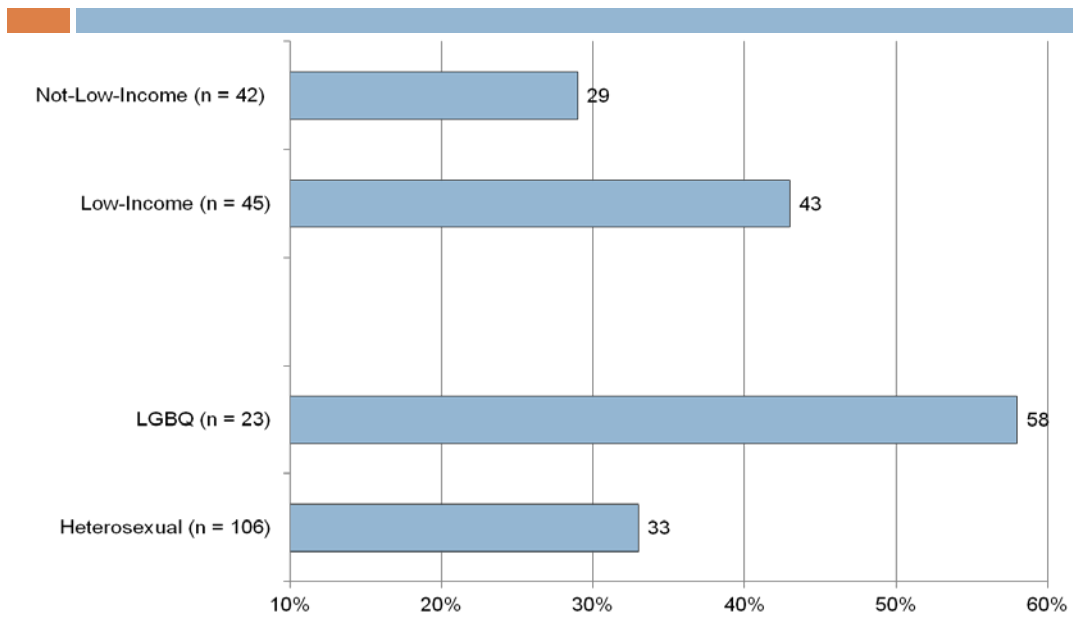


Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Socioeconomic Status and Sexual Identity (%)

Higher percentages of respondents with a Single Disability (53%, $n = 19$) than respondents with No Disability (35%, $n = 108$) indicated that they witnessed exclusionary conduct (Figure 38).^{vi}

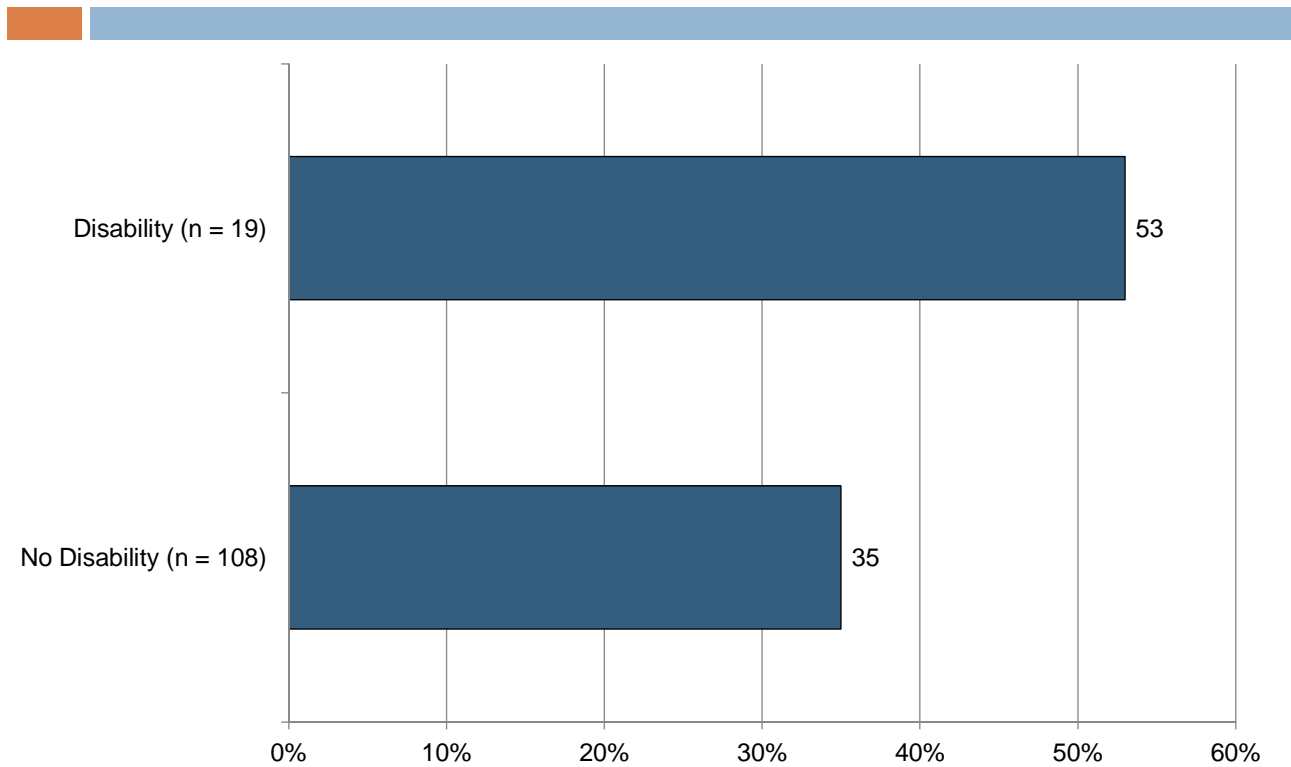


Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status (%)

In terms of position status at Stetson Law, a higher percentage of Faculty respondents (51%, $n = 18$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Staff respondents (34%, $n = 25$) or Graduate/Professional Student respondents (35%, $n = 90$) (Figure 39).

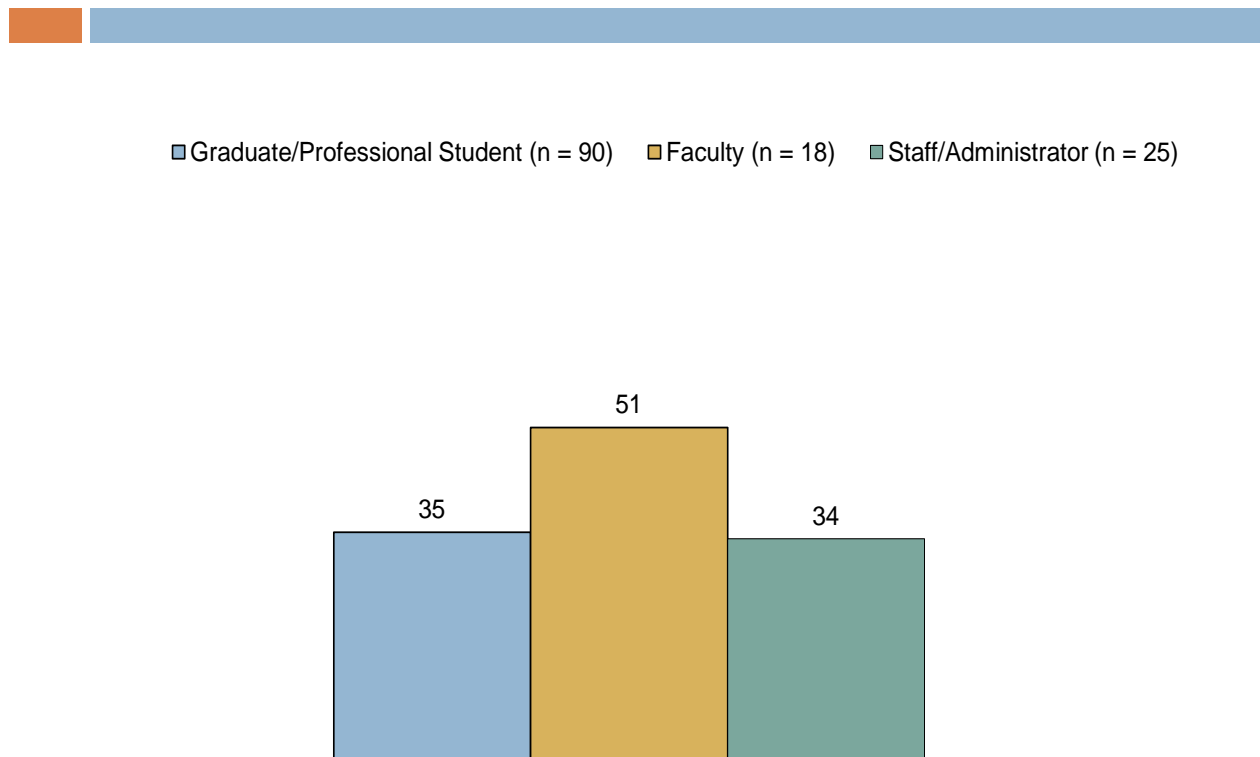


Figure 39. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 30 illustrates that respondents most often observed this conduct in the form of someone being disrespected (60%, $n = 81$), subjected to derogatory remarks (53%, $n = 71$), deliberately ignored or excluded (52%, $n = 69$), being isolated or left out (41%, $n = 55$), or being intimidated/bullied (33%, $n = 44$).

Table 30. Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of observed conduct	<i>n</i>	% of respondents who observed conduct
Person was disrespected	81	60.4
Person was the target of derogatory or inappropriate verbal remarks	71	53.0
Person ignored or excluded	69	51.5
Person isolated or left out	55	41.0
Person intimidated/bullied	44	32.8
Racial/ethnic profiling	29	21.6
Person was the target of workplace incivility	26	19.4
Assumption that someone was admitted/hired/promoted based on his/her identity	24	17.9
Person being stared at	21	15.7
Person was the target of retaliation	19	14.2
Derogatory written comments	18	13.4
Singled out as the spokesperson for their identity group	17	12.7
Person received inappropriate phone calls/text messages/e-mail	15	11.2
Person received inappropriate/unsolicited messages through social media	15	11.2
Person received a low or unfair performance evaluation	13	9.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	12	9.0
Something not listed above	11	8.2
Person was the target of unwanted sexual contact	9	6.7
Person was unfairly evaluated in the promotion and tenure process	9	6.7
Person feared for their physical safety	7	5.2
Person was stalked	< 5	---
Person was the target of graffiti/vandalism	< 5	---
Person received a poor grade	< 5	---
Person was the target of physical violence	< 5	---
Person received threats of physical violence	< 5	---
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* = 134). Percentages do not sum to 100% as a result of multiple responses.

Additionally, 33% ($n = 44$) of the respondents who indicated that they observed exclusionary conduct noted that it happened in public spaces at Stetson Law (Table 31). Some respondents noted that the incidents occurred at a Stetson event (28%, $n = 38$) or while working in an on-campus class/lab/clinical setting 33% ($n = 44$).

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

Location of conduct	<i>n</i>	% of respondents who observed conduct
In an on-campus class/lab/clinical setting	44	32.8
In a public space at Stetson	44	32.8
At a Stetson event	38	28.4
In a meeting with a group of people	31	23.1
While working at a Stetson job	26	19.4
On social networking sites/Facebook/Twitter/Yik Yak	21	15.7
In a Stetson library	18	13.4
Off campus	18	13.4
While walking on campus	16	11.9
In a Stetson administrative office	14	10.4
In a faculty office	12	9.0
In a meeting with one other person	8	6.0
On Stetson media (e.g., Stetson Facebook, reporter)	8	6.0
A location not listed above	7	5.2
In athletic/recreational facilities	6	4.5
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	5	3.7
In off-campus housing	< 5	---
In a Stetson dining facility	< 5	---
In campus housing	< 5	---
In a counseling setting referred to me by Stetson	0	0.0
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	0	0.0

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ($n = 134$). Percentages do not sum to 100% as a result of multiple responses.

Seventy-two percent ($n = 96$) of respondents who indicated that they observed exclusionary conduct noted that the targets of the conduct were students. Other respondents identified faculty members – full-time (22%, $n = 29$), friends (19%, $n = 25$), coworkers (16%, $n = 21$), and staff members (15%, $n = 20$) as targets.

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

Target	<i>n</i>	% of respondents who observed conduct
Student	96	71.6
Faculty member – full-time	29	21.6
Friend	25	18.7
Co-worker	21	15.7
Staff member	20	14.9
Department chair/head/director	7	5.2
Stranger	7	5.2
Alumni	6	4.5
Faculty member – adjunct	6	4.5
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	6	4.5
Academic adviser	5	3.7
Off-campus community member	5	3.7
Person whom I supervise	< 5	---
Social networking site (e.g., Facebook, Twitter, Yik Yak)	< 5	---
Stetson media (e.g., Stetson website, reporter)	< 5	---
Stetson Public Safety	< 5	---
A source not listed above	< 5	---
Senior administration (e.g., president, provost, dean, vice provost, vice president)	< 5	---
Donor	< 5	---
Don't know source	< 5	---

Table 32 cont.

Target	<i>n</i>	% of respondents who observed conduct
Teaching assistant/graduate assistant/tutor	< 5	---
Health/counseling services	< 5	---
Supervisor	< 5	---
Athletic coach/trainer	0	0.0

Note: Table includes answers from only those respondents who indicated that they observed conduct ($n = 134$).

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, 66% ($n = 88$) noted that students were the sources of the conduct. Respondents identified additional sources as faculty members – full-time (25%, $n = 33$), department chair/head/director (11%, $n = 15$), and senior administration (e.g., president, provost, dean, vice provost, vice president) (11%, $n = 15$).

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

Source	<i>n</i>	% of respondents who observed conduct
Student	88	65.7
Faculty member – full-time	33	24.6
Department chair/head/director	15	11.2
Senior administration (e.g., president, provost, dean, vice provost, vice president)	15	11.2
Staff member	12	9.0
Co-worker	8	6.0
Social networking site (e.g., Facebook, Twitter, Yik Yak)	8	6.0
Off-campus community member	6	4.5
Alumni	5	3.7
Friend	< 5	---

Table 33 cont.

Source	<i>n</i>	% of respondents who observed conduct
A source not listed above	< 5	---
Don't know source	< 5	---
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	< 5	---
Supervisor	< 5	---
Person whom I supervise	< 5	---
Stetson Public Safety	< 5	---
Stranger	< 5	---
Academic adviser	< 5	---
Donor	< 5	---
Faculty member – adjunct	< 5	---
Athletic coach/trainer	0	0.0
Health/counseling services	0	0.0
Stetson media (e.g., Stetson website, reporter)	0	0.0
Teaching assistant/graduate assistant/tutor	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct ($n = 134$). Percentages may not sum to 100% as a result of multiple responses.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 76% ($n = 102$) didn't do anything, 38% ($n = 51$) avoided the person/venue, 12% ($n = 16$) contacted a local law enforcement official, and 62% ($n = 83$) of respondents did not know to whom to go (Table 34). Of the respondents (12%, $n = 16$) who sought support from a Stetson Law resource, 25% ($n < 5$) sought support from a faculty member, and 19% ($n < 5$) people sought support from a senior administrator.

Table 34. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I didn't do anything.	102	76.1
I avoided the person/venue.	51	38.1
I contacted a local law enforcement official.	16	11.9
I confronted the person(s) at the time.	14	10.4
I confronted the person(s) later.	14	10.4
I didn't know who to go to.	83	61.9
I sought information online.	48	35.8
I sought support from off-campus hot-line/advocacy services.	19	14.2
I contacted a Stetson resource.	16	11.9
<i>Faculty member</i>	< 5	---
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	< 5	---
<i>Office of Human Resources</i>	< 5	---
<i>Staff person</i>	< 5	---
<i>Title IX Coordinator</i>	< 5	---
<i>Employee Assistance Program (EAP)</i>	< 5	---
<i>Counseling Center</i>	0	0.0
<i>Faculty academic advisor</i>	0	0.0
<i>Stetson Public Safety</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
I told a family member.	20	14.9
I told a friend.	21	15.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	8	6.0
A response not listed above	< 5	---

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct (*n* = 134). Percentages do not sum to 100% as a result of multiple responses.

Table 35 illustrates that 84% ($n = 110$) of respondents did not report the incident and that 16% ($n = 21$) of respondents did report the incident. Of the respondents who reported the incident, 33% ($n = 7$) were satisfied with the outcome, 14% ($n < 5$) felt that the complaint received an appropriate response, and 29% ($n = 6$) felt that the incident did not receive an appropriate response.

Table 35. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn't report it.	110	84.0
Yes, I reported it.	21	16.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	7	33.3
<i>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.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	6	28.6

Note: Only answered by respondents who indicated on the survey that they observed exclusionary conduct ($n = 134$). Percentages do not sum to 100% as a result of multiple responses.

Eighty one respondents elaborated on their experiences observing conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Three themes emerged from the responses.

Divergent views on diversity. Fifty percent of respondents discussed issues related to diversity in their responses. Most respondents commented on issues of race. Many of these respondents reported observing hostile conduct that they felt were driven by race and racist beliefs. One respondent wrote, "I feel there are a lot of racial tensions at Stetson and it deeply saddens me to see how Black students struggle and feel like outsiders." Another Student respondent observed, "Casual racism is pervasive in almost every on and off campus gathering of students. It's uncomfortable and almost as if some students play along with it in order to not be the target of bullying. Sort of like an eat-or-be-eaten mentality." An Administrator respondent stated, "I get

tired of the mantra on campus that blacks matter more to diversity and inclusion on campus than other areas of diversity. They don't. Blacks are a part of our campus community in the same manner of all diverse members of the community. We must get beyond diversity and inclusion as being black-centered. It is a fraction of what I consider as part of the diversity on campus.”

Some respondents felt that the emphasis on diversity and racial inclusion had gone too far and was excluding white males. One Student respondent stated, “As a heterosexual white male I feel like I am constantly demonized and that the academic institution is shoving tolerance and acceptance on extreme levels in my face. I do not see a race, sexual orientation, religious, etc., issue at Stetson that has not been brought up and fueled by the institution and various clubs/groups within it.” Another Student respondent wrote, “I have accepted that this University only forwards one particular voice (i.e. It's on Us Campaign, Black Lives Matter stunt in the great hall, fliers promoting diversity that are inclusive to all except the majority, the flying of the ‘state flags of Florida’ in the courtyard excluding one particular flag etc.) and that voice is one that does not speak for a straight white male. I understand that these voices do not like straight white males and I have repeatedly seen the evidence on campus first hand.”

Other respondents commented on gender and sexual identity concerns. One Staff respondent shared, “[Name of person] openly treats women differently, calls them adorable and cute. Interrupts, interjects and talks to women like they are not on the same level as the men in my department.” A Student respondent reported, “It is known that one of the professors is gay. The comments directed toward him were derogatory but not within his earshot or directed at this person. They were off-hand comments but are still unacceptable.”

Administrators as the source of the conduct. Seventeen percent of respondents addressed the administration in their responses. Respondents were frustrated by the administration’s role in the hostile conduct that they had observed on campus. One Staff respondent wrote, “I have seen too many macro and micro aggressions to even know where to start. It is important to realize that many of the issues are embedded in the administration.” A Faculty respondent shared, “Since the racist and sexist bullying is perpetrated by senior personnel and members of the law school

administration, while the university administration prefers to take a hands-off approach, there is little prospect of the situation improving.”

Concerns with the reporting process. Twelve percent of respondents commented on the reporting process. Respondents were frustrated by the slow response once hostile conduct had been reported. One Faculty respondent elaborated, “I reported a series of activities by a member of our tenure track faculty that included gross misconduct and violation of Florida law. These actions were also reported by various students. The law school administration, specifically the dean, would not address the issue for an extended period of time. Eventually it escalated to the point that the administration had no choice but to address it - causing massive upheaval at the law school and subjecting the individuals who had been abused to additional abuse for having the courage to bring the issue to the attention of the administration.” One Faculty respondent lamented, “When the admin acts unfairly, there's no one to report to.”

Thirty-two respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Out of their responses, two themes emerged.

Discrimination based on demographic characteristics. Fifty-six percent of respondents shared their observations of discrimination based on identity, including race, gender, and sexual orientation. One Student respondent elaborated, “There are many minor instances of inappropriate comments, mainly directed at Black students, and LGBTQIA students. These minor instances have added up over time and can often create a very negative environment. There are also many derogatory comments made to female students by male students.” Another Student respondent noted, “I see White people make racist comments in the presence of Black people.” Another Student respondent commented, “Lots of hostility towards people with other than heterosexual orientations. A lot of degrading comments I've heard towards women.” An Administrator respondent observed, “Women are regularly cut off or talked over in administrative meetings. Men often take on women's comments as their own. Persons of color are asked to represent their ethnic group/racial groups’ views. Persons of color are singled out to manage culture on campus and yet still not valued for their contributions.”

Divergent views of inclusion. Twenty-five percent of respondents shared comments that illustrated they felt that the focus on diversity and inclusion had gone overboard. Some respondents simply criticized the focus on “political correctness.” One Administrator respondent observed, “I feel like people in the racial majority are afraid to say anything about how they really feel for fear they will be labeled as racists. Therefore, they walk on egg shells and remain quiet.” A Student respondent elaborated, “I think Stetson's attempt to be all inclusive and a safe welcoming place to everyone is a great idea. I have personally never felt, nor witnessed any other sort of exclusionary behavior on campus. However, by continuing on this crusade of political correctness I think we are only creating a divide in the student body, which is fueled by the racial tensions strewn all over media outlets nationwide. I think the media and the country in general has only worsened the racial problems in this country over the past year and I do not believe Stetson should continue to endorse this type of behavior.”

Other respondents showed more frustration about how the focus on inclusion and diversity actually led to an environment of exclusion for those individuals from majority groups. One Faculty respondent wrote, “Are you really interested in knowing how the Stetson atmosphere is exclusive and intolerant of persons who share more traditional values, who are white, or who hold political views that differ from your own? I've seen no indication that you are. This survey confirms how biased you are against a very significant segment of the faculty and student body.” A Student respondent reported, “It is incredibly apparent that some (not all) of the members of BLSA are incredibly racist and elitist. The problem is that no one takes claims of minorities being racist seriously. Apparently, black people can't be racists, even if they SAY IT OUT LOUD that they are. The hypocrisy and double standards are sickening.”

^{iv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by student income status: $\chi^2(1, N = 250) = 5.63, p < .05$.

^v A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by sexual identity: $\chi^2(1, N = 357) = 8.91, p < .05$.

^{vi} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary conduct by disability status: $\chi^2(1, N = 345) = 4.40, p < .05$.

Unwanted Sexual Experiences

Nine percent ($n = 32$) of respondents indicated on the survey that they had experienced a form of unwanted sexual contact,⁶⁰ with less than five ($n < 5$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 6$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 5% ($n = 20$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and less than five ($n < 5$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the Stetson University- Gulfport/Tampa Law Campus community.⁶¹

Subsequent analyses of the data suggested that Graduate Student respondents (6%, $n = 16$) were more likely to experience any form of unwanted sexual contact than were Faculty respondents ($n < 5$) and Staff/Administrator respondents ($n < 5$). Women respondents (8%, $n = 17$) were more likely than were Men respondents (4%, $n = 5$) to experience any unwanted sexual contact. Additionally, Heterosexual respondents (5%, $n = 17$) were less likely than were LGBTQ respondents (13%, $n = 5$) to have experienced any unwanted sexual contact. Low-Income respondents (10%, $n = 10$) were significantly more likely than were Not-Low-Income respondents (3%, $n = 5$) to have experienced any unwanted sexual contact.^{vii} Higher percentages of respondents with a Single Disability (22%, $n = 8$) than respondents with No Disability (5%, $n = 14$) experienced any unwanted sexual contact while a member of the Stetson Law community.

Sixty-five percent ($n = 13$) of those respondents who indicated on the survey that they had experienced unwanted sexual contact or related sexual interaction, noted that it happened within the past year.

Students⁶² were asked to share what year in their law school career they experienced sexual interaction (specifically, cat-calling, repeated sexual advances, sexual harassment). Of student respondents (55%, $n = 15$) who indicated that they experienced such conduct, 100% ($n = 15$)

⁶⁰The survey defined 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.

⁶¹Analysis of respondents who indicated on the survey that they had experienced unwanted sexual contact related to relationship violence, stalking, and sexual contact were too low to maintain confidentiality.

⁶²Analysis of Undergraduate and Graduate Students were combined because the number of Undergraduate Student respondents ($n < 5$) were too low to maintain confidentiality.

noted that it occurred within their first year, 40% ($n = 6$) noted that it occurred during their second year, 7% ($n < 5$) noted that it occurred within their third year, and no one noted that it occurred during their fourth year (Table 36). Of note, the greatest percentage of occurrences of unwanted sexual interaction happened in the first year, fall semester.

Table 36. Year in Which Student Respondents Experienced Unwanted Sexual Interaction (e.g., Cat-Calling, Repeated Sexual Advances, Sexual Harassment)

Year experience occurred	<i>n</i>	%
First year	15	100.0
<i>Fall semester</i>	13	86.7
<i>Spring semester</i>	6	40.0
<i>Summer semester</i>	0	0.0
Second year	6	40.0
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
Fourth Year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual interaction ($n = 15$). Percentages may not sum to 100% as a result of multiple responses.

Seventy-five percent ($n = 15$) of the Student respondents who indicated on the survey that they experienced unwanted sexual interaction (specifically, cat-calling, repeated sexual advances, sexual harassment) identified Stetson students as the perpetrators of the conduct (Figure 40). Respondents also identified other sources as acquaintance/friend (30%, $n = 6$), Stetson faculty member (30%, $n = 6$), stranger (15%, $n < 5$), and Stetson staff member (10%, $n < 5$).

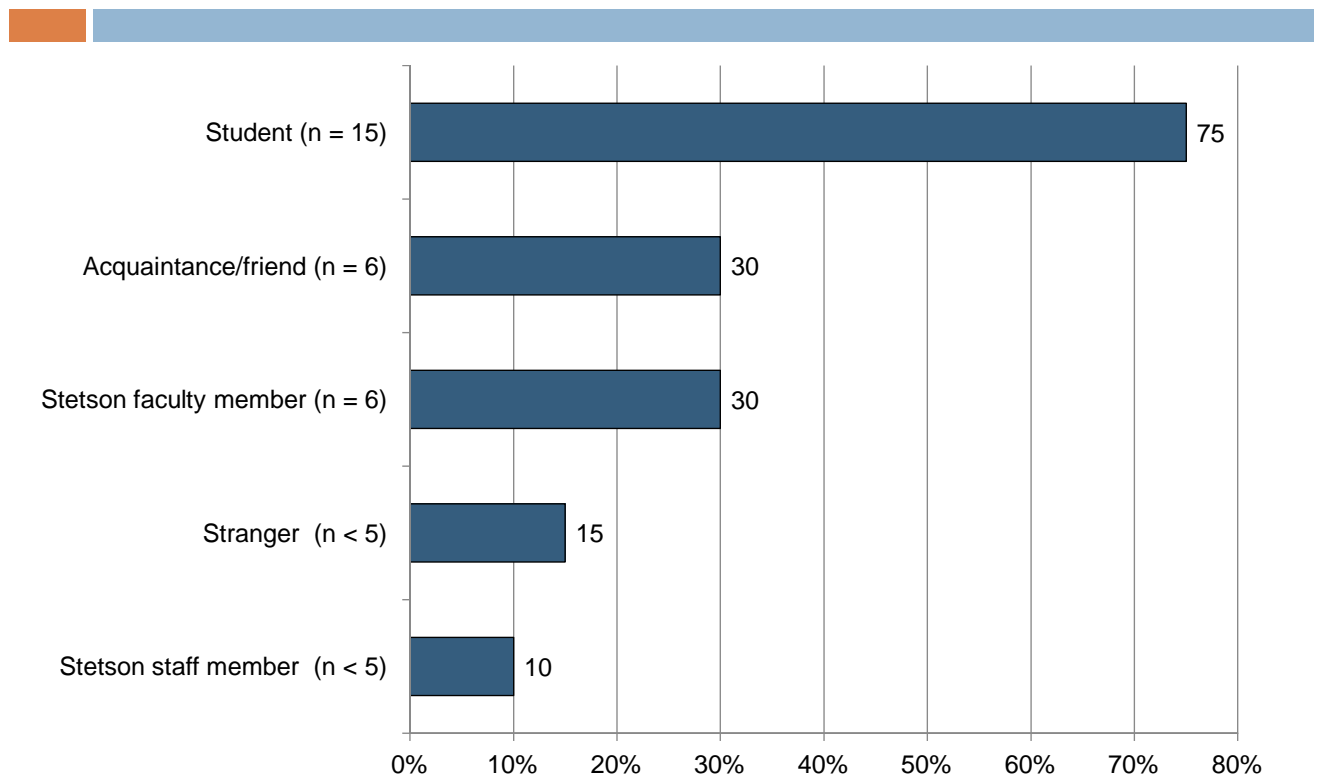


Figure 40. Perpetrators of Unwanted Sexual Interaction (%)

Asked where the incidents occurred, 60% ($n = 12$) of these respondents indicated that they occurred off campus. Several of these respondents identified places such as "bar," "at the gym," "while on a run," "while driving in a car," and "at a dinner" as locations where the off-campus sexual interaction occurred. Fifty-five percent ($n = 11$) of respondents who indicated on the

survey that they had experienced sexual interaction specified that the incidents occurred on campus, in locations such as “dorms,” and stated that there were “too many to name.”

Asked how they felt in response to experiencing sexual interaction (specifically, cat-calling, repeated sexual advances, sexual harassment), 65% ($n = 13$) of these respondents indicated that they felt angry, 65% ($n = 13$) were embarrassed, and 25% ($n = 5$) were afraid (Table 37).

Table 37. Emotional Reactions to Sexual Interaction

Emotional reaction to conduct	<i>n</i>	%
I felt angry.	13	65.0
I felt embarrassed.	13	65.0
An experience not listed above	5	25.0
I felt afraid.	5	25.0
I felt somehow responsible.	< 5	---
I ignored it.	< 5	---

Note: Only answered by Student respondents who indicated that they experienced unwanted sexual interaction ($n = 20$). Percentages may not sum to 100% as a result of multiple responses.

In response to experiencing sexual interaction (specifically, cat-calling, repeated sexual advances, sexual harassment), 50% ($n = 10$) respondents avoided the person/venue (Table 38). Most respondents confronted the person(s) at the time (35%, $n = 7$), did not do anything (30%, $n = 6$), and told a friend (25%, $n = 5$). Ten percent ($n < 5$) did not know to whom to go.

Table 38. Actions in Response to Sexual interaction

Action	<i>n</i>	%
I avoided the person/venue.	10	50.0
I confronted the person(s) at the time.	7	35.0
A response not listed above	6	30.0
I didn't do anything.	6	30.0
I told a friend.	5	25.0
I confronted the person(s) later.	< 5	---
I contacted a Stetson resource.	< 5	---
<i>Faculty member</i>	< 5	---
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	< 5	---
<i>Staff person</i>	< 5	---
<i>Stetson Public Safety</i>	< 5	---
<i>Student staff (e.g., resident assistant)</i>	< 5	---
<i>Counseling Center</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>Faculty academic advisor</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Title IX Coordinator</i>	0	0.0
I told a family member.	< 5	---
I didn't know who to go to.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual contact ($n = 20$). Percentages may not sum to 100% as a result of multiple responses.

Table 39 illustrates that 74% ($n = 14$) of respondents did not report the incident(s) of sexual interaction and that 26% ($n = 5$) of respondents did report the incident. Of the respondents who reported the incident, less than five were satisfied with the outcomes, less than five felt that the complaint received an appropriate response, and less than five felt that the incident did not receive an appropriate response.

Table 39. Respondents' Reporting Unwanted Sexual interaction

Reporting the unwanted sexual interaction	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	14	73.7
Yes, I reported it.	5	26.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>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.</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	< 5	---

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual interaction ($n = 20$). Percentages do not sum to 100% as a result of multiple responses.

Not Reporting Sexual Contact

Only one respondent chose to explain why they did not report relationship violence to a campus official or staff member. This person indicated they did not want to make a big deal out of the incident stating, "Non-Stetson student who continues to take advantage of Stetson sponsored events with other friends who are current students--I did not want to attract attention or stir the waters."

Only two respondents explained why they did not report **sexual contact** to a campus official or staff member. One respondent was concerned about the consequences that might result from reporting the sexual contact. This respondent shared, "not enough time with classes, also scared of the scrutiny of my behavior that would occur." The second respondent did not report the sexual contact to campus officials because the respondent felt that it was "none of their business."

Thirteen respondents explained why they did not report **sexual interactions** to a campus official or staff member. Four themes emerged from the responses.

No big deal. Thirty-three percent of respondents reported that they did NOT report the sexual interaction incident because they felt it was not worth reporting. One respondent wrote, “It wasn't that big of a deal. It's unwanted. But it's life. If it was anything more then I would of reported it.” Another respondent shared, “The incidents don't feel serious enough to report.”

Commonly accepted behavior. Twenty-five percent of respondents wrote that they did NOT report the sexual interaction incident because the behavior is so common that the university wouldn't really respond to reports. One respondent wrote, “I don't feel like this institution really understands why the cat-calling was inappropriate.” Another respondent shared, “My perception of the systems in place is that they are inadequate to deal with the common place inappropriate sexual interactions so it is unfortunately easier to deal with the bad interactions than a timely and uncomfortable situation.”

Alcohol. Seventeen percent of respondents shared that the role of alcohol in the incident made them unwilling to report the sexual interaction. One respondent reported, “Because he did not get far enough to actually do anything I did not want him to do and we were in a public place so I did not feel threatened. He could barely stand up straight and was almost arrested anyways for being so intoxicated.” Another respondent wrote, “She was drunk, I felt bad and gave her a ride home.”

Handled it. Seventeen percent of respondents reported that they handled the situation themselves so they didn't feel the need to report the incident. One respondent shared, “I addressed the individual and it never happened again so I didn't feel the need to take official action.” Another respondent wrote, “I confronted and handled the situation at the time and did not think further action was required.”

Only two respondents chose to explain why they did not report **stalking** to a campus official or staff member. One respondent was concerned about the consequences for the perpetrator if the incident was reported. This respondent wrote, “I did not want this person to lose his job.” The second respondent did not report the stalking because the behavior stopped after it was ignored. This respondent explained, “The inappropriate messages occurred after I had safely dropped her off at her dorm. I ignored the messages and they stopped after that.”

Reporting Sexual Contact

Only two respondents chose to explain why they felt that their report of **relationship violence** was NOT handled appropriately. Both respondents were disappointed that no consequences were enforced following the report. One respondent wrote, “He was never made responsible for his actions, and has continued with his behavior.” The other respondent shared, “I was targeted by my supervisor, yet the supervisor was allowed to remain in the role and no change was made. The situation only changed when the supervisor decided to take other employment. In the meantime, I tried looking for other employment and could not secure a new position.”

No respondents chose to explain why they did not feel that their report of **sexual contact** was handled appropriately.

Only two respondents chose to explain why they did not feel their report of **sexual interaction** was handled appropriately. One respondent was upset that no consequences were enforced. This respondent wrote, “Same explanation as previous question. No change was made until the supervisor decided to take a new position.” The second respondent felt that they were treated badly during the reporting process. This respondent elaborated, “I was first told that in order to get this person, who was a roommate I did not know before coming here, I found him on the Stetson housing board, out of my apartment I would have to give him 30 days notice. I understand completely, that's policy, that was fine. I was too afraid to do that until winter break when I would not have to stay in the apartment with him after giving him notice, however after things escalated and there was no way that was an option I did feel as though I was victim blamed and a burden for reporting.”

Only one respondent explained why they felt that their report of **stalking** was not handled appropriately. The respondent reported that no action was taken, stating “Nothing was done to protect me.”

^{vii} A chi-square test was conducted to compare percentages of respondents who experienced unwanted sexual contact by income status: $\chi^2(1, N = 250) = 4.13, p < .05$.

Summary of Experiences/Observations of Climate at Stetson Law

Seventy percent ($n = 260$) of all respondents were “comfortable” or “very comfortable” with the climate at Stetson Law and 76% ($n = 76$) of Faculty, Staff, and Administrator 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 of Stetson Law respondents (70%) were “comfortable” or “very comfortable” with the climate at Stetson Law.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Stetson Law, 25% ($n = 92$) 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 (Guiffreda 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).

Thirty-six percent ($n = 134$) of Stetson Law survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Stetson Law that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Additionally, 9% ($n = 32$) of respondents indicated on the survey that they had experienced unwanted sexual contact in any form while a member of the Stetson Law community.

Faculty, Staff, and Administrator Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Faculty, Staff, and Administrator respondents about whether they had observed discriminatory employment practices at Stetson Law. Thirty-one percent ($n = 11$) of Faculty respondents and 14% ($n = 10$) of Staff/Administrator respondents indicated that they had observed hiring practices at Stetson Law (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 40).^{63,viii}

Table 40. 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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	87	80.6	72	67.3	67	63.2
Faculty	24	68.6	15	42.9	17	48.6
Staff/Admin.	63	86.3	57	79.2	50	70.4
Yes	21	19.4	35	32.7	39	36.8
Faculty	11	31.4	20	57.1	18	51.4
Staff/Admin.	10	13.7	15	20.8	21	29.6

Note: Table includes only Faculty, Staff, and Administrator respondents ($n = 110$).

Of those Faculty, Staff, and Administrator respondents who indicated that they had observed discriminatory hiring practices at Stetson Law, 57% ($n = 12$) noted that it was based on racial identity, 48% ($n = 10$) on ethnicity, 38% ($n = 8$) on age, 38% ($n = 8$) on gender/gender identity,

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

and 29% ($n = 6$) on educational credentials. Subsequent analyses⁶⁴ indicated no statistically significant differences were found between groups.

Nine respondents elaborated on their observations of unjust hiring practices. Three themes emerged from the responses.

Discrimination in hiring. Thirty-three percent of respondents reported incidents of discrimination in hiring. Respondents were concerned about the lack of minorities in leadership roles at the university. One respondent wrote, “As of this date we have never had a person of color as Dean, Associate Dean or Vice Dean---the top positions. Qualified individuals are passed over for far less qualified candidates routinely.” Respondents felt that white men held the upper hand in applying for open positions. One respondent wrote, “White men rule the roost. Young white men get the most attention in the hiring process.”

Diversity backlash. Twenty-two percent of respondents felt there has been too much focus on diversity in hiring decisions. One respondent wrote, “I no longer believe that faculty or students can expect truly even-handed treatment if they don't claim some victim status cherished by the administration.” Another respondent shared, “Minority staff and administration are hired in positions, where far less qualified individuals are their supervisors. The requirements for higher positions tend to change when a minority is the candidate for a position.”

Inequity in hiring process. Twenty-two percent of respondents commented on issues of inequity in hiring practices across the university. Respondents felt that some offices were allowed to hire more staff, while others had to make-do with staff on hand. One respondent wrote, “Some offices are allowed to hire individuals to be fully staffed while other offices struggle to get their work load done on a daily basis.” Another respondent shared, “It is unfair for some departments to be fully staffed, while other departments are under staffed.”

⁶⁴Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, faith-based affiliation, citizenship status, military status, and disability status; only significant differences are reported.

Fifty-seven percent ($n = 20$) of Faculty respondents and 21% of Staff/Administrator respondents ($n = 15$) 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 Law (Table 40).^{ix}

Of those individuals who 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 Law, 60% ($n = 21$) believed that the discrimination was based on racial identity, 43% ($n = 15$) on gender/gender identity, 26% ($n = 9$) on ethnicity, and 20% ($n = 7$) on position. Subsequent analyses⁶⁵ indicated no statistically significant differences were found between groups.

Twelve respondents elaborated on their observations of employment-related discipline or action. Two themes emerged from the responses.

Ineffective action. Forty-nine percent of respondents commented on the administration's role in unjust employment-related discipline or action. Many respondents felt that certain incidents, even those that were justified in discipline action, had been handled poorly by the administration. One respondent wrote, "The law school community still perceives the dismissal of a [professor] to be based in part upon her race. This is due to the improper way in which the issue was addressed by the administration to the faculty." Another respondent wrote, "A faculty member was removed from a faculty advisor position in a way that I believe could have been handled better." Another respondent stated, "There have been a whole host of such incidents, and there's no secret about them. Yet the university administration and Board of Overseers have chosen to take no action. That speaks volumes about them as well as about the original perpetrators."

Gender bias. Twenty-five percent of respondents felt that a gender bias existed against women in regard to disciplinary actions. One respondent stated, "Older women of all races are discriminated against. Black women of any age are discriminated against. Those are facts."

⁶⁵Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, faith-based affiliation, citizenship status, military status, and disability status; only significant differences are reported.

Another respondent shared, “It seems that policies and procedures are difficult to identify and when identified are not followed. My perception is that women are more likely to be subject to discipline and unfair treatment than men. I feel that because I am a woman my views and opinions are not valued or respected.”

Fifty-one percent ($n = 18$) of Faculty respondents and 30% ($n = 21$) Staff/ Administration respondents indicated that they had observed procedures or practices related to promotion, tenure, and/or reclassification at Stetson Law that they perceived to be unjust (Table 40).^x

Of those individuals who indicated that they had observed procedures or practices related to promotion, tenure, and/or reclassification at Stetson Law, 46% ($n = 18$) believed that the discrimination was based on racial identity, 39% ($n = 15$) on gender/gender identity, and 18% ($n = 7$) on ethnicity. 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.

Eleven respondents elaborated on their observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. Three themes emerged from the responses.

Minority status. Thirty-six percent of respondents commented on the role of minority status (i.e., race, gender) in unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. Most respondents felt that minorities were more likely to experience unjust behavior, procedures, or employment practices. One respondent wrote, “White men are allowed promotion and tenure without the requisite publications. White women are denied promotion and tenure even when the written requirements are met and exceeded. Black women are fired before they get a chance to be eligible for promotion or tenure.” Another respondent shared, “The accomplishments of women and minorities are marginalized but any mistake is magnified. The same is not true for white male colleagues.” One individual did feel that the focus on diversity was hindering the quality of employees, stating, “It

seems we need a certain percentage of ethnic background working at the school rather than a better candidate. Seems unfair.”

Inequity. Thirty-six percent of respondents addressed issues of inequity in their responses. One respondent shared, “The faculty act like they are exempt from the rules and policies that staff are held accountable for. It is unjust that faculty members can wear jeans at any time and they are not required to wear women’s under garments.” Another respondent wrote, “I believe we have been inconsistent in how we have handled Research and Writing faculty member promotions and tenure such that the standards are sometimes stricter (or less strict) based on how popular the person is.”

Lack of administrative response. Eighteen percent of respondents criticized the administration in their responses. One respondent shared, “the lack of communication from the College of Law Administration to the campus community. The campus community as a whole feels left out of important decisions that are made on campus.” Another respondent wrote, “[The current administration is the single worst I have ever seen and will continue to damage our climate and culture.”

^{viii}A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed hiring practices related to hiring supervisor bias, search committee bias, and lack of effort in diversifying recruiting pool by position status: $\chi^2(1, N = 108) = 4.74, p < .05$.

^{ix}A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employment practices related to disciplinary actions, up to and including dismissal by position status: $\chi^2(1, N = 107) = 14.1, p < .001$.

^xA 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: $\chi^2(1, N = 106) = 4.81, p < .05$.

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 Law. Frequencies and significant differences based on staff status (Salary or Hourly),⁶⁶ gender identity, racial identity, sexual identity, disability status, citizenship status, military status, disability status, and faith-based affiliation are provided in Tables 41 through 44.⁶⁷

Sixty-seven percent ($n = 49$) of Staff and Administrator respondents believed that they had supervisors who gave them job/career advice or guidance when they needed it (Table 41). No statistically significant differences were found between groups.

Seventy-eight percent ($n = 58$) 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.

Sixty-two percent ($n = 46$) 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.

⁶⁶Readers will note that 52 of 75 Staff and Administrator respondents further identified their positions as Hourly Staff ($n = 30$) or Salary Staff ($n = 22$).

⁶⁷Per 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 41. Staff and Administrators Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	24	32.9	25	34.2	18	24.7	6	8.2
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	24	32.4	34	45.9	14	18.9	< 5	---
I am included in opportunities that will help my career as much as others in similar positions.	14	18.9	32	43.2	18	24.3	10	13.5

Note: Table includes only Staff and Administration respondents (*n* = 75).

Table 42 illustrates that 74% (*n* = 54) of Staff and Administrator respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Fifty-three percent (*n* = 39) of Staff and Administrator respondents believed that the performance evaluation process was productive. No statistically significant differences were found between groups.

Table 42. Staff and Administrators Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	14	19.2	40	54.8	9	12.3	14	19.2
The performance evaluation process is productive.	7	9.6	32	43.8	22	30.1	7	9.6

Note: Table includes only Staff and Administrator respondents (*n* = 75).

Table 43 illustrates frequencies and significant differences based on staff status (Salary and Hourly),⁶⁸ gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and faith-based affiliation for several items in survey Question 38.⁶⁹

⁶⁸Readers will note that 52 of 75 Staff and Administrator respondents further identified their positions as Hourly Staff (*n* = 30) or Salary Staff (*n* = 22).

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

Seventy-six percent ($n = 56$) of Staff and Administrator respondents felt that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Sixteen percent ($n = 11$) of Staff and Administrator 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. No statistically significant differences were found between groups.

Few Staff and Administrator respondents (29%, $n = 20$) 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). No statistically significant differences were found between groups.

Forty-seven percent ($n = 34$) of Staff and Administrator 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). No statistically significant differences were found between groups.

Forty-one percent ($n = 36$) of Staff and Administrator respondents felt that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home). No statistically significant differences were found between groups.

Only 42% ($n = 30$) of Staff and Administrator respondents felt that Stetson Law provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). No statistically significant differences were found between groups.

Table 43. Staff and Administrators Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	28	37.8	28	37.8	12	16.2	6	8.1
People who do not have children are burdened with work responsibilities beyond those who do have children.	5	7.1	6	8.6	46	65.7	13	18.6
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	6	8.7	14	20.3	41	59.4	8	11.6
I perform more work than colleagues with similar performance expectations.	11	15.3	23	31.9	35	48.6	< 5	---
People who have children or elder care are burdened with balancing work and family responsibilities.	10	14.1	26	36.6	28	39.4	7	9.9
Stetson provides adequate resources to help me manage work-life balance.	5	6.9	25	34.7	28	38.9	14	19.4

Note: Table includes only Staff and Administrator respondents (*n* = 75).

Sixty-three percent (*n* = 45) of Staff and Administrator respondents reported that they were able to complete their assigned duties during scheduled hours (Table 44). While more Hourly respondents (93%, *n* = 26) than Salary respondents (71%, *n* = 15) felt that they were able to complete their assigned duties during scheduled hours, this was not a significantly greater difference.

More than half (62%, *n* = 45) of Staff and Administrator respondents indicated that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). No statistically significant differences were found between groups.

The majority (82%, *n* = 60) of Staff and Administrator respondents believed that they were given a reasonable time frame to complete assigned responsibilities. No statistically significant differences were found between groups.

Forty-six percent ($n = 34$) of Staff and Administrator respondents felt that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. No statistically significant differences were found between groups.

Seventy-one percent ($n = 51$) of Staff and Administrator respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 44. Staff and Administrator Respondents' Perceptions of Workload

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	14	19.4	31	43.1	17	23.6	10	13.9
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	30	41.1	15	20.5	23	31.5	5	6.8
I am given a reasonable time frame to complete assigned responsibilities.	14	19.2	46	63.0	10	13.7	< 5	---
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	12	16.4	22	30.1	33	45.2	6	8.2
There is a hierarchy within staff positions that allows some voices to be valued more than others.	22	30.6	29	40.3	17	23.6	< 5	---

Note: Table includes only Staff and Administrator respondents ($n = 75$).

Twenty-nine respondents elaborated on their responses to previous statements about performance evaluation, workload, work-life balance, child/elder care responsibilities, and resources. Two themes emerged from the responses.

Increased workload. Forty-one percent of respondents commented on their large workloads. One respondent wrote, "Working before hours and after hours and weekends with absolutely no

compensation. I feel like I'm lucky to have a job.” Many felt that their overwhelming workload was due to understaffing. One respondent observed, “My perception is that many on campus feel over-worked and that their departments are under-staffed, which does negatively affect morale. I know that like myself, most, if not all of my peers are spending significant hours at home (outside the office) doing work. While I think at my level that is expected to a degree, and also believe that some individuals simply need to manage their time better, an evaluation of staffing levels and workloads would be a worthwhile exercise.” Another respondent reported, “Hourly staff in various departments seem to have increasing workloads due to other staff departures or away on medical leaves, and lapses in replacing the missing workers.”

Difficulty in balancing work-life responsibilities. Twenty-two percent of respondents discussed their experiences with balancing work-life responsibilities such as flex time and family responsibilities. Some respondents lamented the difficulty getting leave to handle family responsibilities. One respondent wrote, “It would be more beneficial for work/life balance if they would combine time off into PTO (paid time off) days instead of sick time and vacation time. Earning rate for a new employee is 10 days per year while you earn 12 days for sick time. I have family obligations (meeting at my child's school, days when there is no school and don't have childcare) that eat up my vacation days and have very little time left for an actual vacation. But, I have an abundance of sick time - which I rarely get sick and do not call off sick falsely.” Another respondent shared, “I previously had difficulty with scheduling time off for doctor's appointments during pregnancy, because my supervisor felt I would miss too much of the work day by leaving at 3pm instead of 5pm. I also feel that Stetson is lacking in work-life balance resources; having childcare and/or wellness services available would be incredibly stress-relieving and convenient.” Another respondent noted, “The Academic Schedule, especially large breaks such as Spring Break, almost never line up with the local school district breaks, causing an enormous strain and inconvenience for both staff and students who have school age children.”

Staff and Administrator Respondents' Feelings of Support and Value at Stetson University-Gulfport/Tampa Law Center

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 Law's benefits and salary. Tables 45 to 47 illustrate Staff responses to these items. Analyses were conducted by staff status (Salary or Hourly),⁷⁰ gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, and disability status; significant differences are presented in the tables.⁷¹

Eighty-four percent ($n = 53$) of Staff and Administrator respondents believed that Stetson Law provided them with resources to pursue training/professional development opportunities (Table 45). No statistically significant differences were found between groups.

Seventy-one percent ($n = 52$) of Staff and Administrator respondents thought that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

Seventy-one percent ($n = 48$) of Staff and Administrator respondents indicated that Stetson Law was supportive of taking extended leave (e.g., FMLA, parental). Eighty-two percent ($n = 58$) of Staff and Administrator respondents believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant differences were found between groups.

Few Staff and Administrator respondents (15%, $n = 9$) thought that staff and administrators in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Seventy-six percent ($n = 47$) of Staff and Administrator respondents felt that Stetson Law policies (e.g., FMLA) were fairly applied across Stetson Law. No statistically significant differences were found between groups.

⁷⁰Readers will note that 52 of 75 Staff and Administrator respondents further identified their positions as Hourly Staff ($n = 30$) or Salary Staff ($n = 22$).

⁷¹Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Almost two-thirds of Staff and Administrator respondents (55%, $n = 39$) believed that Stetson Law was supportive of flexible work schedules. No statistically significant differences were found between groups.

Table 45. Staff and Administrator Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Stetson Law provides me with resources to pursue training/professional development opportunities.	17	23.6	36	50.0	11	15.3	8	11.1
My supervisor provides me with resources to pursue training/professional development opportunities.	18	24.7	34	46.6	12	16.4	9	12.3
Stetson Law is supportive of taking extended leave (e.g., FMLA, parental).	10	14.7	38	55.9	12	17.6	8	11.8
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	23	32.4	35	49.3	8	11.3	5	7.0
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	< 5	---	8	12.9	43	69.4	10	16.1
Stetson Law policies (e.g., FMLA) are fairly applied across Stetson Law.	5	8.1	42	67.7	11	17.7	< 5	---
Stetson Law is supportive of flexible work schedules.	9	12.7	30	42.3	22	31.0	10	14.1

Note: Table includes only Staff and Administrator respondents ($n = 75$).

Queried about salary and benefits, less than half of Staff and Administrator respondents (34%, $n = 24$) “agreed” or “strongly agreed” that staff salaries were competitive (Table 46). Seventy-nine percent ($n = 56$) of Staff and Administrator respondents believed that vacation and personal time packages were competitive. Fifty-five percent ($n = 39$) of all Staff respondents thought that health insurance benefits were competitive. No statistically significant differences were found between groups.

Only 29% ($n = 17$) of Staff and Administrator respondents indicated that child care benefits were competitive. Eighty-two percent ($n = 54$) of Staff respondents felt that retirement benefits were competitive. No statistically significant differences were found between groups.

Table 46. Staff and Administrator Respondents' Perceptions of Salary and Benefits

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	5	7.1	19	27.1	22	31.4	24	34.3
Vacation and personal time packages are competitive.	12	16.9	44	62.0	7	9.9	8	11.3
Health insurance benefits are competitive.	9	12.7	30	42.3	18	25.4	14	19.7
Child care benefits are competitive.	< 5	---	14	23.7	21	35.6	21	35.6
Retirement benefits are competitive.	14	21.2	40	60.6	< 5	---	8	12.1

Note: Table includes only Staff and Administrator respondents ($n = 75$).

Forty-one percent ($n = 29$) of Staff and Administrator respondents believed that staff opinions were valued on Stetson Law committees (Table 47). No statistically significant differences were found between groups.

Thirty-six percent ($n = 25$) of all Staff respondents believed that staff opinions were valued by Stetson Law faculty and administration. No statistically significant differences were found between groups.

Seventy-five percent ($n = 54$) of Staff and Administrator respondents believed that expectations of their responsibilities were clear. Only 25% ($n = 18$) of Staff and Administrator respondents thought that procedures on how they could advance at Stetson Law were clear. No statistically significant differences were found between groups.

Forty percent ($n = 29$) of Staff and Administrator respondents indicated that they felt positive about their career opportunities at Stetson Law. Seventy-nine percent ($n = 55$) of Staff and

Administrator respondents indicated that Stetson Law was a good place to work. No statistically significant differences were found between groups.

Table 47. Staff and Administrator Respondents' Perceptions of Workplace Climate

Perception of Workplace Climate	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on Stetson committees.	< 5	---	25	35.7	26	37.1	15	21.4
Staff opinions are valued by Stetson faculty and administration.	< 5	---	22	32.4	23	33.8	20	29.4
There are clear expectations of my responsibilities.	12	16.7	42	58.3	14	19.4	< 5	---
There are clear procedures on how I can advance at Stetson Law.	6	8.3	12	16.7	32	44.4	22	30.6
Positive about my career opportunities at Stetson Law.	7	9.7	22	30.6	26	36.1	17	23.6
Stetson Law is a good place to work.	18	25.7	37	52.9	11	15.7	< 5	---

Note: Table includes only Staff and Administrator respondents (*n* = 75).

Thirty-four respondents elaborated on their responses regarding previous statements about leave taking, professional development, benefits, and advancement. Five themes emerged from the responses.

Lack of advancement opportunities. Twenty-eight percent of respondents commented on advancement opportunities in their responses. Respondents felt that opportunities for advancement were unclear, limited, and/or nonexistent. One respondent wrote, “There is no room to grow here unless you have been here for at least 10 years.” Another respondent shared, “I find it hard to know where my next step would be at Stetson, how to move forward, what training I would need, what qualifications, etc... No guidance for moving forward and making Stetson a Career that I can be proud about and not just a job.” Another respondent reported, “I

have been told multiple times there is no room for furthering my career knowledge, ignoring attempts and trying to advance my career to help the university succeed.”

Lack of compensation. Twenty-two percent of respondents wrote about compensation in terms of salary and benefits in their responses. Several respondents felt that salaries were too low at Stetson, especially for hourly employees. One respondent wrote, “Many of our Staff, especially our custodial staff, public safety officers, and IT Professionals are paid an embarrassing low wage for the work they do and the support they provide the Stetson Community.” Respondents also lamented the high price of health insurance. One respondent wrote, “Healthcare Insurance is ridiculously high and wages are low.”

Issues with taking leave. Twenty-two percent of respondents discussed leave-taking allowances. One respondent advised, “I believe our sick days and vacation days should be rolled into one account.” Some respondents commented on parental leave policies. One respondent wrote, “I think it is a shame that we do not offer a parental leave policy and think we should move quickly to implement one. Stetson offers very competitive benefits, but Staff/Administration should not have to burn all of their sick/vacation leave when they have a child. It sends the wrong message about valuing employees, and specifically women.”

Low morale. Nineteen percent of respondents commented generally about campus morale. Most respondents felt that morale at Stetson is suffering at the present time, even if previously it had been a good place to work. One respondent shared, “Although I love Stetson, I cannot say that it is currently a good place to work.” Another respondent wrote, “The morale here is extremely low. Until that's considered, questions of inclusivity/exclusivity/diversity/whatever take a back seat.” However at least one respondent felt more positively stating, “Stetson really is a great place to work.”

Campus hierarchy. Nineteen percent of respondents commented on differences in status and treatment of different groups (staff/faculty/admin) on campus. Respondents had differing opinions depending on which group they were a part of, though generally staff are considered to be at the bottom of the hierarchy. One Administrator respondent wrote, “There is a real divide

between faculty and staff/administration at the law school. It is quite pronounced. A significant portion of the faculty are dismissive and rude.” A Staff respondent shared, “The common theme that comes from upper administration (not Department Heads) is more about statistics/rankings/money than about the campus community and the people who make it operate on a daily basis. The people on campus who contribute to these statistics/rankings seem to be forgotten about.” Another Administrator respondent advised, “If Stetson invested as much money into staff salary packages and career opportunities as it does in faculty salary packages and career opportunities, I think it would be a MUCH better environment in which to work.”

Question 97 on the survey queried Staff and Administrator respondents about the degree to which they felt valued at Stetson Law. Frequencies and significant differences based on staff status (Hourly or Salary),⁷² gender identity, racial identity,⁷³ sexual identity, disability status, and military status are provided in Tables 48 through 50.⁷⁴

Seventy-nine percent ($n = 59$) of Staff and Administrator respondents felt valued by coworkers in their department (Table 48). Eighty percent ($n = 60$) of Staff respondents felt valued by coworkers outside of their department. No statistically significant differences were found between groups.

Sixty-nine percent ($n = 52$) of Staff and Administrator respondents felt valued by their supervisors/managers, and 68% ($n = 50$) felt appreciated by their supervisors/managers. No statistically significant differences were found between groups.

Three-fourths (75%, $n = 56$) of Staff and Administrator respondents felt valued by Stetson Law students, while 53% ($n = 40$) of Staff respondents felt valued by Stetson Law faculty. No statistically significant differences were found between groups.

⁷²Readers will note that 52 of 75 Staff and Administrator respondents further identified their positions as Hourly Staff ($n = 30$) or Salary Staff ($n = 22$).

⁷³In analyses where the CSWG Level 1 Analyses would yield invalid results, racial minorities are grouped into People of Color.

⁷⁴Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Forty-four percent ($n = 33$) of Staff and Administrator respondents felt valued by Stetson Law senior administrators (e.g., president, dean, vice president, provost), and 41% ($n = 31$) of Staff and Administrator respondents felt appreciated by Stetson Law senior administrators. No statistically significant differences were found between groups.

Table 48. Staff and Administrator Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers in my department.	34	45.3	25	33.3	9	12.0	5	6.7	< 5	---
I feel valued by co-workers outside my department.	21	28.0	39	52.0	13	17.3	< 5	---	0	0.0
I feel valued by my supervisor/manager.	31	41.3	21	28.0	8	10.7	12	16.0	< 5	---
I feel appreciated by my supervisor/manager.	29	39.2	21	28.4	9	12.2	11	14.9	< 5	---
I feel valued by Stetson students.	30	40.0	26	34.7	15	20.0	< 5	---	< 5	---
I feel valued by Stetson faculty.	13	17.3	27	36.0	19	25.3	12	16.0	< 5	---
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	14	18.7	19	25.3	19	25.3	15	20.0	8	10.7
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	13	17.3	18	24.0	21	28.0	13	17.3	10	13.3

Note: Table includes only Staff and Administrator respondents ($n = 75$).

Table 49 depicts Staff and Administrator respondents' attitudes about certain aspects of the climate in their departments/programs and at Stetson Law. Subsequent analyses were conducted to identify significant differences in responses by Staff status, gender identity, and racial identity; only significant differences are reported.

Eighteen percent ($n = 13$) of Staff and Administrator respondents thought that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. No statistically significant differences were found between groups.

Twenty-two percent ($n = 16$) of Staff and Administrator respondents thought that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Thirty-five percent ($n = 25$) of Staff and Administrator respondents thought that faculty pre-judged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Table 49. Staff and Administrator Respondents' Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	< 5	---	10	13.9	14	19.4	21	29.2	24	33.3
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	6	8.3	10	13.9	14	19.4	18	25.0	24	33.3
I think that faculty pre-judges my abilities based on their perception of my identity/background.	< 5	---	22	30.6	26	36.1	11	15.3	10	13.9

Note: Table includes only Staff and Administrator respondents ($n = 75$).

More than half (55%, $n = 41$) of Staff and Administrator respondents felt that their department/program encouraged free and open discussion of difficult topics (Table 50). No statistically significant differences were found between groups.

Sixty-three percent ($n = 47$) of Staff and Administrator respondents felt that their skills were valued, and 64% ($n = 47$) felt that their work was valued. No statistically significant differences were found between groups.

Seventy-three percent ($n = 54$) of Staff and Administrator respondents think that Stetson Law is a good place to work. No statistically significant differences were found between groups.

Table 50. Staff and Administrator Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/program encourages free and open discussion of difficult topics.	16	21.6	25	33.8	13	17.6	12	16.2	8	10.8
I feel that my skills are valued.	18	24.0	29	38.7	9	12.0	15	20.0	< 5	---
I feel that my work is valued.	19	25.7	28	37.8	11	14.9	13	17.6	< 5	---
Stetson Law is a good place to work.	21	28.4	33	44.6	10	13.5	8	10.8	< 5	---

Note: Table includes only Staff and Administrator respondents ($n = 75$).

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

Three survey items queried Faculty respondents ($n = 32$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 51 through 54). Question 32 queried Tenure-Track Faculty respondents ($n = 32$), Question 34 addressed Non-Tenure-Track Faculty/Adjunct respondents ($n < 5$), and Question 36 addressed all Faculty respondents ($n = 35$). 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.⁷⁵

Table 51 illustrates that the majority of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that the criteria for tenure were clear (84%, $n = 27$) and that tenure standards/promotion standards were applied equally to all faculty in their academic unit (63%, $n = 20$). Subsequent analyses indicated no statistical difference between groups.

Sixty-five percent ($n = 20$) of Tenure-Track Faculty respondents “agreed” or “strongly agreed” that they felt supported and mentored during the tenure-track years. Only 52% ($n = 15$) of Tenure-Track Faculty respondents believed that all faculty used Stetson Law policies for delay of the tenure-clock. Subsequent analyses indicated no statistical difference between groups.

Table 51. Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	10	31.3	17	53.1	4	12.5	< 5	---
The tenure standards/promotion standards are applied equally to faculty in my academic unit.	< 5	---	17	53.1	11	34.4	< 5	---
Supported and mentored during the tenure-track years.	< 5	---	17	54.8	6	19.4	5	15.6
Stetson Law policies for delay of the tenure-clock are used by all colleges/schools.	< 5	---	11	37.9	10	34.5	< 5	---

Note: Table includes only Tenure-Track Faculty respondents ($n = 32$).

⁷⁵Per 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 52 illustrates that 100% ($n = 32$) of Tenure-Track Faculty respondents felt that research was valued by Stetson Law. A somewhat smaller percentage of Tenure-Track Faculty respondents (81%, $n = 25$) felt that teaching was valued by Stetson Law. Subsequent analyses indicated no statistical difference between groups.

Fifty percent ($n = 16$) of Tenure-Track Faculty respondents felt that their service contributions were valued by Stetson Law. No statistically significant differences were found between groups.

Thirty-one percent ($n = 10$) of Tenure-Track Faculty respondents felt pressured to change their research/scholarship agenda to achieve tenure/promotion. Subsequent analyses indicated no statistical difference between groups.

Table 52. Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research/creative activity is valued by Stetson Law.	14	43.8	18	56.3	< 5	---	< 5	---
Teaching is valued by Stetson Law.	< 5	---	21	67.7	6	19.4	< 5	---
Service contributions are valued by Stetson Law.	< 5	---	14	43.8	9	28.1	7	21.9
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	< 5	---	8	25.0	13	40.6	9	28.1

Note: Table includes only Tenure-Track Faculty respondents ($n = 32$).

More than one-half (55%, $n = 17$) 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 53).

Forty-three percent ($n = 13$) 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. Subsequent analyses indicated no statistical difference between groups.

Only 21% ($n = 6$) 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. No statistically significant differences were found between groups.

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

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	< 5	---	14	45.2	12	38.7	< 5	---
I perform more work to help students than do my colleagues.	6	20.0	7	23.3	17	56.7	< 5	---
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	< 5	---	5	17.2	20	69.0	< 5	---

Note: Table includes only Tenure-Track Faculty respondents ($n = 32$).

Forty percent ($n = 12$) of Tenure-Track Faculty respondents “agreed” that faculty opinions were taken seriously by senior administrators (e.g., dean, vice president, provost) (Table 54). No statistically significant differences were found between groups.

Less than two-thirds (61%, $n = 19$) of Tenure-Track Faculty respondents believed that faculty opinions were valued within their college or school committees, and 94% ($n = 29$) believed that faculty opinions are valued within Faculty Senate; however, only 31% ($n = 34$) of Tenure-Track Faculty respondents agreed that faculty opinions were valued within Stetson Law committees. Subsequent analyses indicated no statistical difference between groups.

Ninety-seven percent ($n = 29$) of Tenure-Track Faculty respondents wanted more opportunities to participate in substantive committee assignments. Ninety percent ($n = 26$) of Tenure-Track Faculty respondents felt that they had opportunities to participate in substantive committee assignments. Subsequent analyses indicated no statistical difference between groups.

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

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	< 5	---	12	40.0	11	36.7	7	23.3
Faculty opinions are valued within my college/school committees.	< 5	---	17	54.8	10	32.3	< 5	---
Faculty opinions are valued within Stetson Law committees.	< 5	---	34	31.2	64	58.7	10	9.2
Faculty opinions are valued within Faculty Senate.	9	29.0	20	64.5	< 5	---	< 5	---
I would like more opportunities to participate in substantive committee assignments.	15	50.0	14	46.7	< 5	---	< 5	---
I have opportunities to participate in substantive committee assignments.	15	51.7	11	37.9	< 5	---	< 5	---

Note: Table includes only Tenure-Track Faculty respondents ($n = 32$).

Nine respondents elaborated on their responses to previous statements. One theme emerged from the responses.

Lack of value for teaching. Thirty-seven percent of respondents commented on the low value placed on teaching for faculty members. One respondent wrote, “We talk about teaching being valued but scholarship is by far the way professors achieve recognition on our campus. As a general matter, at Stetson Law teaching has evolved little beyond the Socratic method of decades ago.” Another respondent shared, “Effective teaching, and professional development regarding teaching is the least important thing these days. It used to be a priority; it is no longer. I feel so

stifled in my teaching and my ability to grow as a teacher that I am looking for ways to teach in other settings just to maintain the creative juices.”

Survey Question 34 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses could not be conducted on any of the following areas because of the low response numbers: gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, and disability status. Response percentages are not discussed to protect confidentiality.

Only one respondent chose to elaborate on responses regarding Non-Tenure-Track Faculty. This respondent was concerned about the way that Non-Tenure-Track/Adjunct Faculty were treated at Stetson. This respondent wrote, “We don't even have contracts. We have no job security whatsoever. The faculty bylaws say that we are faculty, but we are in no way treated like faculty.”

Thirty percent ($n = 9$) of all Faculty respondents believed that salaries for Tenure-Track faculty positions were competitive. Twenty-two percent ($n = 7$) of Faculty respondents thought that salaries for adjunct professors were competitive. Subsequent analyses indicated no statistical difference between groups (Table 55).

Sixty-eight percent ($n = 21$) of Faculty respondents reported that health insurance benefits were competitive. Subsequent analyses indicated no statistical difference between groups.

Only 26% ($n = 7$) of Faculty respondents indicated that child care benefits were competitive. More than half (55%, $n = 18$) of Faculty respondents felt that retirement/supplemental benefits were competitive. Subsequent analyses indicated no statistical difference between groups.

Table 55. Faculty Respondents' Perceptions of Salary and Benefits

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for Tenure-Track Faculty positions are competitive.	0	0.0	9	30.0	13	43.3	8	26.7
Salaries for adjunct professors are competitive.	0	0.0	7	21.9	14	43.8	11	34.4
Health insurance benefits are competitive.	< 5	---	20	64.5	6	19.4	< 5	---
Child care benefits are competitive.	0	0.0	7	25.9	12	44.4	8	29.6
Retirement/supplemental benefits are competitive.	0	0.0	18	54.5	9	27.3	6	18.2

Note: Table includes only Faculty respondents ($n = 35$).

Twenty-nine percent ($n = 9$) 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 56). No statistically significant differences were found between groups.

Over two-thirds (68%, $n = 19$) 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 programming, workload brought home, Stetson Law breaks not scheduled with school district breaks). Subsequent analyses indicated no statistical difference between groups.

Thirty-one percent ($n = 9$) of Faculty respondents thought that Stetson Law provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). No statistically significant differences were found between groups.

Table 56. Faculty Respondents' Perceptions of Work-Life Balance

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
People who do not have children are burdened with work responsibilities beyond those who do have children.	< 5	---	7	22.6	18	58.1	< 5	---
People who have children or elder care are burdened with balancing work and family responsibilities.	< 5	---	16	57.1	9	32.1	0	0.0
Stetson Law provides adequate resources to help me manage work-life balance.	0	0.0	9	31.0	14	48.3	6	20.7

Note: Table includes only Faculty respondents ($n = 35$).

As noted in Table 57, 60% ($n = 19$) 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. No statistically significant differences were found between groups.

Fifty-nine percent ($n = 19$) of Faculty respondents believed that the performance evaluation process was clear. Subsequent analyses indicated no statistical difference between groups.

More than half (58%, $n = 19$) of Faculty respondents thought that Stetson Law provided them with resources to pursue professional development (e.g., conferences, materials, research and course design traveling). No statistically significant differences were found between groups.

Seventy-one percent ($n = 22$) of Faculty respondents felt positive about their career opportunities at Stetson Law. No statistically significant differences were found between groups.

Eighty-five percent ($n = 29$) of Faculty respondents would recommend Stetson Law as good place to work. Subsequent analyses indicated no statistical difference between groups.

Table 57. Faculty Respondents' Perceptions of Workplace Climate

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	< 5	---	16	50.0	8	25.0	5	15.6
The performance evaluation process is clear.	< 5	---	17	53.1	9	28.1	< 5	---
Stetson Law provides me with resources to pursue professional development.	5	15.2	14	42.4	9	27.3	5	15.2
Positive about my career opportunities at Stetson Law.	8	25.8	14	45.2	6	19.4	< 5	---
Stetson is good place to work.	14	41.2	15	44.1	5	14.7	0	0.0

Note: Table includes only Faculty respondents (*n* = 35).

Thirteen respondents elaborated on their responses to previous statements regarding work-life balance, benefits, professional development, and collaboration. Four themes emerged from the responses.

Work-life balance issues. Forty-two percent of respondents commented on work-life balance at Stetson Law. Respondents noted that expectations for working during non-work hours were high and often affected employees with family responsibilities. One respondent noted, “Lots of requests for work during non-work hours make it tough for people with children or elder care responsibilities. Nonetheless, there is little accommodation or recognition of that.” Another respondent observed, “Stetson provides no childcare in Gulfport. Also, the parental leave policy is substantially less beneficial than peer schools. People are personally supportive of families and respectful of personal time, but institutional expectations for night and weekend work unfairly burden those with family care obligations.” A few respondents simply commented on their large workload. One respondent wrote, “I can hardly muster the interest or energy to answer this question because I am so overwhelmed by my work load.”

Concerns with the administration. Twenty-five percent of respondents addressed the administration in their responses. Respondents felt that the administration was not responsive to faculty concerns and was making Stetson an unpleasant place to work. One respondent wrote, “I think Stetson used to be and could be again a good place to work, but I feel that too many of us from faculty and department heads to staff are ignored. I’m at the law school, and our leadership is inconsistent and dismissive of our concerns. I just don’t feel that anyone at the academic dean level listens or understands our concerns.”

Lack of salary/health benefits. Twenty-five percent of respondents commented on salary and benefits in their responses. Salary was considered low. Respondents criticized their health benefits but praised the retirement benefits. One respondent wrote, “I find our health insurance very expensive but am very appreciative of our retirement benefits.” Another respondent shared, “The salary is very low. Healthcare benefits are not competitive, so I purchase my health insurance elsewhere. The retirement benefits (and Stetson’s contribution to them) are excellent!”

Divergent views on professional development. Seventeen percent of respondents addressed professional development in their responses. Responses were mixed as to whether enough support existed for professional development. One respondent wrote, “As for career development, Stetson is good about sending me to conferences,” while another shared, “Lack of opportunities to attend important conferences to develop professionally.”

Sixty-five percent ($n = 22$) of all Faculty respondents felt valued by faculty in their department/program (Table 58). Subsequent analyses indicated no statistical difference between groups.

Sixty-one percent ($n = 19$) of Faculty respondents felt valued by their department/program chairs. No statistically significant differences were found between groups.

Fifty-three percent ($n = 18$) of Faculty respondents felt valued by other faculty at Stetson Law, while 76% ($n = 25$) felt valued by staff at Stetson Law. Subsequent analyses indicated no statistical difference between groups.

Eighty-three percent ($n = 29$) of Faculty respondents felt valued by students in the classroom. No statistically significant differences were found between groups.

Fifty-nine percent ($n = 20$) of Faculty respondents felt valued by Stetson Law senior administrators (e.g., president, dean, vice president, provost), and 56% ($n = 19$) of Faculty respondents felt appreciated by Stetson Law senior administrators. Subsequent analyses indicated no statistical difference between groups.

Table 58. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	10	29.4	12	35.3	5	14.7	< 5	---	< 5	---
I feel valued by my department/program chair.	10	32.3	9	29.0	5	16.1	< 5	---	5	16.1
I feel valued by other faculty at Stetson Law.	8	23.5	10	29.4	7	20.6	6	17.6	< 5	---
I feel valued by staff at Stetson Law.	10	30.3	15	45.5	6	18.2	< 5	---	< 5	---
I feel valued by students in the classroom/lab/clinical setting/ensembles.	18	51.4	11	31.4	< 5	---	< 5	---	< 5	---
I feel valued by Stetson Law senior administrators (e.g., president, dean, vice president, provost).	9	26.5	11	32.4	< 5	---	6	17.6	5	14.7
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	9	26.5	10	29.4	5	14.7	5	14.7	5	14.7

Note: Table includes only Faculty respondents (*n* = 35).

Table 59 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Stetson Law. 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.⁷⁶

Thirty-eight percent (*n* = 13) of Faculty respondents thought that faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background. Subsequent analyses indicated no statistical difference between groups.

⁷⁶Per the CSWG, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Thirty-one percent ($n = 10$) of Faculty respondents thought that their departments/program chairs pre-judged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Thirty-two percent ($n = 11$) of Faculty respondents believed that Stetson Law encouraged free and open discussion of difficult topics. No statistically significant differences were found between groups.

Table 59. Faculty Respondents' Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	10	29.4	< 5	---	5	14.7	10	29.4	10	29.4
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	9	28.1	< 5	---	7	21.9	9	28.1	9	28.1
I believe that Stetson Law encourages free and open discussion of difficult topics.	< 5	---	7	20.6	8	23.5	8	23.5	< 5	---

Note: Table includes only Faculty respondents ($n = 35$).

Sixty percent ($n = 21$) of Faculty respondents felt that their research/creative activity was valued (Table 60).

Seventy-one percent ($n = 25$) of Faculty respondents felt that their teaching was valued. Subsequent analyses indicated no statistical difference between groups.

More than half (59%, $n = 20$) of Faculty respondents felt that their service contributions were valued. Subsequent analyses indicated no statistical difference between groups.

Fifty-four percent ($n = 19$) of Faculty respondents felt that Stetson Law was a good place to work. No statistically significant differences were found between groups.

Table 60. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/creative activity is valued.	10	28.6	11	31.4	4	11.4	8	22.9	10	28.6
I feel that my teaching is valued.	12	34.3	13	37.1	< 5	---	< 5	---	12	34.3
I feel that my service contributions are valued.	9	26.5	11	32.4	4	11.8	5	14.7	9	26.5
Stetson Law is a good place to work.	10	28.6	9	25.7	< 5	---	5	14.3	10	28.6

Note: Table includes only Faculty respondents ($n = 35$).

Faculty, Staff, and Administrator Respondents Who Have Seriously Considered Leaving Stetson Law

Sixty-one percent ($n = 67$) of respondents had seriously considered leaving Stetson Law. None of the subsequent analyses found significant differences by: employee position status (Tenure-Track Faculty versus Non-Tenure-Track Faculty), gender identity, citizenship status, racial identity, sexual identity, military status, faith-based affiliation, or disability status.

Approximately half (48%, $n = 32$) of those Faculty, Staff, and Administrator respondents who seriously considered leaving did so because of tension with supervisor/manager, and 45% ($n = 30$) did so because of limited opportunities for advancement. Other reasons included financial (e.g., salary, resources) (42%, $n = 28$), interested in a position elsewhere (31%, $n = 21$), and campus climate was unwelcoming (31%, $n = 21$) (Table 61). “Other” responses submitted by respondents included “the worst supervisory structure ever experienced. Gross incompetence which when reported still continues or worsens,” “the increasing tendency to marginalize employees and launch personal attacks against employees,” “the faculty drama,” “poor manager,” “hostility,” “gives additional responsibilities with no offer of more compensation,” “corporatization of university,” “an undying devotion to dogs and a remarkable disdain for human children,” “commute,” “organizational structure means a new inexperienced supervisor every two years,” and “abusive, unchecked behavior by administration.”

Table 61. Reasons Why Faculty, Staff, and Administrator Respondents Considered Leaving Stetson Law

Reason	<i>n</i>	%
Tension with supervisor/manager	32	47.8
Limited opportunities for advancements	30	44.8
Financial reasons (e.g., salary, resources)	28	41.8
Interested in a position at another institution	21	31.3
Campus climate was unwelcoming	21	31.1
Increased workload	20	29.9

Table 61 cont.

Reason	<i>n</i>	%
Recruited or offered a position at another institution	19	28.4
Tension with co-workers	19	28.4
Unmanageable workload	19	28.4
A reason not listed above	14	20.9
Family responsibilities	8	11.9
Lack of benefits	6	9.0
Personal reasons (e.g., medical, mental health, family emergencies)	5	7.5
Wanted to move to a different geographical location	5	7.5
Local community did not meet my (my family) needs	< 5	---
Revised retirement plans	< 5	---
Spouse or partner unable to find suitable employment	< 5	---
Spouse or partner relocated	< 5	---
Offered position in government or industry	< 5	---

Note: Table includes responses only from those Faculty, Staff, and Administrator respondents who indicated on the survey that they had seriously considered leaving Stetson Law in the past year (*n* = 67).

Eighty-three respondents elaborated on why they seriously considered leaving. Several themes emerged and are presented below. Two themes were identified by all respondents. Those pertaining to just one constituent group are noted.

Administration. Fifteen percent of all respondents stated that the actions of Stetson Law’s administration were one of the reasons they had seriously considered leaving. Some respondents commented on leadership issues. One Staff respondent wrote, “Lack of respect for the institution of the university as well as the students and personnel. The leaders of the university should motivate and inspire.” A Faculty respondent stated, “Abuse of process/power and exclusion by the administration.” Other respondents commented on recent actions or inactions of the administration. One Graduate/Professional Student respondent shared, “Concern that serious issues effecting student grades were being dismissed/hidden/underplayed for political purposes. Lack of communication and updates from administrators.” A Staff respondent elaborated, “There

appears to be no genuine effort to remediate the deep ills plaguing the law school--simply exercises in creating the appearance of efforts to do so. No one seriously committed to diversity and inclusion--or even basic humanity-- could ever allow the current law dean to remain in his position. This action or inaction speaks louder than words or surveys.”

All – Diversity issues. Twelve percent of respondents identified diversity-related issues as reasons they had seriously considered leaving. Some respondents lamented the lack of diversity on campus. One Graduate/Professional Student respondent wrote, “I want to attend a law school with more students of color as well as faculty of color. Stetson doesn't have enough of either.” A Staff respondent noted, “The lack of cultural and racial diversity in higher level positions is blatant and unnerving.” Many respondents reported negative experiences based on minority status. A Graduate/Professional Student respondent shared, “During my 1L year, my experiences with some of Stetson's staff and faculty made it clear that race was definitely a factor in how I would be regarded and treated while a student at this school. Members of Stetson Law's administration made it CLEAR that I could be harmed (not physically, but through blackballing) based on any association (perceived or real) with others in my racial group (African American) who the administration, especially those connected to or overseeing the Advocacy Boards, believed to be, for whatever reasons, ‘trouble’.” A Faculty respondent stated, “The Faculty & Administration are extremely racist and intolerant. The students as well.”

Graduate/Professional Students – Students. Twenty-six percent of Graduate/Professional Student respondents commented how characteristics of fellow students led them to seriously consider leaving. Respondents identified competitiveness, excessive partying, and unfriendly behavior on the part of other students. Several respondents also commented on the limited amount of open discussion in classes. One respondent wrote, “Peers are not open to discussion in the classroom. The majority opinion in the section is that the professor should provide information while students stay silent and take notes. Peers are more concerned with getting the information necessary to pass than with learning and having meaningful discussions.” Another respondent shared, “Students react very negatively when I ask questions in class and it is hurtful.”

Graduate/Professional Students – Faculty. Twenty-three percent of Graduate/Professional Student respondents identified faculty as contributing to reasons why they seriously considered leaving. Many respondents described negative experiences with faculty. One respondent wrote, “[Class] was a horrible experience. The professor was extremely unwelcoming of opinions that differed from their own and said derogatory things about our military. There was no chance to have a well-rounded discussion because they were not willing to talk about viewpoints that they did not personally agree with.” Another respondent shared, “I have had several experiences with professors that I found absolutely ridiculous. The level of professionalism amongst the faculty is troubling.”

Graduate/Professional Students – Expenses. Nineteen percent of Graduate/Professional Student respondents reported that financial concerns made them seriously considering leaving. One respondent wrote, “Tuition was too expensive and I was accepted into a public law school, which was ranked higher with extremely lower tuition.” Another respondent shared, “I do not believe that the quality of education at Stetson justifies the outrageous tuition.”

Administrator/Faculty/Staff – Hostile workplace. Fifty-three percent of Employee respondents reported that a hostile workplace contributed to them seriously considering leaving. Some respondents reported that a difficult supervisor was the main problem. One Faculty respondent reported, “There is a pervasive climate of bullying by those in senior positions, especially those in the law school administration. It is quite appalling.” A Staff respondent noted, “My department head has become almost impossible to work for.” An Administrator respondent shared, “I have been seriously bullied by my supervisor since 2013. While I have reported this behavior to the appropriate administrators, no actions have been taken to rectify the situation.” Other respondents described low morale or made other general workplace observations. A Faculty respondent observed, “The collegiality and respect among the faculty and administration that was a selling point when I was hired have disintegrated. I am not sure the environment can be changed in a positive way without a complete overhaul of the faculty and administration. We don't trust each other at all anymore. It is difficult to enjoy work in such an environment.” An Administrator respondent wrote, “The drama between the administration and faculty members is ridiculous. As someone that works closely with the faculty, I hear and see some unbelievable

things. Why would I want to continue to work someplace that has this type of environment?” A Staff respondent shared, “Stetson is not the place it used to be just a few years ago. Not one person seems like they want to be here, there are some people who don't talk to others and everything feels rather uncomfortable. There is talking behind people's backs, people passing on work to other departments they don't feel like doing, extra work put on people/departments without compensation.”

Administrator/Staff – Lack of advancement opportunities. Eighteen percent of Administrator/Staff respondents shared that few opportunities for advancement led them to seriously consider leaving. An Administrator respondent reported, “I do not believe there is a clear professional development and promotion plan for senior and mid-level staff. There are times when it does not seem that strong work performance is appropriately compensated and that the only way for upward mobility is to receive an offer from outside.” A Staff respondent wrote, “Despite very good job performance, and advancement of colleagues in similar positions with lesser experience on the Gulfport/Tampa Law campus, I am locked into my position in a department with no chance of advancement. Other institutions offering positions with an opportunity for advancement are extremely attractive given the lack of opportunity in my current department.” An Administrator respondent observed, “There is a lack of professional development and managers fail to cultivate workforce for advancement. Without opportunity for advancement, good people leave.”

Summary

The results from this section suggest that most Faculty, Staff, and Administrator respondents generally hold positive attitudes about Stetson Law policies and processes. Few Stetson Law employees had observed unfair or unjust hiring (19%, $n = 21$), unfair or unjust disciplinary actions (33%, $n = 35$), or unfair or unjust promotion, tenure, and/or reclassification (37%, $n = 39$). Ethnicity, age, gender/gender 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 Law and their supervisors provided them with support and resources. While a 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. The majority of Staff respondents did not agree that their opinions were valued by Stetson University-committees or faculty and administrators.

The majority of Faculty respondents “agreed” or “strongly agreed” that Stetson Law’s tenure/promotion process was clear. Sixty-three ($n = 20$) percent of Faculty respondents, however, felt that tenure standards, promotion standards, and/or reappointment standards were applied equally to all faculty. The majority (81%, $n = 25$) percent of Tenure-Track Faculty respondents felt that their teaching was valued by Stetson Law.

Owing to the small response numbers, analyses could not reveal significant differences in responses among groups for most questions.

Student Perceptions of Campus Climate

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

Student Experiences of Unwanted Sexual Contact

As noted earlier in this report, six percent ($n = 16$) of Graduate/Professional Student respondents indicated on the survey that they had experienced any form of unwanted sexual contact, with less than five experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 5$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 5% ($n = 14$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and less than five experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the Stetson University-Gulfport/Tampa Law Campus community.⁷⁷

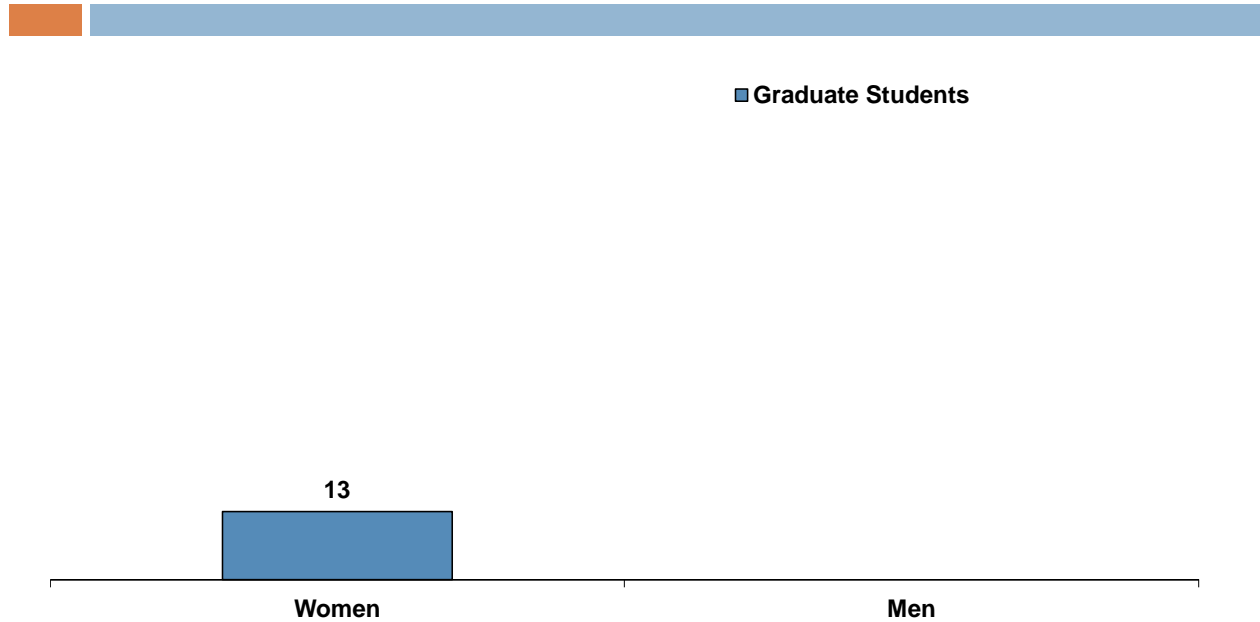
Subsequent analyses,⁷⁸ the results of which are depicted in Figure 41, revealed that for Graduate/Professional Student respondents who reported unwanted sexual contact of any kind, significant differences were found by:

- By gender identity: 8% ($n = 13$) of Women Graduate/Professional Student respondents and less than five Men Graduate/Professional Student respondents experienced unwanted sexual contact of any kind.^{xi}

⁷⁷Analysis of respondents who indicated on the survey that they had experienced unwanted sexual contact related to relationship violence, stalking, and sexual contact were too low to maintain confidentiality.

⁷⁸Chi-square analyses were conducted by graduate position status, gender identity, racial identity, sexual identity, income status, first-generation status, and disability status; only significant differences are reported.

Subsequent analyses⁷⁹ indicated no significant differences among Graduate/Professional Student respondents who reported specific types of unwanted sexual experiences.



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

Figure 41. Graduate Student Respondents' Experiences of Unwanted Sexual Contact While at Stetson Law by Gender Identity (n)

^{xi}A chi-square test was conducted to compare percentages of Graduate Student respondents who experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 255) = 4.60, p < .05$.

⁷⁹Chi-square analyses were conducted by graduate position status, gender identity, racial identity, sexual identity, income status, first-generation status, and disability status.

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 62) 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, Law Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately seven percent (6.6%) of all potential Law 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.⁸⁰ 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.

⁸⁰Factor 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 62. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
Perceived Academic Success	Q12_1	I am performing up to my full academic potential.
	Q12_3	I am satisfied with my academic experience at Stetson Law.
	Q12_4	I am satisfied with the extent of my intellectual development since enrolling at Stetson Law.
	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 Law.

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. Lower scores on *Perceived Academic Success* factor suggests 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 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 (Men, Women)
- Racial identity (Black/African/American/Afro-Caribbean, Hispanic/Latin@/Chican@, People of Color, White, and Multiple Races)
- 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 η^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 Law Student respondents (where possible).

Gender Identity

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

Table 63. Law Students Respondents' Perceived Academic Success by Gender Identity

Gender Identity	<i>n</i>	Mean	Std. Dev.
Woman	144	1.962	0.686
Man	94	2.165	0.695
Mean difference	-0.203*		

* $p < .05$

Racial Identity

No significant difference existed ($p = .245$) in the overall test for means for Law Students by Racial Identity on *Perceived Academic Success*.

Table 64. Law Students Respondents' Perceived Academic Success by Racial Identity

Racial Identity	<i>n</i>	Mean	Std. Dev.	Minimum	Maximum
People of Color	6	2.111	0.758	1.17	3.00
Black/African American/Afro-Caribbean	18	2.278	0.728	1.00	3.17
Hispanic/Latin@/Chican@	17	2.196	0.508	1.50	3.33
White Only	168	1.971	0.672	1.00	4.17
Multiple Races	30	2.144	0.806	1.00	4.33

The overall test was not significant, so no subsequent analyses were run.

Sexual Identity

No significant difference existed ($p = .122$) in the overall test for means for Law Students by Sexual Identity on *Perceived Academic Success*.

Table 65. Law Student Respondents' Perceived Academic Success by Sexual Identity

Sexual Identity	<i>n</i>	Mean	Std. Dev.
LGBQ	28	2.238	0.647
Heterosexual	211	2.021	0.702
Mean difference	.218		

Parent Education Status

No significant difference existed ($p = .446$) in the overall test for means for Law Students by Parent Education status on *Perceived Academic Success*.

Table 66. Law Student Respondents' Perceived Academic Success by Parent Education Status

Parent Education Status	<i>n</i>	Mean	Std. Dev.
First-Generation	47	2.117	0.805
Not-First-Generation	195	2.031	0.668
Mean difference	.086		

Income Status

A significant difference existed ($p < .01$) in the overall test for means for Law Students by Income status on *Perceived Academic Success*.

Table 67. Student Respondents' Perceived Academic Success by Income Status

Income Status	<i>n</i>	Mean	Std. Dev.
Low-Income	96	2.182	0.762
Not-Low-Income	135	1.931	0.633
Mean difference	0.251**		

** $p < .01$

Students' Perceptions of Campus Climate

One survey item asked Students the degree to which they agreed with nine statements about their interactions with faculty, students, staff members, and senior administrators at Stetson Law (Table 68). Seventy-five percent ($n = 195$) of Student respondents felt valued by Stetson Law faculty; 81% ($n = 209$) felt valued by Stetson Law staff; and 63% ($n = 160$) felt valued by Stetson Law senior administrators (e.g., dean, vice president, provost). Women Student respondents (65%, $n = 100$) were more likely than Men Student respondents (59%, $n = 58$) to feel valued by senior administrators.

No significant differences were noted in the percentages of Student respondents who felt valued by Stetson Law faculty by position status, student status, racial identity, religious identity, citizenship status, military status, disability status, housing status, citizenship status, military status, socioeconomic status, and faith-based affiliation. Frequencies and significant differences based on gender identity,⁸¹ sexual identity,⁸² employment status, and first-generation status are provided in Tables 68 through 71.

No significant differences were noted in the percentages of respondents who felt valued by Stetson Law staff.

Table 68. Student Respondents' Feelings of Value by Employees

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Stetson Law faculty.	93	35.9	102	39.4	39	15.1	17	6.6	8	3.1
I feel valued by Stetson Law staff.	117	45.3	92	35.7	33	12.8	12	4.7	< 5	---

⁸¹As noted earlier, per the CSWG, Gender Identity was categorized to only Men and Women to maintain response confidentiality.

⁸²As noted earlier, per the CSWG, Sexual Identity was categorized to only LGBTQ and Heterosexual to maintain response confidentiality.

Table 68. Student Respondents' Feelings of Value by Employees

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Stetson Law senior administrators (e.g., dean, vice president, provost).	72	28.1	88	34.4	49	19.1	22	8.6	25	9.8
Gender identity ^{xiii}										
Men	23	23.2	35	35.4	20	20.2	5	5.1	16	16.2
Women	48	31.4	52	34.0	28	18.3	16	10.5	9	5.9

Note: Table includes only Student respondents (*n* = 261).

No significant differences were found among student group respondents who felt valued by faculty in the classroom/lab/clinical setting/ensembles by position status, student status, racial identity, religious identity, citizenship status, military status, disability status, housing status, citizenship status, military status, socioeconomic status, and faith-based affiliation (Table 69).

Table 69. Student Respondents' Feelings of Value Inside and Outside the Classroom

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	83	32.3	102	39.7	61	23.7	6	2.3	5	1.9
I feel valued by other students in classroom/lab/clinical setting/ensembles.	58	22.4	111	42.9	66	25.5	16	6.2	8	3.1
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles.	59	22.9	108	41.9	61	23.6	22	8.5	8	3.1

Note: Table includes only Student respondents (*n* = 261).

Thirty-five percent (*n* = 10) of LGBTQ Student Respondents and 37% (*n* = 84) of Heterosexual Student respondents felt faculty pre-judged their abilities based on their perception of the Student Respondents' identity/background. Thirty-five percent (*n* = 17) of First-Generation Student Respondents and 37% (*n* = 78) of Not-First-Generation Student felt faculty pre-judged their abilities based on their perception of Student respondents' identity/background (Table 70).

Seventy-two percent ($n = 91$) of Not-Employed Student Respondents compared with 48% ($n = 62$) of Employed On or Off-Campus or Both Student Respondents believed that the campus climate at Stetson Law encourages free and open discussion of difficult topics.

Table 70. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	39	15.1	56	21.7	59	22.9	57	22.1	47	18.2
Sexual identity ^{xiii}										
LGBQ	< 5	6.9	8	27.6	12	41.4	7	24.1	< 5	---
Heterosexual	36	16.0	48	21.3	47	20.9	49	21.8	45	20.0
First-Generation Status ^{xiv}										
First-Generation	8	16.3	9	18.4	6	12.2	20	40.8	6	12.2
Not-First-Generation	31	14.8	47	22.5	53	25.4	37	17.7	41	19.6
I believe that the campus climate encourages free and open discussion of difficult topics.	63	24.5	91	35.4	45	17.5	36	14.0	22	8.6
Employment status ^{xv}										
Not-Employed	37	29.4	54	42.9	21	16.7	8	6.3	6	4.8
Employed On or Off-Campus or Both	26	20.3	36	28.1	24	18.8	27	21.1	15	11.7

Note: Table includes only Student respondents ($n = 261$).

A greater percentage of Women Student respondents (88%, $n = 136$) than Men Student Respondents (79%, $n = 79$) had faculty whom they perceived as role models. Table 71 illustrates significant differences. A greater percentage of First-Generation Student Respondents (69%, $n = 34$) than Not- First-Generation Student respondents (61%, $n = 126$) had staff whom they perceived as role models.

Table 71. Student Respondents' Perceptions of Faculty, Staff, and Administrator as Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	125	48.3	94	36.3	22	8.5	14	5.4	< 5	---
Gender identity ^{xvi}										
Men	39	39.0	40	40.0	10	10.0	10	10.0	< 5	---
Women	83	53.5	53	34.2	12	7.7	< 5	---	< 5	---
I have staff whom I perceive as role models.	76	29.6	84	32.7	71	27.6	19	7.4	7	2.7
First-generation status ^{xvii}										
First-Generation	12	24.5	22	44.9	7	14.3	5	10.2	< 5	---
Not-First-Generation	64	30.8	62	29.8	64	30.8	14	6.7	< 5	---

Note: Table includes only Student respondents ($n = 261$).

^{xii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Stetson Law's senior administrators by gender identity: $\chi^2(4, N = 252) = 10.07, p < .05$.

^{xiii} A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities by sexual identity: $\chi^2(4, N = 254) = 12.38, p < .05$.

^{xiv} A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities by first-generation status: $\chi^2(4, N = 258) = 14.13, p < .01$.

^{xv} A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encourages free and open discussion by employment status: $\chi^2(4, N = 254) = 19.87, p < .01$.

^{xvi} A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty they perceived as role models by gender identity: $\chi^2(4, N = 255) = 10.04, p < .05$.

^{xvii} A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff they perceived as role models by first-generation status: $\chi^2(4, N = 257) = 10.40, p < .05$.

Students Who Have Seriously Considered Leaving Stetson Law

Twenty-three percent ($n = 60$) of Student respondents had seriously considered leaving Stetson Law. Of the Student respondents who considered leaving, 88% ($n = 53$) considered leaving in their first year as a student, 35% ($n = 21$) in their second year, and 10% ($n = 6$) in their third year.

Subsequent analyses were run for Student respondents who had considered leaving the College (23%, $n = 60$) by gender identity, racial identity, sexual identity, disability status, military status, socioeconomic status, and first-generation status. Significant results for Graduate Student respondents indicated that:

- By disability status, 37% ($n = 10$) of Student respondents with a Single Disability and 21% ($n = 46$) of Student respondents with No Disability considered leaving the institution.^{xviii}

Forty-seven percent ($n = 28$) of Student respondents who considered leaving suggested that they lacked a sense of belonging at Stetson Law (Table 72). Others considered leaving because the campus climate was not welcoming (30%, $n = 18$), for financial reasons (28%, $n = 17$), they lacked a support group (22%, $n = 13$), and/or for personal reasons (13%, $n = 8$). “Other” reasons included “wondering if the degree was worth the debt compared to the salary of beginning attorneys,” “wanted to move,” “unprofessionalism of professors,” “to attend a higher ranked law school,” “professor was inadequate and I questioned the validity of my degree,” “professor and faculty attitude towards students,” “poor management,” “felt unsafe,” and “poor administration.”

Table 72. Reasons Why Student Respondents Considered Leaving Stetson Law

Reason	<i>n</i>	%
Lack of a sense of belonging	28	46.7
A reason not listed above	21	35.0
Campus climate was not welcoming	18	30.0
Financial reasons	17	28.3
Lack of support group	13	21.7
Personal reasons (e.g., medical, mental health, family emergencies)	8	13.3
Homesick	7	11.7
Coursework was too difficult	6	10.0
Coursework was not challenging enough	< 5	---
Didn't like major	< 5	---
Never intended to graduate from Stetson	< 5	---
My marital/relationship status	< 5	---
Athletic reasons	0	0.0
Didn't meet the requirements to continue in a major	0	0.0
Immigration compliance issues (e.g., VISA status)	0	0.0

Note: Table includes only those Student respondents who indicated that they considered leaving Stetson Law (*n* = 60).

As noted earlier, eighty-four survey respondents elaborated on why they seriously considered leaving. Several themes emerged for student respondents and are reiterated here.

Students. Twenty-two percent of Graduate/Professional Student respondents commented how characteristics of fellow students led them to seriously consider leaving. Respondents identified competitiveness, excessive partying, and unfriendly behavior on the part of other students. Several respondents also commented on the limited amount of open discussion in classes. One respondent wrote, “Peers are not open to discussion in the classroom. The majority opinion in the section is that the professor should provide information while students stay silent and take notes. Peers are more concerned with getting the information necessary to pass than with learning and having meaningful discussions.” Another respondent shared, “Students react very negatively when I ask questions in class and it is hurtful.”

Expenses. Nineteen percent of Graduate/Professional Student respondents reported that financial concerns had them seriously considering leaving. One respondent wrote, “Tuition was too expensive and I was accepted into a public law school, which was ranked higher with extremely lower tuition.” Another respondent shared, “I do not believe that the quality of education at Stetson justifies the outrageous tuition.”

Graduate/Professional Students – Faculty. Twenty-three percent of Graduate/Professional Student respondents identified faculty as contributing to reasons why they seriously considered leaving. Many respondents described negative experiences with faculty. One respondent wrote, “[Class] was a horrible experience. The professor was extremely unwelcoming of opinions that differed from their own and said derogatory things about our military. There was no chance to have a well-rounded discussion because they were not willing to talk about viewpoints that they did not personally agree with.” Another respondent shared, “I have had several experiences with professors that I found absolutely ridiculous. The level of professionalism amongst the faculty is troubling.”

Seventy-nine percent ($n = 202$) of Student respondents would recommend Stetson as a good place to pursue a degree. Subsequent analyses were run for Student respondents who would recommend Stetson as a good place to pursue a degree by gender identity, racial identity, sexual identity, faith-based affiliation, disability status, socioeconomic status, and first-generation status (Figure 42). No significant differences existed between groups.

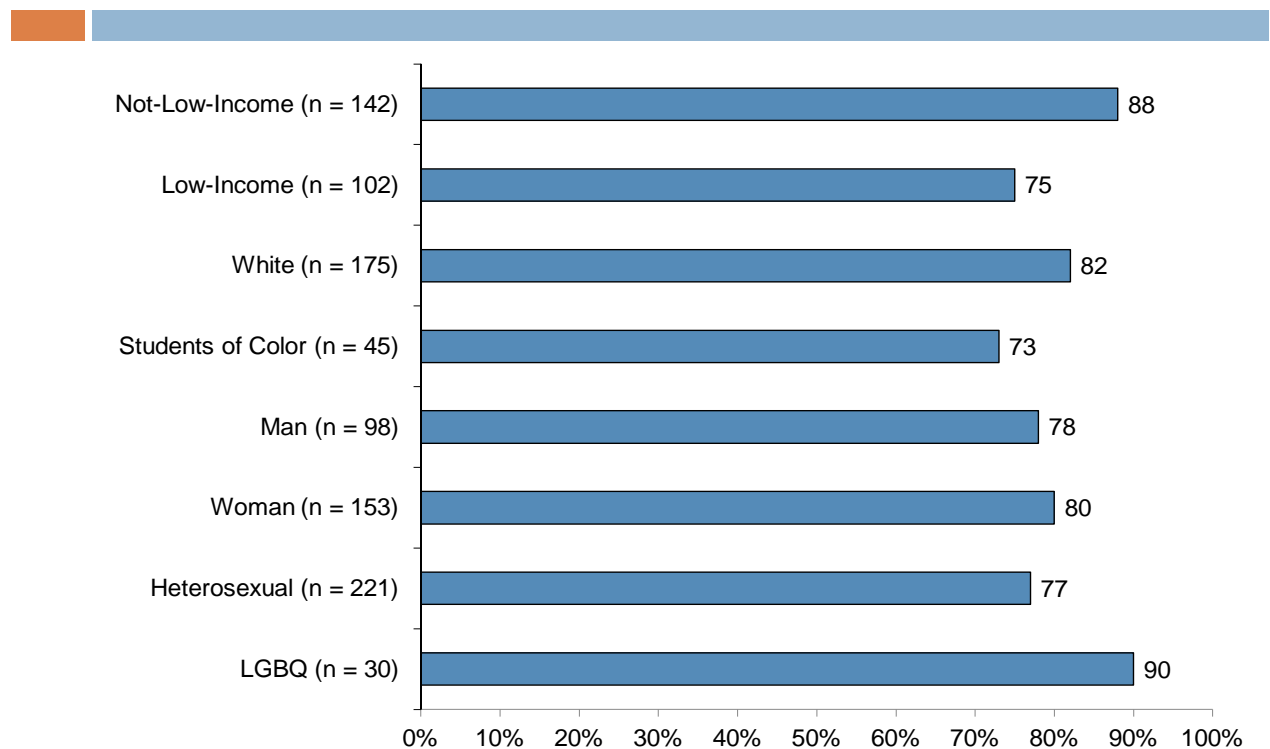


Figure 42. Student Respondents “Strongly Agreed” or “Agreed” That Stetson Law is a Good Place to Go to College (%)

^{xviii} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving Stetson Law by disability status: $\chi^2(1, N = 248) = 3.62, p < .05$.

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 Law 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 less felt valued by senior administration. The majority of student respondents also thought that Stetson Law Faculty, Staff, and Administrators were role models. Twenty-three percent ($n = 60$) of Student respondents had seriously considered leaving Stetson Law.

Six percent ($n = 16$) of Student respondents indicated on the survey that they experienced unwanted sexual contact of any kind while members of the Stetson Law community. Five percent ($n = 14$) of Student respondents reported experiencing unwanted sexual interaction related to cat-calling, repeated sexual advances, and/or sexual harassment. 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 Law does, and should, promote diversity to shape campus climate.

The survey asked Faculty respondents ($n = 35$) to indicate how they thought that various initiatives influenced the climate at Stetson Law if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 73).

Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Forty-three percent ($n = 6$) 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, 29% ($n = 10$) thought that it would positively influence the climate if it were available.

Less than five 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, 46% ($n = 10$) thought that they would positively influence the climate if they were available.

Seventy-one percent ($n = 12$) of the Faculty respondents who thought that diversity, inclusivity, and equity training for students was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for students was not available, 73% ($n = 11$) thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 12$) of the Faculty respondents who thought that diversity, inclusivity, and equity training for staff was available felt that it positively influenced climate. Of those Faculty respondents who thought that such training for staff was not available, 58% ($n = 7$) thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 13$) 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, 67% ($n = 10$) thought that it would positively influence the climate if it were available.

Less than five 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, 77% ($n = 17$) thought that they would positively influence the climate if they were available.

Less than five 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, 73% ($n = 16$) thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 17$) 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, 82% ($n = 9$) thought that it would positively influence the climate if it were available.

Fifty-seven percent ($n = 13$) 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, 100% ($n = 9$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 10$) 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, 100% ($n = 15$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 11$) 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, 94% ($n = 15$) thought that it would positively influence the climate if it were available.

Fifty-eight percent ($n = 7$) 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.

Fifty-four percent ($n = 7$) 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, 59% ($n = 10$) thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 6$) 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, 91% ($n = 19$) thought that they would positively influence the climate if they were available.

None 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, 81% ($n = 21$) thought that it would positively influence the climate if it were available.

Less than five 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, 62% ($n = 16$) thought that they would positively influence the climate if they were available.

Table 73. Faculty Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Stetson Law						Initiative NOT available at Stetson Law					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	6	42.9	6	42.9	< 5	---	10	28.6	6	17.1	0	0.0
Providing recognition and rewards for including diversity issues in courses across the curriculum	< 5	---	< 5	---	< 5	---	10	45.5	8	36.4	< 5	---
Providing diversity and equity training for students	12	70.6	< 5	---	< 5	---	11	73.3	< 5	---	< 5	---
Providing diversity and equity training for staff	12	63.2	< 5	---	< 5	---	7	58.3	5	41.7	0	0.0
Providing diversity and equity training for faculty	13	68.4	< 5	---	< 5	---	10	66.7	5	33.3	0	0.0
Providing faculty with toolkits to create an inclusive classroom environment	< 5	---	< 5	---	< 5	---	17	77.3	< 5	---	< 5	---
Providing faculty with supervisory training	< 5	---	5	62.5	< 5	---	16	72.7	< 5	---	< 5	---
Providing access to counseling for people who have experienced harassment	17	85.0	< 5	---	< 5	---	9	81.8	< 5	---	< 5	---
Providing mentorship for new faculty	13	56.5	8	34.8	< 5	---	9	100.0	0	0.0	0	0.0

Table 73 cont.

	Initiative Available at Stetson Law						Initiative NOT available at Stetson Law					
	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	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a clear process to resolve conflicts	10	66.7	< 5	---	< 5	---	15	100.0	0	0.0	0	0.0
Providing a fair process to resolve conflicts	11	78.6	< 5	---	0	0.0	15	93.8	0	0.0	< 5	---
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	7	58.3	< 5	---	< 5	---	29	50.9	18	31.6	10	17.5
Providing equity and diversity training to search, promotion, and tenure committees	7	53.8	< 5	---	< 5	---	10	58.8	< 5	---	< 5	---
Providing career span development opportunities for faculty at all ranks	6	75.0	< 5	---	< 5	---	19	90.5	< 5	---	< 5	---
Providing affordable childcare	0	0.0	< 5	---	0	0.0	21	80.8	< 5	---	< 5	---
Providing support/resources for spouse/partner employment	< 5	---	< 5	---	0	0.0	16	61.5	8	30.8	< 5	---

Note: Table includes only Faculty responses (*n* = 35).

Five respondents elaborated on their responses regarding the influence of institutional actions on campus climate. Two respondents had concerns about requirements for perceived low-quality training opportunities. One respondent wrote, “I am skeptical of calls for training that result in low-quality programs, amounting to nothing more than checking the box.” The other respondent observed, “Providing ‘diversity and equity training’ is just a bad joke when everyone can see what's going on around them. No-one believes that such training is taken seriously by the administration. Instead, it seems intended just to get them off the hook of actually having to do something meaningful.”

The other three respondents addressed benefits (“Adopting a health care plan that does not cover infertility treatment is discriminatory towards workers who want to have children”), diversity requirements (“being forced to incorporate it into the classroom or being judged on ‘diversity issues’ for employment, etc. doesn't seem to be very inclusive”), and mentoring (“We have mentoring programs but they are often in name only and faculty don't take the time necessary to mentor more junior folks”).

The survey asked Staff and Administrator respondents ($n = 75$) to respond regarding similar initiatives, which are listed in Table 74. Seventy-eight percent ($n = 42$) 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, 91% ($n = 10$) thought that it would positively influence the climate if it were available.

Sixty-nine percent ($n = 31$) of the Staff/Administrator respondents who thought that diversity and equity training for student was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that diversity and equity training for student was not available, 94% ($n = 17$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 30$) of the Staff/Administrator respondents who thought that diversity 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, 85% ($n = 17$) thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 32$) of the Staff/Administrator respondents who thought that diversity and equity training for faculty was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that diversity and equity training for faculty was not available, 95% ($n = 19$) thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 25$) 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, 91% ($n = 29$) thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 27$) 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, 90% ($n = 26$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 24$) 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 faculty was not available, 92% ($n = 35$) thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 30$) 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

respondents who thought that a clear process to resolve conflicts was not available, 96% ($n = 23$) thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 29$) of the Staff/Administrator respondents who thought that equity and diversity training for search committees was available felt that it positively influenced climate. Of those Staff/Administrator respondents who thought that equity and diversity training for search committees was not available, 85% ($n = 23$) thought that it would positively influence the climate if it were available.

Eighty percent ($n = 28$) 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 respondents who thought that a fair process to resolve conflicts was not available, 92% ($n = 24$) thought that it would positively influence the climate if it were available.

Seventy percent ($n = 26$) 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% ($n = 13$) thought that it would positively influence the climate if it were available.

Eighty-seven percent ($n = 34$) 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, 93% ($n = 25$) thought that they would positively influence the climate if they were available.

Eighty-three percent ($n = 20$) of the Staff/Administrator respondents who thought that affordable child care was available felt that it positively influenced climate. Of those Staff respondents who thought affordable child care was not available, 90% ($n = 36$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 16$) 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, 63% ($n = 22$) thought that they would positively influence the climate if they were available.

Table 74. Staff/Administrator Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Stetson Law						Initiative NOT available at Stetson Law					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing access to counseling for people who have experienced harassment	42	77.8	11	20.4	< 5	---	10	90.9	< 5	---	0	0.0
Providing diversity and equity training for students	31	68.9	12	26.7	< 5	---	17	94.4	< 5	---	0	0.0
Providing diversity and equity training for staff	30	66.7	13	28.9	< 5	---	17	85.0	< 5	---	0	0.0
Providing diversity and equity training for faculty	32	72.7	9	20.5	< 5	---	19	95.0	< 5	---	0	0.0
Providing supervisors/managers with supervisory training	25	75.8	7	21.2	< 5	---	29	90.6	< 5	---	< 5	---
Providing faculty supervisors with supervisory training	27	81.8	6	18.2	0	0.0	26	89.7	<i>n</i> < 5	---	0	0.0
Providing mentorship for new staff	24	80.0	6	20.0	0	0.0	35	92.1	< 5	---	0	0.0
Providing a clear process to resolve conflicts	30	78.9	7	18.4	< 5	---	23	95.8	< 5	---	0	0.0
Providing equity and diversity training to search committees	29	85.3	5	14.7	0	0.0	23	85.2	23	85.2	0	0.0
Providing a fair process to resolve conflicts	28	80.0	6	17.1	< 5	---	24	92.3	< 5	---	0	0.0

Table 74 cont.

	Initiative Available at Stetson Law						Initiative NOT available at Stetson Law					
	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	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	26	70.3	9	24.3	< 5	---	13	54.2	9	37.5	< 5	---
Providing career development opportunities for staff	34	87.2	5	12.8	0	0.0	25	92.6	< 5	---	< 5	---
Providing affordable childcare	20	83.3	< 5	---	0	0.0	36	90.0	< 5	---	0	0.0
Providing support/resources for spouse/partner employment	16	66.7	8	33.3	0	0.0	22	62.9	12	34.3	< 5	---

Note: Table includes only Staff and Administrator respondents (*n* = 75).

Fourteen respondents elaborated on their responses regarding the influence of institutional actions on campus climate. Two themes emerged.

Training. Fourteen percent of respondents commented on training. One respondent wrote, “I am not sure what Equity training is, but I assume you mean Equality Training in the above questions. Additionally, having the Staff and Faculty train together would likely be helpful.” Another respondent commented, “I feel faculty/department heads receive training on a regular basis in these areas and many more on and off campus [*sic*] and staff rarely ever are provided with training in any area.”

Treatment of staff. Fourteen percent of respondents were frustrated by how hourly staff are treated. One respondent wished better training options existed, writing, “Training for hourly staff is generally voluntary at lunch time with no break from work. They feel if they throw you a slice of pizza and a cookie from Chartwells they have provided you with lunch and you should not need a break.” Another respondent commented on benefits for staff. This respondent elaborated, “Staff benefits and incentives have been severely reduced in the last 3 years. In the past we had an incentive program (WOW card program) that allowed hourly staff members to go above and beyond and be recognized. This program was phased out with a new program being put into place that includes all members of the campus community. The feeling of the hourly staff members is that the faculty and salaried employees are already highly compensated where the hourly staff members aren’t as important anymore.”

Student respondents ($n = 261$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 75. Sixty-eight percent ($n = 108$) 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, 63% ($n = 37$) thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 106$) 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, 66% ($n = 43$) thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 105$) 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, 70% ($n = 44$) thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 106$) 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, 78% ($n = 52$) thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 103$) 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, 77% ($n = 51$) thought that it would positively influence the climate if it were available.

Seventy percent ($n = 93$) 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, 82% ($n = 58$) thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 86$) 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, 80% ($n = 61$) thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 82$) 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, 77% ($n = 57$) thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 126$) 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, 93% ($n = 53$) thought that it would positively influence the climate if it were available.

Eight-four percent ($n = 139$) 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, 98% ($n = 39$) thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 86$) of the Student respondents who thought that diversity training for student staff (e.g., Collis, UGAs) was available felt that it positively influenced climate. Of those Student respondents who thought that diversity training for student staff was not available, 70% ($n = 52$) thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 53$) 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, 79% ($n = 92$) thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 54$) 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, 81% ($n = 94$) thought that they would positively influence the climate if it were available.

Sixty-four percent ($n = 57$) 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, 76% ($n = 86$) thought that they would positively influence the climate if it were available.

Table 75. Student Respondents' Perceptions of Institutional Initiatives

Institutional initiative	Initiative Available at Stetson Law						Initiative NOT available at Stetson Law					
	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	108	68.4	38	24.1	12	7.6	37	62.7	16	27.1	6	10.2
Providing diversity and equity training for staff	106	73.1	32	22.1	7	4.8	43	66.2	17	26.2	5	7.7
Providing diversity and equity training for faculty	105	73.4	31	21.7	7	4.9	44	69.8	14	22.2	5	7.9
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	106	76.8	25	18.1	7	5.1	52	77.6	11	16.4	< 5	---
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	103	74.6	27	19.6	8	5.8	51	77.3	8	12.1	7	10.6
Increasing opportunities for cross-cultural dialogue among students	93	69.9	31	23.3	9	6.8	58	81.7	11	15.5	< 5	---
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	86	67.2	33	25.8	9	7.0	61	80.3	13	17.1	< 5	---
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	82	64.1	32	25.0	14	10.9	57	77.0	12	16.2	5	6.8

Table 75 cont.

	Initiative Available at Stetson Law						Initiative NOT available at Stetson Law					
	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	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing effective faculty mentorship of students	126	85.7	19	12.9	< 5	---	53	93.0	< 5	---	< 5	---
Providing effective academic advising	139	84.2	22	13.3	< 5	---	39	97.5	0	0.0	< 5	---
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	86	67.7	32	25.2	9	7.1	52	70.3	16	21.6	6	8.1
Providing affordable childcare	53	63.1	28	33.3	< 5	---	92	78.6	22	18.8	< 5	---
Providing adequate childcare resources	54	64.3	26	31.0	< 5	---	94	81.0	20	17.2	< 5	---
Providing support/resources for spouse/partner employment	57	64.0	28	31.5	< 5	---	86	76.1	24	21.2	< 5	---

Note: Table includes only Student responses (*n* = 261).

Forty Student respondents elaborated on their responses regarding the influence of institutional actions on campus climate. Four themes emerged from the responses.

Diversity Backlash. Twenty percent of respondents elaborated on why they were in some way against diversity initiatives. Some respondents argued against being forced to be tolerant or diverse. One respondent wrote, “Forcing so many different tolerances of random groups on us, half of which I didn't even know existed, has truly tainted my experience here. I regret giving this institution my tuition money. This is almost forced re-education. Problems are being made where one never existed.” Another respondent shared, “Diversity is to be encouraged, but not forcefully promoted. Doing that only lowers the standards.”

Other respondents questioned whether Stetson interest in diversity initiatives was genuine. One respondent wrote, “There has been a lot of rhetoric timed at a point that makes it appear disingenuous, with the goal of creating the appearance of diversity or diversity for diversity's sake and not an overall improvement to the campus learning environment that may happen to include diverse background and viewpoints.” Another respondent shared, “I feel like most of the Diversity/Inclusion principles that this university is now promoting are a sham because the administration saw how badly things can go at Mizzou and now wants to insulate itself from something similar happening.”

Some respondents felt that efforts to promote diversity actually led to more exclusion than inclusion and had negative effects for white males on campus. One respondent reported, “Focusing too much on differences is not healthy. It creates the divisions we should be fighting to erase.” Another respondent stated, “In the explicit endorsement of these [diversity/inclusion] initiatives, the administration is effectively sequestering white and male students.” Another respondent wrote, “As a white heterosexual male, Stetson (faculty staff and overall climate, not the students they are great) has made me feel demonized and unwelcomed as a whole.”

Training. Eighteen percent of respondents commented on training in their responses. Some respondents called for more diversity training for certain individuals. One respondent wrote, “Diversity training for SBA reps and ambassadors. They don't represent me or my best interest.

They are the main individuals who perpetuate racism and have no real experience with diversity. Make it mandatory for them and take complaints against them seriously.” Others felt that diversity training was not effective or helpful. One respondent stated, “I don't think diversity training is effective. I feel that most of the people teaching or attending graduate level education are already well-versed in such matters and it often seems disingenuous and trite.” Another respondent shared, “Diversity training leads to less tolerance. When people are [sic] taught that they are to behave, or think a certain way, people become afraid to say what they truly believe. This limits thoughtful discussion, and creates an atmosphere of indoctrination and not education.”

Institutional leadership. Fifteen percent of respondents addressed leadership of the university. Several respondents had comments about what they felt the university was focused on and what they felt should be the top priority of the administration. One respondent wrote, “Money is the #1 objective, not properly educating or working with students to make them competent attorneys.” Another respondent reported, “I believe it would behoove the institution to focus on their primary goal of education, to which they owe the students who pay the high tuition costs instead of trying to look out for their own sake and betterment of their public image.” Another respondent stated, “The school administration must actually make an effort to teach students about social justice issues, not just churn students through the law school machine to end up as the next generation of personal injury attorneys on billboards on I-275.”

Other respondents made more general observations about how efficiently the institution operated and how it might affect change. One respondent wrote, “Institutional actions are of no use if they are unorganized, lack follow through, and/or wrong & inappropriate information. Influential change must flow top down and be a constant barrage of action, not merely a few shoots in the night.” Another respondent observed, “The disconnect between different departments of the administration are abysmal. It's quite irritating to run errands or fix any issues when the registrar and the financial aid offices do not communicate and both provide you with different information regarding the same thing. The bureaucracy is also discouraging.”

Stetson is great. Ten percent of respondents used their responses to state how pleased they were with their experiences at Stetson. One respondent wrote, “I think Stetson Law is a fantastic school. The staff is phenomenal and the majority of faculty are just amazing.” Another respondent shared, “Incredible support staff and generally accepting culture by all Stetson employees makes for a positive overall experience.”

Summary

Perceptions of actions taken by Stetson Law 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 Law’ campus. If, in fact, these initiatives are available, Stetson Law 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 Law' 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 Law, 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 Law 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 Law community members when the project was initiated. Also, as recommended by Stetson Law' 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

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #108, #109, and #110)

Appendix D – Survey: *Stetson Law Assessment of Climate for Learning, Living, and Working*

Appendix A

Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate/Professional Student		Faculty		Staff/Administrator		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Unknown/Missing/Genderqueer/Transspectrum/Other	0	0.0	< 5	---	< 5	---	< 5	---	6	1.6
	Woman	< 5	---	154	59.5	21	60.0	48	64.0	225	60.6
	Man	0	0.0	101	39.0	13	37.1	26	34.7	140	37.7
Racial identity	Unknown/Missing/Other	0	0.0	< 5	---	8	22.9	6	8.0	17	4.6
	Black/African American/Afro-Caribbean	0	0.0	8	3.1	0	0.0	< 5	---	9	2.4
	Hispanic/Latin@/Chican@	0	0.0	19	7.3	< 5	---	5	6.7	27	7.3
	People of Color	0	0.0	19	7.3	< 5	---	< 5	---	22	5.9
	White People	< 5	---	177	68.3	21	60.0	55	73.3	255	68.7
	Multiple Race	0	0.0	33	12.7	< 5	---	6	8.0	41	11.1
Sexual identity	Unknown/Missing/Other	0	0.0	< 5	---	< 5	---	6	8.0	12	3.2
	LGBQ	0	0.0	30	11.6	5	14.3	5	6.7	40	10.8
	Heterosexual	< 5	---	225	86.9	28	80.0	64	85.3	319	86.0
Citizenship status	Unknown/Missing	0	0.0	0	0.0	0	0.0	< 5	---	< 5	---
	U.S. Citizen	< 5	---	234	90.3	33	94.3	67	89.3	335	90.3
	Non-U.S./Naturalized Citizen	< 5	---	25	9.7	< 5	---	6	8.0	34	9.2

		Undergraduate Student		Graduate/Professional Student		Faculty		Staff/Administrator		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status	Unknown/Missing/Other	0	0.0	< 5	---	0	0.0	< 5	---	< 5	---
	Disability	0	0.0	27	10.4	< 5	---	6	8.0	36	9.7
	No Disability	< 5	---	221	85.3	27	77.1	62	82.7	312	84.1
	Multiple Disabilities	0	0.0	10	3.9	5	14.3	6	8.0	21	5.7
Religious/ Spiritual identity	Unknown/Missing	0	0.0	< 5	---	< 5	5.7	6	8.0	12	3.2
	Christian Affiliation	< 5	---	141	54.4	12	34.3	33	44.0	187	50.4
	Other Faith-Based	0	0.0	14	5.4	< 5	---	5	6.7	20	5.4
	No Affiliation	< 5	---	82	31.7	17	48.6	30	40.0	130	35.0
	Multiple Affiliations	0	0.0	18	6.9	< 5	---	< 5	---	22	5.9

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	<i>n</i>	%
Undergraduate student	2	0.5
Started at Stetson University as a first-year student	1	50.0
Transferred from another institution	1	50.0
Graduate/professional student	259	69.8
Law student (JD)	254	98.1
<i>Started at Stetson as a part-time student</i>	<i>42</i>	<i>16.5</i>
<i>Started at Stetson as a full-time student</i>	<i>212</i>	<i>83.5</i>
Law student (LLM)	5	1.9
Faculty	35	9.4
Tenure or tenure-track	32	91.4
<i>Assistant professor</i>	<i>0</i>	<i>0.0</i>
<i>Associate professor</i>	<i>3</i>	<i>9.4</i>
<i>Professor</i>	<i>29</i>	<i>90.6</i>
<i>Librarian</i>	<i>0</i>	<i>0.0</i>
Full-time non-tenure-track	3	8.6
Adjunct	0	0.0
Administrator	23	6.2
Staff	52	14.0
Hourly	30	57.7
Salary	22	42.3

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	<i>n</i>	%
Full-time	331	89.2
Part-time	35	9.4
Missing	5	1.3

Table B3. What is your birth sex (assigned)? (Question 42)

Birth sex	<i>n</i>	%
Female	230	62.0
Intersex	0	0.0
Male	140	37.7
Missing	1	0.3

Table B4. What is your gender/gender identity? (Mark all that apply.) (Question 43)

Gender identity	<i>n</i>	%
Genderqueer	2	0.5
Man	140	37.9
Transgender	0	0.0
Woman	225	61.0
A gender not listed here	2	0.5

Table B5. What is your current gender expression? (Question 44)

Gender expression	<i>n</i>	%
Androgynous	3	0.8
Feminine	224	60.4
Masculine	137	36.9
A gender expression not listed here	2	0.5
Missing	5	1.3

Table B6. What is your citizenship status in the U.S.? (Mark all that apply.) (Question 45)

Citizenship status	<i>n</i>	%
U.S. citizen, birth	335	90.8
U.S. citizen, naturalized	18	4.9
Permanent resident	9	2.4
A visa holder (F-1, J-1, H1-B, A, L, G, E, TN, and U)	7	1.9
Other legally documented status (EAD, CAT)	0	0.0
Currently under a withholding of removal status	0	0.0
Undocumented resident	0	0.0

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	<i>n</i>	%
Alaskan Native	0	0.0
American Indian	6	1.6
Asian/Asian American	13	3.5
Black/African American/Afro-Caribbean	34	9.2
Hispanic/Latin@/Chican@	44	11.9
Middle Eastern/North African	5	1.3
Native Hawaiian	0	0.0
Pacific Islander	0	0.0
White	294	79.2
A racial/ethnic identity not listed here	10	2.7

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	<i>n</i>	%
Bisexual	18	4.9
Gay	9	2.5
Heterosexual/straight	319	87.6
Lesbian	5	1.4
Pansexual	4	1.1
Queer	3	0.8
Questioning	1	0.3
A sexual identity not listed here	5	1.4

Table B9. What is your age? (Question 48)

Age	<i>n</i>	%
19 or younger	1	0.3
20-21	5	1.3
22-24	98	26.4
25-34	141	38.0
35-44	33	8.9
45-54	36	9.7
55-64	17	4.6
65-74	6	1.6
75 and older	2	0.5
Missing	32	8.6

Table B10. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 49)

Caregiving responsibility	<i>n</i>	%
No	278	75.7
Yes	89	24.3
Children 18 years of age or younger	66	74.2
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	10	11.2
Independent adult children over 18 years of age	7	7.9
Sick or disabled partner	7	7.9
Senior or other family member	22	24.7
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	3	3.4

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	<i>n</i>	%
I have not been in the military	336	92.1
Active military	2	0.5
Reservist/National Guard	6	1.6
ROTC	0	0.0
Veteran	21	5.8

Table B12. Students only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 51)

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	2	0.8	3	1.1
Some high school	3	1.1	9	3.4
Completed high school/GED	34	13.0	45	17.2
Some college	32	12.3	29	11.1
Business/technical certificate/degree	11	4.2	8	3.1
Associate's degree	13	5.0	21	8.0
Bachelor's degree	69	26.4	85	32.6
Some graduate work	9	3.4	3	1.1
Master's degree (M.A., M.S., MBA)	30	11.5	30	11.5
Specialist degree (Ed.S.)	3	1.1	5	1.9
Doctoral degree (Ph.D., Ed.D.)	10	3.8	3	1.1
Professional degree (MD, JD)	42	16.1	15	5.7
Unknown	0	0.0	2	0.8
Not applicable	2	0.8	3	0.8
Missing	1	0.4	1	0.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

Table B13. Faculty/Staff only: What is your highest level of education? (Question 52)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	3	2.7
Some college	10	9.1
Business/technical certificate/degree	5	4.5
Associate's degree	8	7.3
Bachelor's degree	13	11.8
Some graduate work	6	5.5
Master's degree (MA, MS, MBA)	12	10.9
Specialist degree (Ed.S.)	1	0.9
Doctoral degree (Ph.D., Ed.D.)	5	4.5
Professional degree (MD, JD)	45	40.9
Missing	2	1.8

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 110).

Table B14. Undergraduate Students only: Where are you in your college career? (Question 53)

Year in college career	<i>n</i>	%
Non-degree student	0	0.0
First year	0	0.0
Second year	0	0.0
Third year	0	0.0
Fourth year	0	0.0
Fifth year	1	50.0
Sixth year	1	50.0
Seventh year (or more)	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2).

Table B15. Graduate/Law Students only: Where are you in your graduate career? (Question 54)

Year in college career	<i>n</i>	%
First year	91	35.1
Second year	80	30.9
Third year	77	29.7
Fourth (or more) year	10	3.9
Missing	1	0.4

Note: Table includes answers only from those respondents who indicated that they were Graduate/Law Students in Question 1 (*n* = 259).

Table B16. Faculty only: With which academic unit are you primarily affiliated at this time? (Question 55)

Academic division	<i>n</i>	%
College of Arts and Sciences	0	0.0
Division of Education	0	0.0
Division of Humanities & Arts	0	0.0
Division of Natural Sciences	0	0.0
Division of Social Sciences	0	0.0
College of Law	35	100.0
duPont-Ball Library	0	0.0
School of Business Administration	0	0.0
School of Music	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 35).

Table B17. Staff only: With which work unit are you primarily affiliated at this time? (Question 56)

Academic division/work unit	<i>n</i>	%
Administrative Affairs (e.g., Human Resources, Finance and Risk Management)	0	0.0
Athletics	0	0.0
Campus Life and Student Success	1	1.4
College of Arts and Sciences	0	0.0
College of Law Staff	67	91.8
duPont-Ball Library	0	0.0
Enrollment Management	1	1.4
Facilities Management	2	2.7
Information Technology	2	2.7
Office of the President/Office of the Provost/Academic Affairs (e.g., Registrar, IR, Boundless Learning)	0	0.0
School of Business Administration	0	0.0
School of Music	0	0.0
University Marketing	0	0.0
University Relations	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 75).

Table B18. Undergraduate Students only: What is your academic major? (Mark all that apply.) (Question 57)

Academic major	<i>n</i>	%
College of Arts and Sciences	0	0.0
Division of Education	0	0.0
Division of Humanities & Arts	0	0.0
Division of Natural Sciences	0	0.0
Division of Social Sciences	0	0.0
College of Law	2	100.0
School of Business Administration	0	0.0
School of Music	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2).

Table B19. Graduate Students only: What is your academic degree program? (Mark all that apply.) (Question 58)

Academic division	<i>n</i>	%
Accounting	1	0.4
Business Administration	2	0.8
Counselor Education	0	0.0
Education	0	0.0
English/Creative Writing	0	0.0
Law	255	98.8

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 259).

**Table B20. Do you have a condition/disability that influences your learning, working, or living activities?
 (Question 59)**

Condition	<i>n</i>	%
No	312	84.1
Yes	57	15.4
Missing	2	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	<i>n</i>	%
Acquired/traumatic brain injury	0	0.0
Asperger's/autism spectrum	1	1.8
Chronic diagnosis or medical condition (e.g., lupus, cancer, multiple sclerosis, fibromyalgia)	9	15.8
Learning disability (e.g., Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, dyslexia)	23	40.4
Mental health/psychological condition	21	36.8
Physical/mobility condition that affects walking	6	10.5
Physical/mobility condition that does not affect walking	4	7.0
Speech/communication condition	2	3.5
Visually impaired or blind	0	0.0
Hearing impaired or deaf	5	8.8
A disability/condition not listed here	5	8.8

Note: Table includes answers only from those respondents who indicated that they have a disability in Question 59 ($n = 57$). 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	<i>n</i>	%
English only	306	83.6
A language other than English	12	3.3
English and another language	48	13.1

Table B23. What is your religious or spiritual identity? (Mark all that apply.) (Question 62)

Spiritual identity	<i>n</i>	%		<i>n</i>	%
Agnostic	50	13.5	United Church of Christ	1	0.5
Atheist	23	6.2	A Christian affiliation not listed above	7	3.4
Baha'i	0	0.0	Confucianist	0	0.0
Buddhist	7	1.9	Druid	0	0.0
Christian	203	54.7	Hindu	1	0.3
African Methodist Episcopal (AME)	3	1.5	Jain	0	0.0
AME Zion	0	0.0	Jehovah's Witness	3	0.8
Assembly of God	1	0.5	Jewish	16	4.3
Baptist	25	12.3	Conservative	4	25.0
Catholic/Roman Catholic	75	36.9	Orthodox	0	0.0
Church of Christ	3	1.5	Reformed	8	50.0
Church of God in Christ	0	0.0	Muslim	1	0.3
Christian Orthodox	2	1.0	Ahmadi	0	0.0
Christian Methodist Episcopal	0	0.0	Shi'ite	0	0.0
Christian Reformed Church	0	0.0	Sufi	0	0.0
Episcopalian	4	2.0	Sunni	0	0.0
Evangelical	3	1.5	Native American Traditional Practitioner or Ceremonial	2	0.5
Greek Orthodox	4	2.0	Pagan	2	0.5
Lutheran	4	2.0	Rastafarian	0	0.0
Mennonite	0	0.0	Scientologist	0	0.0
Moravian	0	0.0	Secular Humanist	1	0.3
Nondenominational Christian	28	13.8	Shinto	0	0.0
Pentecostal	2	1.0	Sikh	0	0.0
Presbyterian	8	3.9	Taoist	1	0.3
Protestant	4	2.0	Tenrikyo	0	0.0
Protestant Reformed Church	0	0.0	Unitarian Universalist	2	0.5
Quaker	1	0.5	Wiccan	2	0.5
Reformed Church of America	0	0.0	Spiritual, but no religious affiliation	36	9.7
Russian Orthodox	2	1.0	No affiliation	48	12.9
Seventh Day Adventist	0	0.0	A religious affiliation or spiritual identity not listed above	5	1.3
The Church of Jesus Christ of Latter-day Saints	1	0.5			
United Methodist	10	4.9			

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	<i>n</i>	%
Dependent	115	44.1
Independent	139	53.3
Missing	7	2.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

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	<i>n</i>	%
Below \$10,000	44	16.9
\$10,000 - \$19,999	27	10.3
\$20,000 - \$29,999	18	6.9
\$30,000 - \$39,999	15	5.7
\$40,000 - \$49,999	15	5.7
\$50,000 - \$59,999	18	6.9
\$60,000 - \$99,999	35	13.4
\$100,000 - \$149,999	31	11.9
\$150,000 - \$299,999	26	10.0
\$300,000 or more	21	8.0
Missing	11	4.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

Table B26. Law Students only: Where do you live? (Question 66)

Residence	<i>n</i>	%
Campus housing	43	16.7
Dorm Building A	3	7.5
Dorm Building B	0	0.0
Dorm Building C	3	7.5
Dorm Building D	2	5.0
Dorm Building F	6	15.0
John B. Stetson Rosa Apartments	14	35.0
Auxiliary Housing	12	30.0
Non-campus housing	214	82.9
Independently in an apartment/house	170	85.4
Living with family member/guardian	29	14.6
Housing transient (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	1	0.4

Note: Table includes answers only from those respondents who indicated that they were Law Students in Question 1 (*n* = 259). 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	<i>n</i>	%
I do not participate in any clubs/organizations	64	24.5
Academic and honors societies (e.g., Stetson Organization for Business Ethics, Omicron Delta Kappa, German Club)	53	20.3
Career and professional (e.g., Alpha Kappa Psi, American Marketing Association, Stetson Entrepreneurial Group, Business Law Society)	83	31.8
Club sports	38	14.6
Cultural and faith-based (e.g., Caribbean Student Organization, Hillel, Kaleidoscope, Jewish Law Student Association, Black Law Students Association)	44	16.9
Greek social letter fraternities and sororities	11	4.2
Interests and hobbies (e.g., Stetson Cycles, Anime Viewing Club, Stetson Alumni Association)	24	9.2
NCAA Athletics	0	0.0
Political and social action (e.g., Alexander Hamilton Society, STAND, SUPR HERO, Stetson Democrats)	38	14.6
Service (e.g., ME Strong, PAWS, Hatter Harvest)	17	6.5
Student Government Association	36	13.8
Veterans organizations (e.g., Student Veterans Organization)	9	3.4
An organization type not listed here	39	14.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261). 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	<i>n</i>	%
3.50 – 4.00	46	17.9
3.00 – 3.49	136	52.9
2.50 – 2.99	67	26.1
2.00 – 2.49	7	2.7
1.99 and below	1	0.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

Table B29. Students only: Have you experienced financial hardship while attending Stetson University? (Question 69)

Financial hardship	<i>n</i>	%
No	133	51.0
Yes	123	47.1
Missing	5	1.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

Table B30. Students only: How have you experienced the financial hardship? (Mark all that apply.) (Question 70)

Experience	<i>n</i>	%
Difficulty affording tuition	55	44.7
Difficulty purchasing my books	49	39.8
Difficulty participating in social events	47	38.2
Difficulty affording food	43	35.0
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)	68	55.3
Difficulty traveling home during Stetson University breaks	32	26.0
Difficulty commuting to campus	22	17.9
Difficulty in affording housing	59	48.0
Difficulty in affording healthcare	54	43.9
Difficulty in affording childcare	6	4.9
Difficulty in affording eldercare	1	0.8
Difficulty in affording other campus fees	18	14.6
A financial hardship not listed here	16	13.0

Note: Table includes answers only from those Students who indicated that they experienced financial hardship in Question 69 (*n* = 123).

Table B31. Students only: How are you currently paying for your education at Stetson University? (Mark all that apply.) (Question 71)

Source of funding	<i>n</i>	%
Credit card	24	9.2
GI Bill	10	3.8
Family contribution	64	24.5
Loans	202	77.4
Need-based scholarship/grant (e.g., Pell, Gates)	25	9.6
Non-need-based scholarship/grant (e.g., Stetson scholarship, athletic, music)	121	46.4
Personal contribution/job	59	22.6
Work-study/student employment	19	7.3
A method of payment not listed here	8	3.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

**Table B32. Students only: Are you employed either on campus or off-campus during the academic year?
(Question 72)**

Employed	<i>n</i>	%
No	128	49.0
Yes, I work on campus	48	18.4
1-10 hours/week	30	63.8
11-20 hours/week	15	31.9
21-30 hours/week	1	2.1
31-40 hours/week	0	0.0
More than 40 hours/week	1	2.1
Yes, I work off campus	94	36.0
1-10 hours/week	25	27.8
11-20 hours/week	35	38.9
21-30 hours/week	11	12.2
31-40 hours/week	10	11.1
More than 40 hours/week	9	10.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

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	<i>n</i>	%
Very comfortable	124	33.4
Comfortable	136	36.7
Neither comfortable nor uncomfortable	53	14.3
Uncomfortable	42	11.3
Very uncomfortable	16	4.3

Table B34. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/work unit? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	41	37.6
Comfortable	35	32.1
Neither comfortable nor uncomfortable	12	11.0
Uncomfortable	10	9.2
Very uncomfortable	11	10.1

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 110).

Table B35. Students/Faculty only: Overall, how comfortable are you with the climate in your classes? (Question 6)

Comfort	<i>n</i>	%
Very comfortable	107	36.1
Comfortable	119	40.2
Neither comfortable nor uncomfortable	50	16.9
Uncomfortable	18	6.1
Very uncomfortable	2	0.7

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 296).

Table B36. Have you ever seriously considered leaving Stetson? (Question 7)

Considered leaving	<i>n</i>	%
No	243	65.5
Yes	127	34.2
Missing	1	0.3

Table B37. Students only: When did you seriously consider leaving Stetson? (Question 8)

Year	<i>n</i>	%
During my first year as a student	53	88.3
During my second year as a student	21	35.0
During my third year as a student	6	10.0
During my fourth year as a student	0	0.0
During my fifth year as a student	0	0.0
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* = 60).

Table B38. Students only: Why did you seriously consider leaving Stetson University? (Question 9)

Reasons	<i>n</i>	%
Lack of a sense of belonging	28	46.7
A reason not listed above	21	35.0
Campus climate was not welcoming	18	30.0
Financial reasons	17	28.3
Lack of support group	13	21.7
Personal reasons (e.g., medical, mental health, family emergencies)	8	13.3
Homesick	7	11.7
Coursework was too difficult	6	10.0
Coursework was not challenging enough	3	5.0
Didn't like major	3	5.0
Never intended to graduate from Stetson	3	5.0
My marital/relationship status	1	1.7
Athletic reasons	0	0.0
Didn't meet the requirements to continue in a major	0	0.0
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* = 60).

**Table B39. Faculty/Staff only: Why did you seriously consider leaving Stetson University?
(Question 10)**

Reasons	<i>n</i>	%
Tension with supervisor/manager	32	47.8
Limited opportunities for advancements	30	44.8
Financial reasons (e.g., salary, resources)	28	41.8
Interested in a position at another institution	21	31.3
Campus climate was unwelcoming	21	31.1
Increased workload	20	29.9
Recruited or offered a position at another institution	19	28.4
Tension with co-workers	19	28.4
Unmanageable workload	19	28.4
A reason not listed above	14	20.9
Family responsibilities	8	11.9
Lack of benefits	6	9.0
Personal reasons (e.g., medical, mental health, family emergencies)	5	7.5
Wanted to move to a different geographical location	5	7.5
Local community did not meet my (my family) needs	4	6.0
Revised retirement plans	4	6.0
Spouse or partner unable to find suitable employment	3	4.5
Spouse or partner relocated	1	1.5
Offered position in government or industry	1	1.5

Note: Table includes answers only from those Faculty, Staff, and Administrators who indicated that they considered leaving in Question 7 (*n* = 67).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	63	24.2	121	46.5	37	14.2	36	13.8	3	1.2
Few of my courses this year have been intellectually stimulating.	17	6.6	59	23.0	30	11.7	100	39.1	50	19.5
I am satisfied with my academic experience at Stetson.	78	30.4	134	52.1	20	7.8	22	8.6	3	1.2
I am satisfied with the extent of my intellectual development since enrolling at Stetson.	86	33.5	133	51.8	25	9.7	11	4.3	2	0.8
I have performed academically as well as I anticipated I would.	48	18.5	102	39.4	48	18.5	50	19.3	11	4.2
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	101	39.0	118	45.6	28	10.8	12	4.6	0	0.0
My interest in ideas and intellectual matters has increased since coming to Stetson.	95	37.0	112	43.6	29	11.3	19	7.4	2	0.8
I intend to graduate from Stetson.	197	76.1	57	22.0	5	1.9	0	0.0	0	0.0
I am considering transferring to another institution for academic reasons.	2	0.8	9	3.5	21	8.1	64	24.6	164	63.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

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	<i>n</i>	%
No	279	75.2
Yes	92	24.8

Table B42. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)

Basis	<i>n</i>	%
Gender/gender identity	29	31.5
Ethnicity	24	26.1
Position (e.g., staff, faculty, student)	22	23.9
Physical characteristics	18	19.6
Racial identity	18	19.6
Political views	17	18.5
Age	16	17.4
Socioeconomic status	16	17.4
Academic performance	15	16.3
A reason not listed above	15	16.3
Don't know	15	16.3
Nationality	10	10.9
Religious/spiritual views	10	10.9
Marital status (e.g., single, married, partnered)	9	9.8
Mental health/psychological disability/condition	9	9.8
Philosophical views	9	9.8
Living arrangement	7	7.6
Location where I grew up	7	7.6
Participation in an organization	7	7.6
Educational credentials (e.g., MS, PhD)	5	5.4
Sexual identity/orientation	5	5.4
Gender expression	4	4.3
Military/veteran status	4	4.3
English language proficiency/accent	3	3.3
Parental status (e.g., having children)	3	3.3
Learning disability/condition	2	2.2
Medical disability/condition	2	2.2
Immigrant/citizen status	1	1.1
Major field of study	1	1.1
Participation on an athletic team	1	1.1
Physical disability/condition	1	1.1
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 92). 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	<i>n</i>	%
I was disrespected.	67	72.8
I was ignored or excluded.	42	45.7
I was isolated or left out.	38	41.3
I was intimidated/bullied.	32	34.8
I was the target of derogatory or inappropriate verbal remarks.	31	33.7
I observed others staring at me.	22	23.9
I was the target of workplace incivility.	13	14.1
Someone implied I was admitted/hired/promoted due to my identity group.	13	14.1
An experience not listed above	12	13.0
I received inappropriate phone calls/text messages/email.	12	13.0
I was singled out as the spokesperson for my identity group.	12	13.0
I was the target of racial/ethnic profiling.	10	10.9
I was the target of retaliation.	10	10.9
I received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak).	9	9.8
I was the target of unwanted sexual contact.	8	8.7
I feared getting a poor grade because of a hostile classroom environment.	7	7.6
I feared for my physical safety.	7	7.6
I received inappropriate written comments.	7	7.6
I received a low performance evaluation.	4	4.3
I received threats of physical violence.	3	3.3
I was the target of graffiti/vandalism.	3	3.3
I was the target of stalking.	3	3.3
Someone implied I was not admitted/hired/promoted due to my identity group.	3	3.3
I feared for my family's safety.	0	0.0
I was the target of physical violence.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 92). 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	<i>n</i>	%
In a public space at Stetson	36	39.1
In a meeting with a group of people	34	37.0
In an on-campus class/lab/clinical setting	26	28.3
At a Stetson event	23	25.0
In a Stetson administrative office	20	21.7
While working at a Stetson job	18	19.6
On social networking sites/Facebook/Twitter/Yik Yak	15	16.3
Off campus	15	16.3
While walking on campus	14	15.2
In a faculty office	12	13.0
In a meeting with one other person	12	13.0
In off-campus housing	8	8.7
In a Stetson library	6	6.5
At a location not listed above	5	5.4
On Stetson media (e.g., Stetson Facebook, reporter)	5	5.4
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	4	4.3
In athletic/recreational facilities	4	4.3
In campus housing	3	3.3
In a Stetson dining facility	1	1.1
In a counseling setting referred to me by Stetson	0	0.0
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 92). 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	<i>n</i>	%
Student	55	59.8
Faculty member – full-time	29	31.5
Co-worker	15	16.3
Department chair/head/director	15	16.3
Senior administration (e.g., president, provost, dean, vice provost, vice president)	14	15.2
Friend	11	12.0
Supervisor	8	8.7
Staff member	7	7.6
Stranger	4	4.3
A source not listed above	4	4.3
Faculty member – adjunct	4	4.3
Social networking site (e.g., Facebook, Twitter, Yik Yak)	4	4.3
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	4	4.3
Alumni	2	2.2
Don't know source	2	2.2
Off-campus community member	2	2.2
Person whom I supervise	2	2.2
Teaching assistant/graduate assistant/tutor	2	2.2
Stetson Public Safety	1	1.1
Academic adviser	0	0.0
Athletic coach/trainer	0	0.0
Donor	0	0.0
Health/counseling services	0	0.0
Stetson media (e.g., Stetson website, reporter)	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 92). 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	<i>n</i>	%
I felt angry.	65	70.7
I felt embarrassed.	53	57.6
I ignored it.	27	29.3
I felt somehow responsible.	25	27.2
An experience not listed above	21	22.8
I felt afraid.	18	19.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 92$). 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	<i>n</i>	%
I told a friend.	44	47.8
I avoided the person/venue.	41	44.6
I didn't do anything.	32	34.8
I told a family member.	29	31.5
A response not listed above	8	8.7
I confronted the person(s) at the time.	18	19.6
I confronted the person(s) later.	18	19.6
I contacted a Stetson resource.	18	19.6
<i>Faculty member</i>	9	50.0
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	6	33.3
<i>Title IX Coordinator</i>	6	33.3
<i>Office of Human Resources</i>	5	27.8
<i>Staff person</i>	5	27.8
<i>Stetson Public Safety</i>	3	16.7
<i>Student staff (e.g., resident assistant)</i>	1	5.6
<i>Faculty academic advisor</i>	1	5.6
<i>Employee Assistance Program (EAP)</i>	1	5.6
<i>Counseling Center</i>	0	0.0
I didn't know who to go to.	12	13.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	8	8.7
I sought support from off-campus hot-line/advocacy services.	6	6.5
I contacted a local law enforcement official.	3	3.3
I sought information online.	3	3.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 92). Percentages may not sum to 100% as a result of multiple responses.

Table B48. Did you report the conduct? (Question 20)

Reported conduct	<i>n</i>	%
No, I didn't report it.	67	76.1
Yes, I reported it.	21	23.9
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	2	9.5
<i>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.</i>	4	19.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	6	28.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 92). 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	<i>n</i>	%
No	348	93.8
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	3	0.8
Yes – stalking (e.g., following me, on social media, texting, phone calls)	6	1.6
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	20	5.4
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	3	0.8

Table B50. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 23rv)

When experienced relationship violence (e.g., ridiculed, controlling, hitting)	<i>n</i>	%
Within the last year	2	66.7
2-4 years ago	1	33.3
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 ($n = 3$). 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	<i>n</i>	%
First year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Second year	2	66.7
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	2	100.0
<i>Summer semester</i>	1	50.0
Third year	1	33.3
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Fourth Year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence ($n = 2$). 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	<i>n</i>	%
Current or former dating/intimate partner	1	33.3
Stetson faculty member	1	33.3
Stetson student	1	33.3
Acquaintance/friend	0	0.0
Other role/relationship not listed above	0	0.0
Family 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 ($n = 3$). 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	<i>n</i>	%
Off campus	2	66.7
On campus	3	100.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 3$). 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	<i>n</i>	%
I felt angry.	2	66.7
An experience not listed above	1	33.3
I felt afraid.	1	33.3
I felt embarrassed.	1	33.3
I felt somehow responsible.	0	0.0
I ignored it.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 3$). 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	<i>n</i>	%
I avoided the person/venue.	2	66.7
I contacted a Stetson resource.	2	66.7
<i>Faculty member</i>	1	50.0
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	1	50.0
<i>Stetson Public Safety</i>	1	50.0
<i>Title IX Coordinator</i>	1	50.0
<i>Counseling Center</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>Faculty academic advisor</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
<i>Staff person</i>	0	0.0
A response not listed above	1	33.3
I confronted the person(s) at the time.	1	33.3
I confronted the person(s) later.	1	33.3
I contacted a local law enforcement official.	1	33.3
I didn't know who to go to.	1	33.3
I told a family member.	1	33.3
I told a friend.	1	33.3
I didn't do anything.	0	0.0
I sought information online.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 3$). 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	<i>n</i>	%
No, I didn't report it.	1	33.3
Yes, I reported it.	2	66.7
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>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.</i>	0	0.0
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	2	100.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 3$). 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)	<i>n</i>	%
Within the last year	3	50.0
2-4 years ago	2	33.3
5-10 years ago	0	0.0
11-20 years	0	0.0
More than 20 years ago	0	0.0
Missing	1	16.7

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 6$). 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	<i>n</i>	%
First year	3	60.0
<i>Fall semester</i>	3	100.0
<i>Spring semester</i>	1	33.3
<i>Summer semester</i>	0	0.0
Second year	2	40.0
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	2	100.0
<i>Summer semester</i>	1	50.0
Third year	1	20.0
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Fourth Year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced stalking (*n* = 5). 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	<i>n</i>	%
Stetson student	4	66.7
Stetson staff member	2	33.3
Acquaintance/friend	1	16.7
Stetson faculty member	1	16.7
Current or former dating/intimate partner	0	0.0
Family member	0	0.0
Other role/relationship not listed above	0	0.0
Stranger	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 6$). 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	<i>n</i>	%
Off campus	3	50.0
On campus	5	83.3

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 6$). 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	<i>n</i>	%
I felt afraid.	4	66.7
I felt angry.	3	50.0
I felt embarrassed.	3	50.0
An experience not listed above	1	16.7
I felt somehow responsible.	1	16.7
I ignored it.	1	16.7

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 6$). 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	<i>n</i>	%
I avoided the person/venue.	1	16.7
I told a friend.	3	50.0
I confronted the person(s) at the time.	2	33.3
I contacted a Stetson resource.	3	50.0
<i>Faculty member</i>	2	66.7
<i>Stetson Public Safety</i>	1	33.3
<i>Title IX Coordinator</i>	1	33.3
<i>Faculty academic advisor</i>	0	0.0
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	0	0.0
<i>Counseling Center</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
<i>Staff person</i>	0	0.0
I told a family member.	1	16.7
I sought information online.	0	0.0
A response not listed above	3	50.0
I confronted the person(s) later.	1	16.7
I didn't know who to go to.	0	0.0
I contacted a local law enforcement official.	1	16.7
I didn't do anything.	1	16.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	16.7
I sought support from off-campus hot-line/advocacy services.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 6). 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	<i>n</i>	%
No, I didn't report it.	2	33.3
Yes, I reported it.	4	66.7
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>25.0</i>
<i>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.</i>	<i>1</i>	<i>25.0</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>2</i>	<i>50.0</i>

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 6). 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)	<i>n</i>	%
Within the last year	13	65.0
2-4 years ago	4	20.0
5-10 years ago	1	5.0
11-20 years	1	5.0
More than 20 years ago	0	0.0
Missing	1	5.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 20). 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	<i>n</i>	%
First year	15	100.0
<i>Fall semester</i>	13	86.7
<i>Spring semester</i>	6	40.0
<i>Summer semester</i>	0	0.0
Second year	6	40.0
<i>Fall semester</i>	4	66.7
<i>Spring semester</i>	3	50.0
<i>Summer semester</i>	0	0.0
Third year	1	6.7
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	1	100.0
<i>Summer semester</i>	0	0.0
Fourth Year	0	0.0
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual interaction (*n* = 15). 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	<i>n</i>	%
Stetson student	15	75.0
Acquaintance/friend	6	30.0
Stetson faculty member	6	30.0
Stranger	3	15.0
Stetson staff member	2	10.0
Current or former dating/intimate partner	0	0.0
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 unwanted sexual interaction (*n* = 20). 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	<i>n</i>	%
Off campus	12	60.0
On campus	11	55.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 20). 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	<i>n</i>	%
I felt angry.	13	65.0
I felt embarrassed.	13	65.0
An experience not listed above	5	25.0
I felt afraid.	5	25.0
I felt somehow responsible.	4	20.0
I ignored it.	4	20.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 20). 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	<i>n</i>	%
I avoided the person/venue.	10	50.0
I confronted the person(s) at the time.	7	35.0
A response not listed above	6	30.0
I didn't do anything.	6	30.0
I told a friend.	5	25.0
I confronted the person(s) later.	4	20.0
I contacted a Stetson resource.	4	20.0
<i>Faculty member</i>	<i>1</i>	<i>25.0</i>
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	<i>1</i>	<i>25.0</i>
<i>Staff person</i>	<i>1</i>	<i>25.0</i>
<i>Stetson Public Safety</i>	<i>1</i>	<i>25.0</i>
<i>Student staff (e.g., resident assistant)</i>	<i>1</i>	<i>25.0</i>
<i>Counseling Center</i>	<i>0</i>	<i>0.0</i>
<i>Employee Assistance Program (EAP)</i>	<i>0</i>	<i>0.0</i>
<i>Faculty academic advisor</i>	<i>0</i>	<i>0.0</i>
<i>Office of Human Resources</i>	<i>0</i>	<i>0.0</i>
<i>Title IX Coordinator</i>	<i>0</i>	<i>0.0</i>
I told a family member.	4	20.0
I didn't know who to go to.	2	10.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	5.0
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 20). 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	<i>n</i>	%
No, I didn't report it.	14	73.7
Yes, I reported it.	5	26.3
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>20.0</i>
<i>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.</i>	<i>2</i>	<i>40.0</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>2</i>	<i>40.0</i>

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual interaction (*n* = 20). 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)	<i>n</i>	%
Within the last year	2	66.7
2-4 years ago	0	0.0
5-10 years ago	0	0.0
11-20 years	0	0.0
More than 20 years ago	0	0.0
Missing	1	33.3

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact ($n = 3$). 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	<i>n</i>	%
First year	1	100.0
<i>Fall semester</i>	<i>1</i>	<i>100.0</i>
<i>Spring semester</i>	<i>0</i>	<i>0.0</i>
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
Second year	0	0.0
<i>Fall semester</i>	<i>0</i>	<i>0.0</i>
<i>Spring semester</i>	<i>0</i>	<i>0.0</i>
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
Third year	0	0.0
<i>Fall semester</i>	<i>0</i>	<i>0.0</i>
<i>Spring semester</i>	<i>0</i>	<i>0.0</i>
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
Fourth Year	0	0.0
<i>Fall semester</i>	<i>0</i>	<i>0.0</i>
<i>Spring semester</i>	<i>0</i>	<i>0.0</i>
<i>Summer semester</i>	<i>0</i>	<i>0.0</i>
After fourth year	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced unwanted sexual contact (*n* = 2). Percentages may not sum to 100% as a result of multiple responses or missing data.

Table B73. Who did this to you? (Mark all that apply.) (Question 25sc)

Source	<i>n</i>	%
Acquaintance/friend	1	33.3
Stetson student	1	33.3
Current or former dating/intimate partner	0	0.0
Family member	0	0.0
Other role/relationship not listed above	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 unwanted sexual contact ($n = 3$). Percentages may not sum to 100% as a result of multiple responses or missing data.

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	<i>n</i>	%
Off campus	2	66.7
On campus	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact ($n = 3$). Percentages may not sum to 100% as a result of multiple responses or missing data.

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	<i>n</i>	%
I felt afraid.	2	66.7
I felt embarrassed.	2	66.7
I felt somehow responsible.	2	66.7
I felt angry.	1	33.3
An experience not listed above	0	0.0
I ignored it.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact ($n = 3$). 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	<i>n</i>	%
I avoided the person/venue.	1	33.3
I didn't do anything.	1	33.3
I sought information online.	1	33.3
I told a family member.	1	33.3
A response not listed above	0	0.0
I confronted the person(s) at the time.	0	0.0
I confronted the person(s) later.	0	0.0
I contacted a local law enforcement official.	0	0.0
I contacted a Stetson resource.	0	0.0
<i>Faculty member</i>	0	0.0
<i>Faculty academic advisor</i>	0	0.0
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	0	0.0
<i>Stetson Public Safety</i>	0	0.0
<i>Counseling Center</i>	0	0.0
<i>Employee Assistance Program (EAP)</i>	0	0.0
<i>Title IX Coordinator</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
<i>Staff person</i>	0	0.0
I didn't know who to go to.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I told a friend.	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 3). 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	<i>n</i>	%
No, I didn't report it.	2	100.0
Yes, I reported it.	0	0.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	<i>0</i>	<i>0.0</i>
<i>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.</i>	<i>0</i>	<i>0.0</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	<i>0</i>	<i>0.0</i>

Note: Table includes answers only from those respondents who indicated that they experienced unwanted sexual contact (*n* = 3). Percentages may not sum to 100% as a result of multiple responses or missing data.

Table B78. Tenured and Tenure-Track Faculty only: As a faculty member, I feel (or felt)... (Question 32)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	10	31.3	17	53.1	4	12.5	1	3.1
The tenure standards/promotion standards are applied equally to faculty in my academic unit.	3	9.4	17	53.1	11	34.4	1	3.1
Supported and mentored during the tenure-track years.	3	9.7	17	54.8	6	19.4	5	15.6
Stetson policies for delay of the tenure-clock are used equitably all colleges/schools	4	13.8	11	37.9	10	34.5	4	13.8
Research/creative activity is valued by my college/school.	14	43.8	18	56.3	0	0.0	0	0.0
Teaching is valued by my college/school.	4	12.9	21	67.7	6	19.4	0	0.0
Service contributions are valued by my college/school.	2	6.3	14	43.8	9	28.1	7	21.9
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	2	6.3	8	25.0	13	40.6	9	28.1
Burdened by service responsibilities beyond those (e.g., committee memberships, departmental work assignments).	3	9.7	14	45.2	12	38.7	2	6.5
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).	6	20.0	7	23.3	17	56.7	0	0.0
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	1	3.4	5	17.2	20	69.0	3	10.3
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	0	0.0	12	40.0	11	36.7	7	23.3

	Strongly agree		Agree		Disagree		Strongly disagree	
<i>Table B78 cont.</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are valued within my college/school committees.	2	6.5	17	54.8	10	32.3	2	6.5
Faculty opinions are valued within Stetson University committees.	2	6.7	9	30.0	16	53.3	3	10.0
Faculty opinions are valued within Faculty Senate.	9	29.0	20	64.5	2	6.5	0	0.0
I would like more opportunities to participate in substantive committee assignments.	15	50.0	14	46.7	1	3.3	0	0.0
I have opportunities to participate in substantive committee assignments.	15	51.7	11	37.9	2	6.9	1	3.4

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 32).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	1	33.3	1	33.3	1	33.3	0	0.0
The criteria used for contract renewal are applied equally to all positions.	0	0.0	1	33.3	1	33.3	1	33.3
There are clear expectations of my responsibilities	0	0.0	3	100.0	0	0.0	0	0.0
Teaching is valued by my academic unit.	1	33.3	2	66.7	0	0.0	0	0.0
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	0	0.0	3	100.0	0	0.0	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	1	33.3	2	66.7	0	0.0
Pressured to do extra work that is uncompensated.	1	33.3	0	0.0	2	66.7	0	0.0
Non-tenure-track opinions are taken seriously by senior administrators (e.g., department head, president, dean, provost).	1	33.3	1	33.3	1	33.3	0	0.0

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track or adjunct academic appointments in Question 1 (*n* = 3).

Table B80. Faculty only: As a faculty member, I feel... (Question 36)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	0	0.0	9	30.0	13	43.3	8	26.7
Salaries for adjunct professors are competitive.	0	0.0	7	21.9	14	43.8	11	34.4
Health insurance benefits are competitive.	1	3.2	20	64.5	6	19.4	4	12.9
Child care benefits are competitive.	0	0.0	7	25.9	12	44.4	8	29.6
Retirement/supplemental benefits are competitive.	0	0.0	18	54.5	9	27.3	6	18.2
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).	2	6.5	7	22.6	18	58.1	4	12.9
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).	3	10.7	16	57.1	9	32.1	0	0.0
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	0	0.0	9	31.0	14	48.3	6	20.7
My colleagues include me in opportunities that will help my career as much as they do others in my position.	3	9.4	16	50.0	8	25.0	5	15.6
The performance evaluation process is clear.	2	6.3	17	53.1	9	28.1	4	12.5
Stetson provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	5	15.2	14	42.4	9	27.3	5	15.2
Positive about my career opportunities in my academic unit.	8	25.8	14	45.2	6	19.4	3	9.7
Stetson is a good place to work.	14	41.2	15	44.1	5	14.7	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 35).

Table B81. Staff and Administrators only: As a staff member, I feel... (Question 38)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	24	32.9	25	34.2	18	24.7	6	8.2
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	24	32.4	34	45.9	14	18.9	2	2.7
I am included in opportunities that will help my career as much as others in similar positions.	14	18.9	32	43.2	18	24.3	10	13.5
The performance evaluation process is clear.	14	19.2	40	54.8	9	12.3	10	13.7
The performance evaluation process is productive.	7	9.6	32	43.8	22	30.1	12	16.4
My supervisor provides adequate support for me to manage work-life balance.	28	37.8	28	37.8	12	16.2	6	8.1
I am able to complete my assigned duties during scheduled hours.	14	19.4	31	43.1	17	23.6	10	13.9
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	30	41.1	15	20.5	23	31.5	5	6.8
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	12	16.4	22	30.1	33	45.2	6	8.2
I am given a reasonable time frame to complete assigned responsibilities.	14	19.2	46	63.0	10	13.7	3	4.1

Table B81 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
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.	5	7.1	6	8.6	46	65.7	13	18.6
Burdened by work responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	6	8.7	14	20.3	41	59.4	8	11.6
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).	11	15.3	23	31.9	35	48.6	3	4.2
There is a hierarchy within staff positions that values some voices more than others.	22	30.6	29	40.3	17	23.6	4	5.6
People who have children or eldercare responsibilities 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).	10	14.1	26	36.6	28	39.4	7	9.9
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, elder care, housing location assistance, transportation).	5	6.9	25	34.7	28	38.9	14	19.4

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 75).

Table B82. Staff and Administrators only: As a staff member, I feel... (Question 40)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Stetson provides me with resources to pursue training/professional development opportunities.	17	23.6	36	50.0	11	15.3	8	11.1
My supervisor provides me with resources to pursue training/professional development opportunities.	18	24.7	34	46.6	12	16.4	9	12.3
Stetson is supportive of taking extended leave (e.g., FMLA, parental).	10	14.7	38	55.9	12	17.6	8	11.8
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	23	32.4	35	49.3	8	11.3	5	7.0
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	1	1.6	8	12.9	43	69.4	10	16.1
Stetson policies (e.g., FMLA) are fairly applied across Stetson.	5	8.1	42	67.7	11	17.7	4	6.5
Stetson is supportive of flexible work schedules.	9	12.7	30	42.3	22	31.0	10	14.1
Staff salaries are competitive.	5	7.1	19	27.1	22	31.4	24	34.3
Vacation and personal time packages are competitive.	12	16.9	44	62.0	7	9.9	8	11.3
Health insurance benefits are competitive.	9	12.7	30	42.3	18	25.4	14	19.7
Childcare benefits are competitive.	3	5.1	14	23.7	21	35.6	21	35.6

Table B82 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Retirement benefits are competitive.	14	21.2	40	60.6	4	6.1	8	12.1
Staff opinions are valued on Stetson committees.	4	5.7	25	35.7	26	37.1	15	21.4
Staff opinions are valued by Stetson faculty and administration.	3	4.4	22	32.4	23	33.8	20	29.4
There are clear expectations of my responsibilities.	12	16.7	42	58.3	14	19.4	4	5.6
There are clear procedures on how I can advance at Stetson.	6	8.3	12	16.7	32	44.4	22	30.6
Positive about my career opportunities at Stetson.	7	9.7	22	30.6	26	36.1	17	23.6
Stetson is a good place to work.	18	25.7	37	52.9	11	15.7	4	5.7

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 75).

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	<i>n</i>	%
No	234	63.6
Yes	134	36.4

Table B84. Who or what was the target of this conduct? (Mark all that apply.) (Question 74)

Target	<i>n</i>	%
Student	96	71.6
Faculty member – full-time	29	21.6
Friend	25	18.7
Co-worker	21	15.7
Staff member	20	14.9
Department chair/head/director	7	5.2
Stranger	7	5.2
Alumni	6	4.5
Faculty member – adjunct	6	4.5
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	6	4.5
Academic adviser	5	3.7
Off-campus community member	5	3.7
Person whom I supervise	4	3.0
Social networking site (e.g., Facebook, Twitter, Yik Yak)	4	3.0
Stetson media (e.g., Stetson website, reporter)	4	3.0
Stetson Public Safety	4	3.0
A source not listed above	3	2.2
Senior administration (e.g., president, provost, dean, vice provost, vice president)	3	2.2
Donor	2	1.5
Don't know source	2	1.5
Teaching assistant/graduate assistant/tutor	2	1.5
Health/counseling services	1	0.7
Supervisor	1	0.7
Athletic coach/trainer	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). Percentages may not sum to 100% as a result of multiple responses.

Table B85. Who/what was the source of this conduct? (Mark all that apply.) (Question 75)

Source	<i>n</i>	%
Student	88	65.7
Faculty member – full-time	33	24.6
Department chair/head/director	15	11.2
Senior administration (e.g., president, provost, dean, vice provost, vice president)	15	11.2
Staff member	12	9.0
Co-worker	8	6.0
Social networking site (e.g., Facebook, Twitter, Yik Yak)	8	6.0
Off-campus community member	6	4.5
Alumni	5	3.7
Friend	4	3.0
A source not listed above	3	2.2
Don't know source	3	2.2
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	3	2.2
Supervisor	3	2.2
Person whom I supervise	2	1.5
Stetson Public Safety	2	1.5
Stranger	2	1.5
Academic adviser	1	0.7
Donor	1	0.7
Faculty member – adjunct	1	0.7
Athletic coach/trainer	0	0.0
Health/counseling services	0	0.0
Stetson media (e.g., Stetson website, reporter)	0	0.0
Teaching assistant/graduate assistant/tutor	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). 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	<i>n</i>	%
Racial identity	47	35.1
Gender/gender identity	44	32.8
Ethnicity	31	23.1
Political views	30	22.4
Sexual identity/orientation	30	22.4
Age	21	15.7
Academic performance	19	14.2
Physical characteristics	18	13.4
Socioeconomic status	18	13.4
Gender expression	15	11.2
Don’t know	14	10.4
Learning disability/condition	14	10.4
Nationality	14	10.4
Position (e.g., staff, faculty, student)	14	10.4
Philosophical views	13	9.7
Mental health/psychological disability/condition	11	8.2
Religious/spiritual views	11	8.2
English language proficiency/accent	10	7.5
A reason not listed above	9	6.7
Educational credentials (MS, PhD, etc.)	9	6.7
Physical disability/condition	8	6.0
Immigrant/citizen status	6	4.5
Medical disability/condition	6	4.5
Parental status (e.g., having children)	5	3.7
Participation in an organization	5	3.7
Living arrangement	4	3.0
Location where I grew up	4	3.0
Marital status (e.g., single, married, partnered)	3	2.2
Pregnancy	3	2.2
Military/veteran status	2	1.5
Major field of study	1	0.7
Participation on an athletic team	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). 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	<i>n</i>	%
Person was disrespected	81	60.4
Person was the target of derogatory or inappropriate verbal remarks	71	53.0
Person ignored or excluded	69	51.5
Person isolated or left out	55	41.0
Person intimidated/bullied	44	32.8
Racial/ethnic profiling	29	21.6
Person was the target of workplace incivility	26	19.4
Assumption that someone was admitted/hired/promoted based on his/her identity	24	17.9
Person being stared at	21	15.7
Person was the target of retaliation	19	14.2
Derogatory written comments	18	13.4
Singled out as the spokesperson for their identity group	17	12.7
Person received inappropriate phone calls/text messages/e-mail	15	11.2
Person received inappropriate/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, Yik Yak)	15	11.2
Person received a low or unfair performance evaluation	13	9.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	12	9.0
Something not listed above	11	8.2
Person was the target of unwanted sexual contact	9	6.7
Person was unfairly evaluated in the promotion and tenure process	9	6.7
Person feared for their physical safety	7	5.2
Person was stalked	4	3.0
Person was the target of graffiti/vandalism	3	2.2
Person received a poor grade	2	1.5
Person was the target of physical violence	2	1.5
Person received threats of physical violence	1	0.7
Person feared for their family's safety	1	0.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). 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	<i>n</i>	%
In an on-campus class/lab/clinical setting	44	32.8
In a public space at Stetson	44	32.8
At a Stetson event	38	28.4
In a meeting with a group of people	31	23.1
While working at a Stetson job	26	19.4
On social networking sites/Facebook/Twitter/Yik Yak	21	15.7
In a Stetson library	18	13.4
Off campus	18	13.4
While walking on campus	16	11.9
In a Stetson administrative office	14	10.4
In a faculty office	12	9.0
In a meeting with one other person	8	6.0
On Stetson media (e.g., Stetson Facebook, reporter)	8	6.0
A location not listed above	7	5.2
In athletic/recreational facilities	6	4.5
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	5	3.7
In off-campus housing	4	3.0
In a Stetson dining facility	3	2.2
In campus housing	1	0.7
In a counseling setting referred to me by Stetson	0	0.0
In a Stetson health care setting (e.g., Student Health Services, Wilson Center)	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). 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	<i>n</i>	%
I felt angry.	89	66.4
I felt embarrassed.	49	36.6
An experience not listed above	21	15.7
I ignored it.	19	14.2
I felt afraid.	17	12.7
I felt somehow responsible.	14	10.4

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). 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	<i>n</i>	%
I didn't do anything.	102	76.1
I avoided the person/venue.	51	38.1
I contacted a local law enforcement official.	16	11.9
I confronted the person(s) at the time.	14	10.4
I confronted the person(s) later.	14	10.4
I didn't know who to go to.	83	61.9
I sought information online.	48	35.8
I sought support from off-campus hot-line/advocacy services.	19	14.2
I contacted a Stetson resource.	16	11.9
<i>Faculty member</i>	4	25.0
<i>Senior administrator (e.g., president, provost, dean, vice provost, vice president)</i>	3	18.8
<i>Office of Human Resources</i>	2	12.5
<i>Staff person</i>	2	12.5
<i>Title IX Coordinator</i>	2	12.5
<i>Employee Assistance Program (EAP)</i>	1	6.3
<i>Counseling Center</i>	0	0.0
<i>Faculty academic advisor</i>	0	0.0
<i>Stetson Public Safety</i>	0	0.0
<i>Student staff (e.g., resident assistant)</i>	0	0.0
I told a family member.	20	14.9
I told a friend.	21	15.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	8	6.0
A response not listed above	3	2.2

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). Percentages may not sum to 100% as a result of multiple responses.

Table B91. Did you report the conduct? (Question 81)

Reported conduct	<i>n</i>	%
No, I didn't report it.	110	84.0
Yes, I reported it.	21	16.0
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	7	33.3
<i>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.</i>	3	14.3
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	6	28.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 134). Percentages may not sum to 100% as a result of multiple responses.

Table B92. 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 would inhibit diversifying the community? (Question 84)

	<i>n</i>	%
No	87	80.6
Yes	21	19.4

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 110).

**Table B93. Faculty/Staff only: I believe that the unjust hiring practices were based upon:
(Mark all that apply.) (Question 85)**

Characteristic	<i>n</i>	%
Racial identity	12	57.1
Ethnicity	10	47.6
Age	8	38.1
Gender/gender identity	8	38.1
Educational credentials (MS, PhD)	6	28.6
Physical characteristics	5	23.8
Nationality	4	19.0
English language proficiency/accent	3	14.3
Gender expression	2	9.5
Immigrant/citizen status	2	9.5
Military/veteran status	2	9.5
Nepotism	2	9.5
Physical disability/condition	2	9.5
Political views	2	9.5
Position (e.g., staff, faculty, student)	2	9.5
Socioeconomic status	2	9.5
Learning disability/condition	1	4.8
Location where I grew up	1	4.8
Major field of study	1	4.8
Marital status (e.g., single, married, partnered)	1	4.8
Medical disability/condition	1	4.8
Mental health/psychological disability/condition	1	4.8
Parental status (e.g., having children)	1	4.8
Philosophical views	1	4.8
Religious/spiritual views	1	4.8
Sexual identity/orientation	1	4.8
A reason not listed above	0	0.0
Don't know	0	0.0
Living arrangement	0	0.0
Participation in an organization	0	0.0
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 21). Percentages may not sum to 100% as a result of multiple responses.

Table B94. Faculty/Staff only: Have you have observed employment-related discipline or action, up to and including dismissal at Stetson that you perceive to be unjust or that would inhibit diversifying the community? (Question 87)

Observed	<i>n</i>	%
No	72	67.3
Yes	35	32.7

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 110).

Table B95. Staff/Faculty only: I believe that the unjust employment-related disciplinary actions were based upon: (Mark all that apply.) (Question 88)

Characteristic	<i>n</i>	%
Racial identity	21	60.0
Gender/gender identity	15	42.9
Ethnicity	9	25.7
Position (e.g., staff, faculty, student)	7	20.0
Mental health/psychological disability/condition	6	17.1
Age	5	14.3
Philosophical views	5	14.3
Political views	5	14.3
Don't know	4	11.4
A reason not listed above	3	8.6
Medical disability/condition	3	8.6
English language proficiency/accent	2	5.7
Gender expression	2	5.7
Nationality	2	5.7
Physical disability/condition	2	5.7
Educational credentials (MS, PhD)	1	2.9
Immigrant/citizen status	1	2.9
Marital status (e.g., single, married, partnered)	1	2.9
Learning disability/condition	1	2.9
Living arrangement	1	2.9
Parental status (e.g., having children)	1	2.9
Participation in an organization	1	2.9
Socioeconomic status	1	2.9
Location where I grew up	0	0.0
Major field of study	0	0.0
Military/veteran status	0	0.0
Physical characteristics	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Sexual identity/orientation	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed unjust disciplinary actions (*n* = 35). Percentages may not sum to 100% as a result of multiple responses.

Table B96. Faculty/Staff only: Have you observed promotion/tenure/reclassification practices at Stetson that you perceive to be unjust? (Question 90)

Observed	<i>n</i>	%
No	67	63.2
Yes	39	36.8

Note: Table includes answers only from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 110).

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	<i>n</i>	%
Racial identity	18	46.2
Gender/gender identity	15	38.5
Don't know	7	17.9
Ethnicity	7	17.9
Philosophical views	5	12.8
Position (e.g., staff, faculty, student)	5	12.8
Age	4	10.3
Nepotism	4	10.3
A reason not listed above	3	7.7
Educational credentials (MS, PhD)	3	7.7
Political views	3	7.7
Gender expression	2	5.1
Mental health/psychological disability/condition	2	5.1
Nationality	2	5.1
Socioeconomic status	2	5.1
English language proficiency/accent	1	2.6
Immigrant/citizen status	1	2.6
Learning disability/condition	1	2.6
Major field of study	1	2.6
Medical disability/condition	1	2.6
Physical characteristics	1	2.6
Physical disability/condition	1	2.6
Religious/spiritual views	1	2.6
Sexual identity/orientation	1	2.6
Living arrangement	0	0.0
Location where I grew up	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Participation in an organization	0	0.0
Parental status (e.g., having children)	0	0.0
Pregnancy	0	0.0

Note: Table includes answers only from those respondents who indicated that they observed unjust practices (*n* = 39). 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)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	179	48.6	118	32.1	51	13.9	15	4.1	5	1.4	1.8	0.9
Inclusive/Exclusive	116	31.5	109	29.6	90	24.5	33	9.0	20	5.4	2.3	1.2
Improving/Regressing	90	25.0	108	30.0	108	30.0	30	8.3	24	6.7	2.4	1.1
Positive for persons with disabilities/Negative	128	35.5	108	29.9	99	27.4	17	4.7	9	2.5	2.1	1.0
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	151	41.6	129	35.5	70	19.3	11	3.0	2	0.6	1.9	0.9
Positive for people of various religious/spiritual backgrounds/Negative	127	34.9	107	29.4	98	26.9	27	7.4	5	1.4	2.1	1.0
Positive for people of color/Negative	145	39.9	107	29.5	63	17.4	36	9.9	12	3.3	2.1	1.1
Positive for men/Negative	187	51.2	105	28.8	52	14.2	12	3.3	9	2.5	1.8	1.0
Positive for women/Negative	148	40.7	120	33.0	59	16.2	23	6.3	14	3.8	2.0	1.1
Positive for non-native English speakers/Negative	96	26.4	102	28.1	124	34.2	30	8.3	11	3.0	2.3	1.0
Positive for people who are not U.S. citizens/Negative	112	31.2	101	28.1	114	31.8	23	6.4	9	2.5	2.2	1.0
Welcoming/Not welcoming	181	49.1	113	30.6	46	12.5	16	4.3	13	3.5	1.8	1.0
Respectful/Disrespectful	143	39.1	132	36.1	54	14.8	24	6.6	13	3.6	2.0	1.1
Positive for people of high socioeconomic status/Negative	225	61.8	79	21.7	50	13.7	7	1.9	3	0.8	1.6	0.9
Positive for people of low socioeconomic status/Negative	89	24.5	76	20.9	102	28.1	59	16.3	37	10.2	2.7	1.3
Positive for people of various political affiliations/Negative	104	28.6	92	25.3	112	30.8	35	9.6	21	5.8	2.4	1.2
Positive for people in active military/veterans status/Negative	209	57.7	104	28.7	38	10.5	8	2.2	3	0.8	1.6	0.8

Table B99. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 94)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	126	34.6	125	34.3	60	16.5	34	9.3	19	5.2	2.2	1.2
Not sexist/Sexist	118	32.2	121	33.1	64	17.5	42	11.5	21	5.7	2.3	1.2
Not homophobic/Homophobic	152	42.1	121	33.5	58	16.1	25	6.9	5	1.4	1.9	1.0
Not biphobic/Biphobic	148	41.3	114	31.8	71	19.8	17	4.7	8	2.2	2.0	1.0
Not transphobic/Transphobic	144	40.3	105	29.4	73	20.4	24	6.7	11	3.1	2.0	1.1
Not ageist/Ageist	142	39.2	115	31.8	61	16.9	30	8.3	14	3.9	2.1	1.1
Not classist (socioeconomic status)/Classist	103	28.7	95	26.5	68	18.9	60	16.7	33	9.2	2.5	1.3
Not classist (position: faculty, staff, student)/Classist	111	30.5	97	26.6	62	17.0	56	15.4	38	10.4	2.5	1.3
Disability friendly (not ableist)/Not disability friendly (ableist)	156	43.5	117	32.6	64	17.8	13	3.6	9	2.5	1.9	1.0
Not xenophobic/Xenophobic	141	39.2	121	33.6	67	18.6	21	5.8	10	2.8	2.0	1.0
Not ethnocentric/Ethnocentric	131	36.4	120	33.3	65	18.1	24	6.7	20	5.6	2.1	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Stetson faculty .	93	35.9	102	39.4	39	15.1	17	6.6	8	3.1
I feel valued by Stetson staff .	117	45.3	92	35.7	33	12.8	12	4.7	4	1.6
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	72	28.1	88	34.4	49	19.1	22	8.6	25	9.8
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	83	32.3	102	39.7	61	23.7	6	2.3	5	1.9
I feel valued by other students in the classroom/lab/clinical setting/ensembles.	58	22.4	111	42.9	66	25.5	16	6.2	8	3.1
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles.	59	22.9	108	41.9	61	23.6	22	8.5	8	3.1
I think that faculty pre-judge my abilities based on their perception of my identity/background.	39	15.1	56	21.7	59	22.9	57	22.1	47	18.2
I believe that the campus climate encourages free and open discussion of difficult topics.	63	24.5	91	35.4	45	17.5	36	14.0	22	8.6
I have faculty whom I perceive as role models.	125	48.3	94	36.3	22	8.5	14	5.4	4	1.5
I have staff whom I perceive as role models.	76	29.6	84	32.7	71	27.6	19	7.4	7	2.7
Stetson is a good place to go to college.	110	43.1	92	36.1	37	14.5	8	3.1	8	3.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	10	29.4	12	35.3	5	14.7	3	8.8	4	11.8
I feel valued by my department/program chair.	10	32.3	9	29.0	5	16.1	2	6.5	5	16.1
I feel valued by other faculty at Stetson.	8	23.5	10	29.4	7	20.6	6	17.6	3	8.8
I feel valued by staff at Stetson.	10	30.3	15	45.5	6	18.2	1	3.0	1	3.0
I feel valued by students in the classroom/lab/clinical setting/ensembles.	18	51.4	11	31.4	4	11.4	1	2.9	1	2.9
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	9	26.5	11	32.4	3	8.8	6	17.6	5	14.7
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	9	26.5	10	29.4	5	14.7	5	14.7	5	14.7
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	10	29.4	3	8.8	5	14.7	10	29.4	6	17.6
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	9	28.1	1	3.1	7	21.9	9	28.1	6	18.8
I believe that Stetson encourages free and open discussion of difficult topics.	4	11.8	7	20.6	8	23.5	8	23.5	7	20.6
I feel that my research/creative activity is valued.	10	28.6	11	31.4	4	11.4	8	22.9	2	5.7
I feel that my teaching is valued.	12	34.3	13	37.1	3	8.6	3	8.6	4	11.4
I feel that my service contributions are valued.	9	26.5	11	32.4	4	11.8	5	14.7	5	14.7
Stetson is a good place to work.	10	28.6	9	25.7	4	11.4	5	14.3	7	20.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 35).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers in my department.	34	45.3	25	33.3	9	12.0	5	6.7	2	2.7
I feel valued by co-workers outside my department.	21	28.0	39	52.0	13	17.3	2	2.7	0	0.0
I feel valued by my supervisor/manager.	31	41.3	21	28.0	8	10.7	12	16.0	3	4.0
I feel appreciated by my supervisor/manager.	29	39.2	21	28.4	9	12.2	11	14.9	4	5.4
I feel valued by Stetson students.	30	40.0	26	34.7	15	20.0	3	4.0	1	1.3
I feel valued by Stetson faculty.	13	17.3	27	36.0	19	25.3	12	16.0	4	5.3
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	14	18.7	19	25.3	19	25.3	15	20.0	8	10.7
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	13	17.3	18	24.0	21	28.0	13	17.3	10	13.3
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	3	4.2	10	13.9	14	19.4	21	29.2	24	33.3
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	6	8.3	10	13.9	14	19.4	18	25.0	24	33.3
I think that faculty pre-judge my abilities based on their perception of my identity/background.	3	4.2	22	30.6	26	36.1	11	15.3	10	13.9
I believe that my department/program encourages free and open discussion of difficult topics.	16	21.6	25	33.8	13	17.6	12	16.2	8	10.8

<i>Table B102 cont.</i>	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my skills are valued.	18	24.0	29	38.7	9	12.0	15	20.0	4	5.3
I feel that my work is valued.	19	25.7	28	37.8	11	14.9	13	17.6	3	4.1
Stetson is a good place to work.	21	28.4	33	44.6	10	13.5	8	10.8	2	2.7

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 75).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	6	11.3	28	52.8	19	35.8
Classroom buildings	11	20.8	37	69.8	5	9.4
Classrooms, labs (including computer labs)/courtrooms	9	17.0	39	73.6	5	9.4
College housing/residence halls	3	5.8	27	51.9	22	42.3
Dining facilities	9	17.3	33	63.5	10	19.2
Doors	12	22.6	37	69.8	4	7.5
Elevators/lifts	6	11.3	43	81.1	4	7.5
Emergency preparedness	6	11.3	40	75.5	7	13.2
Health center	2	3.8	21	40.4	29	55.8
Library	7	13.2	42	79.2	4	7.5
Office furniture (e.g., chair, desk)	8	15.4	40	76.9	4	7.7
Campus transportation/parking	13	24.5	34	64.2	6	11.3
Other campus buildings	3	5.8	43	82.7	6	11.5
Podium	4	7.5	38	71.7	11	20.8
Restrooms	9	17.0	40	75.5	4	7.5
Signage	3	5.7	43	81.1	7	13.2
Studios/performing arts spaces	1	2.0	23	45.1	27	52.9
Temporary barriers due to construction or maintenance	23	46.0	22	44.0	5	10.0
Walkways, pedestrian paths, crosswalks	19	36.5	29	55.8	4	7.7
Technology/Online Environment						
Accessible electronic format	9	17.6	37	72.5	5	9.8

Table B103 cont.	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Clickers	2	3.8	36	69.2	14	26.9
Computer equipment (e.g., screens, mouse, keyboard)	5	9.6	41	78.8	6	11.5
Electronic forms	1	2.0	43	84.3	7	13.7
Electronic signage	1	2.0	41	80.4	9	17.6
Electronic surveys (including this one)	1	1.9	47	90.4	4	7.7
Kiosks	2	3.9	30	58.8	19	37.3
Library database	5	9.6	39	75.0	8	15.4
Blackboard	3	5.8	39	75.0	10	19.2
Phone/phone equipment	4	7.8	43	84.3	4	7.8
Software (e.g., voice recognition/audiobooks)	5	9.6	38	73.1	9	17.3
Video/video audio description	2	3.8	43	82.7	7	13.5
Website	10	19.2	40	76.9	2	3.8
Identity						
Electronic databases (e.g., Banner)	9	17.6	38	74.5	4	7.8
Email account	14	28.0	34	68.0	2	4.0
Intake forms (e.g., health center)	2	3.9	24	47.1	25	49.0
Learning technology	5	9.8	37	72.5	9	17.6
Surveys	5	9.8	43	84.3	3	5.9
Instructional/Campus Materials						
Receiving accommodations from faculty (e.g. note-takers, extra test time)	3	5.8	28	53.8	21	40.4
Brochures	3	5.8	34	65.4	15	28.8
Food menus	8	15.4	33	63.5	11	21.2

	Yes		No		Not applicable	
<i>Table B103 cont.</i>	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Forms	2	3.8	41	78.8	9	17.3
Journal articles	1	1.9	39	75.0	12	23.1
Library books	1	1.9	42	80.8	9	17.3
Other publications	2	3.8	38	73.1	12	23.1
Syllabi	3	5.8	37	71.2	12	23.1
Textbooks	4	7.7	36	69.2	12	23.1
Video-closed captioning and text description	3	5.3	30	52.6	19	33.3

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 59 (*n* = 57).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	0	0.0	1	50.0	1	50.0
Changing rooms/locker rooms	0	0.0	1	50.0	1	50.0
College housing (including Greek houses, apartments)	0	0.0	1	50.0	1	50.0
Restrooms	1	50.0	1	50.0	0	0.0
Signage	0	0.0	2	100.0	0	0.0
Identity Accuracy						
Stetson ID card	0	0.0	1	100.0	0	0.0
Electronic databases (e.g., Banner)	0	0.0	2	100.0	0	0.0
Email account	0	0.0	2	100.0	0	0.0
Intake forms (e.g., health center)	0	0.0	1	100.0	0	0.0
Learning technology	0	0.0	1	100.0	0	0.0
Public affairs/marketing	0	0.0	1	100.0	0	0.0
Surveys	0	0.0	1	100.0	0	0.0

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 43 and did not indicate that they have a disability ($n = 2$).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	6	42.9	6	42.9	2	14.3	10	28.6	6	17.1	0	0.0
Providing recognition and rewards for including diversity issues in courses across the curriculum	4	50.0	2	25.0	2	25.0	10	45.5	8	36.4	4	18.2
Providing diversity and equity training for students	12	70.6	2	11.8	3	17.6	11	73.3	3	20.0	1	6.7
Providing diversity and equity training for staff	12	63.2	3	15.8	4	21.1	7	58.3	5	41.7	0	0.0
Providing diversity and equity training for faculty	13	68.4	2	10.5	4	21.1	10	66.7	5	33.3	0	0.0
Providing faculty with toolkits to create and inclusive classroom environment	4	57.1	1	14.3	2	28.6	17	77.3	4	18.2	1	4.5
Providing faculty with supervisory training	2	25.0	5	62.5	1	12.5	16	72.7	3	13.6	3	13.6
Providing access to counseling for people who have experienced harassment	17	85.0	2	10.0	1	5.0	9	81.8	1	9.1	1	9.1
Providing mentorship for new faculty	13	56.5	8	34.8	2	8.7	9	100.0	0	0.0	0	0.0
Providing a clear process to resolve conflicts	10	66.7	4	26.7	1	6.7	15	100.0	0	0.0	0	0.0
Providing a fair process to resolve conflicts	11	78.6	3	21.4	0	0.0	15	93.8	0	0.0	1	6.3
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	7	58.3	1	8.3	4	33.3	11	55.0	4	20.0	5	25.0

Table B105 cont.	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing equity and diversity training to search, promotion, and tenure committees	7	53.8	4	30.8	2	15.4	10	58.8	4	23.5	3	17.6
Providing career span development opportunities for faculty at all ranks	6	75.0	1	12.5	1	12.5	19	90.5	1	4.8	1	4.8
Providing affordable childcare	0	0.0	2	100.0	0	0.0	21	80.8	4	15.4	1	3.8
Providing support/resources for spouse/partner employment	1	25.0	3	75.0	0	0.0	16	61.5	8	30.8	2	7.7

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 35).

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)

[illegible]

Table B106 cont.	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing affordable childcare	20	83.3	4	16.7	0	0.0	36	90.0	4	10.0	0	0.0
Providing support/resources for spouse/partner employment	16	66.7	8	33.3	0	0.0	22	62.9	12	34.3	1	2.9

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 75).

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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for students	108	68.4	38	24.1	12	7.6	37	62.7	16	27.1	6	10.2
Providing diversity and equity training for staff	106	73.1	32	22.1	7	4.8	43	66.2	17	26.2	5	7.7
Providing diversity and equity training for faculty	105	73.4	31	21.7	7	4.9	44	69.8	14	22.2	5	7.9
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	106	76.8	25	18.1	7	5.1	52	77.6	11	16.4	4	6.0
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	103	74.6	27	19.6	8	5.8	51	77.3	8	12.1	7	10.6
Increasing opportunities for cross-cultural dialogue among students	93	69.9	31	23.3	9	6.8	58	81.7	11	15.5	2	2.8
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	86	67.2	33	25.8	9	7.0	61	80.3	13	17.1	2	2.6
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	82	64.1	32	25.0	14	10.9	57	77.0	12	16.2	5	6.8

Table B107 cont.	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	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing effective faculty mentorship of students	126	85.7	19	12.9	2	1.4	53	93.0	2	3.5	2	3.5
Providing effective academic advising	139	84.2	22	13.3	4	2.4	39	97.5	0	0.0	1	2.5
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	86	67.7	32	25.2	9	7.1	52	70.3	16	21.6	6	8.1
Providing affordable childcare	53	63.1	28	33.3	3	3.6	92	78.6	22	18.8	3	2.6
Providing adequate childcare resources	54	64.3	26	31.0	4	4.8	94	81.0	20	17.2	2	1.7
Providing support/resources for spouse/partner employment	57	64.0	28	31.5	4	4.5	86	76.1	24	21.2	3	2.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 261).

Appendix C

Comment Analyses (Questions #108, #109, and #110)

Among the 371 surveys analyzed for the Stetson Law climate assessment, many 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

One hundred and thirteen respondents responded to the question about whether their experiences on campus were different from their experiences in the community surrounding campus. Thirty eight percent of respondents indicated that their experiences on campus DID NOT differ from their experiences in the community. Forty three of respondents noted that their experiences on campus DID differ from their experiences in the community. The remaining nineteen percent did not answer the question sufficiently – comparing Stetson to other campuses, comparing current Stetson to past Stetson, or simply stating observations about campus climate.

Of the respondents who answered, YES, experiences on campus were different from those in the community, three themes emerged.

Divergent views on inclusion/diversity. Twenty three percent of respondents who noted differences in experiences on campus versus experiences in the community commented that diversity issues contributed to those differences. Several respondents felt that campus was more tolerant and inclusive of diversity than the surrounding community. One respondent wrote, "Community surrounding campus is not very inclusive of diversity." Another respondent shared, "I think that there is probably more tolerance on campus than in the community at large due to

the relative education level.” Another respondent noted, “Even with some issues, Stetson is more advanced in addressing diverse climate than is the general community.”

A few respondents felt that campus had gone overboard with the focus on diversity and inclusion and too much political correctness. One respondent wrote, “Yes, as I have said before, the climate at Stetson is like something from the new South Park episodes taking on hyper-political correctness. It is stressful honestly. The community surrounding Stetson is in no way the same as the climate on campus.”

A few respondents felt that the community addressed diversity better than did campus. One respondent shared, “We live in a diverse community and our campus does not adequately reflect this diversity and still has issues with exclusion, or at least the perception of excluding those within the minority.”

Divergent views on environments. Twenty one percent of respondents who noted differences in experiences between campus and the surrounding community indicated that a more positive climate (in one environment or the other) made the difference. Some respondents felt that the community was the more positive environment. One respondent wrote, “The people around town are much nicer than on campus,” while another respondent shared, “I feel I have had a positive experience in moving to Gulfport overall, I love the area. However, for me personally I feel my overall experience at Stetson has been negative and my grades and education have been compromised as a result.”

Most respondents felt that campus was a more positive environment than the surrounding community. One respondent shared, “I feel safer and happier on campus than in the surrounding community.” Another respondent noted, “I find Saint Petersburg somewhat friendly but campus is always friendly. It is safe and comfortable.” Another respondent wrote, “The campus is a kinder place than the surrounding community.”

Stetson bubble. Fifteen percent of respondents who felt that differences existed in experiences on campus versus those in the community wrote that campus could be seen as the Stetson bubble, where campus was a very different environment from the surrounding community, especially in regard to socioeconomic status. One respondent wrote, “Stetson Law is a weird bubble of pretentious young law students who know very little about the real world.” Another respondent

shared, “The campus is in a blue-collar neighborhood. The campus is an isolated bubble of privilege for students and faculty.” Another respondent wrote, “I’m always surprised at the poverty in the community. Stetson College of Law seems to be an upper-class enclave in a struggling community.”

Recommendations for Improving the Climate at Stetson

One hundred and fifty four respondents answered the question about specific recommendations for improving the climate at Stetson. Twenty one percent of respondents simply indicated that they had no recommendations. Several themes emerged and are offered here.

Inclusivity as divisiveness. Fourteen percent of respondents had suggestions for climate that focused on inclusivity as divisiveness. Some respondents advised a reduction in political correctness and to stop forcing tolerance. One respondent wrote, “Stop trying to be so politically correct and focus on making good lawyers.” Another respondent stated, “Be less politically correct. Being PC restricts actual open and free dialogue.” Another respondent shared, “Stop forcing tolerance of these groups we have never heard of. Life is not all sunshine and rainbows.”

Other respondents felt that the practice of labeling groups was a divisive, rather than inclusive, practice. One respondent elaborated, “We seem less concerned with creating an environment where it doesn’t matter what color you are, what parts you were born with, or what you are attracted to, than we are with ensuring that every single one of us always knows that there are people who aren’t the color I am, weren’t born with the parts I was, and aren’t attracted to what I am. In my opinion, this persistent focus on our differences does not bring people together, it drives them apart. This practice itself has more in common with exclusionary ideals than anything else I have seen or experienced on campus.” Another respondent shared, “I don’t understand why Stetson wants to focus on singling out one race to celebrate diversity. It seems like we should be focusing on what everyone has in common to move forward and accept each other instead of focusing on the differences that continue to drive races away from each other.” Some respondents just wanted to minimize the focus on diversity initiatives. One respondent wrote, “I would say to actually NOT highlight differences and diversity and highlight that we are

all just people and fundamentally, at our core, very much the same. Highlight our commonalities not differences.”

Some respondents wanted to make sure that no special treatment was given to one group over another. One respondent advised, “we must do more to bring all areas of diversity on equal standing. No member of the community should have immunity based on a class - race or otherwise...and should not be given a preferential treatment based on that unified group.”

Another respondent suggested, “Don't gear so many scholarships and opportunities to minorities.”

Increase Diversity. Eleven percent of respondents made recommendations for improving the climate that focused on diversity. Some respondents advised increasing diversity among students, faculty, and administration. One respondent wrote, “Increase the amount of diverse students and faculty at Stetson. And not just racial diversity but socioeconomic, gender, and viewpoint.” Another respondent suggested, “More people of color in faculty and staff positions. Would provide for a more fair representation of law and issues concerning law.” Other respondents shared additional diversity-related suggestions. One respondent wrote, “A visible diversity and inclusion administrator on campus.” Another respondent wrote, “Continue the current direction of education and conversation about diversity and inclusion.”

Leadership. Ten percent of respondents addressed leadership in their recommendations for improving campus climate. Several respondents wanted to see the removal of the dean. One respondent wrote, “Replace the law dean immediately.” Another respondent shared, “We need to seriously consider the continued viability of the dean of the law school as the leader and face of the institution. The morale, focus and perception of the law school in the eyes of faculty, students and alumni has plummeted during his tenure.” Some respondents wanted the administration to allow more voice from faculty and staff in decision-making, and for the administration to be better leaders of the change they want to see. One respondent wrote, “This is the only law school that I have ever attended where senior administrators were not included as part of the law school Dean's advisory council. As a result the Dean does not receive all the information and suggestions he needs to be effective in his decision making. This lack of inclusion also makes senior staff feel that they are not appreciated or valued.” Another respondent shared, “Rebuild trust; enable faculty by involving us in decisions and letting us focus on what we each do well.”

Training. Ten percent of respondents had suggestions related to training. Many respondents felt that additional diversity-related trainings could help improve campus climate. One respondent wrote, “Diversity training for staff, students, faculty, administrators. Professional training for faculty and administrators.” Another respondent suggested, “Diversity training and education should be offered starting as early as 1L Orientation.” Several respondents were concerned that trainings needed to be high quality to be effective. One respondent advised, “Stop emphasizing minimal-impact hour long "trainings." It does a disservice to both educators and participants and provides a false sense of competency and accomplishment.”

Lack of advancement opportunities. Twenty percent of Employee respondents (Administrators, Faculty, Staff) recommended that advancement opportunities needed to be addressed to improve campus climate. One respondent wrote, “I feel that it should be recognized that hourly employees need growth. To provide advancement and training opportunities.” Another respondent advised, “The organizational structure is prohibitive of change, growth, and transformation. Adding protected classes or minorities to the structure is not going to help. Attention to careers, capability, and value would help.” Another respondent shared, “Mentoring program from the Directors to others to help further their careers to move forward within their departments or other departments at Stetson. Advancement is always a great option to have in place within the organization.”

Description of Experiences or Additional Thoughts

Seventy one respondents answered the final question of the survey asking for elaboration or further description of experiences. Several themes emerged and are presented here.

University-level concerns. Twenty nine percent of respondents noted issues regarding the university as a whole. Some respondents remarked on the administration’s leadership, particularly in regard to the mission of Stetson. One Staff respondent wrote, “The common theme that comes from administrators is more about statistics/rankings/money than about the campus community and the people who make it operate on a daily basis.” A Faculty respondent wrote, “The current law school administration shows no leadership, no direction, while it bullies

its employees and fritters away money on stupid projects like creating a new front entrance that leads only to a back corridor and a men's restroom.”

Other respondents made observations about Stetson in general that covered a variety of topics. Some were concerned about the quality of Stetson’s education. A Staff respondent wrote, “The feeling is that if you show up to class, pay your tuition, and put forth a minimal level of effort, then you will pass. I believe that this cheapens the value of the Degrees offered by Stetson University, especially the School of Law, and that a more rigorous academic evaluation process should be instituted.” Others commented on issues they felt that Stetson should fix. One Student respondent wrote, “I would like to see campus climate improve.” Another Student respondent wrote, “I don't think enough is being done to address Title IX issues on campus.” A Staff respondent shared, “Overall, I am happy at Stetson. I think every place of employment has room for improvement. There are a lot of closed door meetings here, which may be necessary at times, but I think those kinds of meetings can make people feel excluded.”

Survey critiques. Twenty two percent of respondents commented about the survey instrument. Some respondents wanted to correct or explain answers they had given earlier. One Student respondent wrote, “I would have reconsidered some early multiple-choice responses had I seen the entire survey, but there was no 'back' button.” Some respondents had comments about the design. One Staff respondent wrote, “This survey took entirely too long; 20-30 minutes to complete is grossly inaccurate.”

Some respondents had concerns about the anonymity of the survey. A Student respondent wrote, “I'm sure no one looks into who fills out the survey, but the questions asked do single some of us out.” A Staff respondent noted, “Most people who take this will not believe that it's anonymous, because of the large amount of demographic information that was requested.” Some respondents criticized the whole process as well as the purpose for administering the survey. A Student respondent elaborated, “I have found this survey obnoxiously tendentious. It plainly was drafted by persons bent on propagandizing their views and using ‘diversity’ to exclude others.”

Inclusivity as divisiveness. Thirteen percent of respondents had responses that can be characterized as *Inclusivity as divisiveness*.. Some respondents warned of the effects of creating a culture of victimhood. One Student respondent wrote, “There is a focus on certain groups being victims and others being bullies or aggressors. This culture of victimhood hurts everyone.

Everyone has been granted the ability to make decisions, and we all have the burden to face the consequences of those decisions. To excuse some because of their sex, or the color of their skin, or their sexual orientation, or their political preference is only going to lead to increased division and hatred between the different social groups.” A Faculty respondent stated, “Why not just treat people as adults, who are able to handle their own problems? Why do you ‘feel’ this continuing need to coddle everyone?”

Other respondents felt that the focus on diversity and inclusion had gone too far, distracting from other priorities and leading to the exclusion of those in the majority. One Student respondent wrote, “I think it is great that universities and other organizations are taking steps to ensure diversity and equality but by having it CONSTANTLY in your face and pushed down your throat it actually makes me feel like I am noticing difference among myself and minorities more than I did originally. I am much more self-conscious about myself and what terms I am using and worried about if I might offend someone. In reality, I feel like most of the minorities we are working so hard to make feel included do not really care about making me feel comfortable about the whole inclusion.” Another Student respondent shared, “There seems to be a trend towards less tolerance in the university setting, and this survey indicates that Stetson is now headed down that path. A path designed to shut people up, rather than promote a discussion involving many different viewpoints.”

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
jmorris@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, apprenticeships, 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 during the past year.

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another institution for academic reasons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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:

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>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my academic unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson policies for delay of the tenure clock are used equitably all colleges/schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research/creative activity is valued by my college/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by my college/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by my college/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within my college/school committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within Stetson University committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within Faculty Senate (Deland only).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal is applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by my academic unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
NonTenure-Track opinions are taken seriously by senior administrators (e.g., department head, president, dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for adjunct professors are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities in my academic unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson is good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a hierarchy within staff positions that values some voices more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson policies (e.g., FMLA) are fairly applied across Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time packages are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on Stetson committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Stetson faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear procedures on how I can advance at Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson is good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 your 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Positive for people of various spiritual/religious backgrounds/religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not Biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly (Ableist)
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Stetson staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom/lab/clinical setting/ensembles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson is a good place to go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by staff at Stetson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom/lab/clinical setting/ensembles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Stetson encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/creative activity is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson is a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by co-workers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel appreciated by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Stetson students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Stetson faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my department/program encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stetson is a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs (including computer labs)/courtrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing/residence halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g. chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., Voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity			
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Receiving accommodations from faculty (e.g., note-takers, extra test time)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video: closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker Rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing (including Greek houses, apartments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Stetson ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public Affairs/Marketing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with toolkits to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search, promotion, and tenure committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search committees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 Center Students/Faculty/Staff

<http://www.stetson.edu/law/students/home/support.php>