

Stetson University Campus Climate Survey: College of Law

From February 3, 2020 to March 14, 2020 Pryor Education Insights and Stetson University administered a campus climate survey to all Stetson students, staff, and faculty. The instrument used was a slightly modified version of the one used in 2016 that had been developed by Rankin and Associates for Stetson. At the College of Law (CoL), we received 413 responses total: 282 from students (a 32% response rate), 95 from administrator/staff (a 69% response rate), and 36 from faculty (a 38% response rate). When considering group differences, we used a margin of error of +/- 3 for the full group, +/- 5 for students, +/- 6 for staff, and +/- 13 for faculty. If a group difference is not mentioned in the report, it was deemed not significant. This is mostly due to low numbers of respondents in the subgroups. Comments from survey respondents are included in the relevant sections and are marked by a smaller font and italics.

Demographics

The results from the College of Law campus lean towards female, as do most surveys, as women are more likely than men to respond. Fifty-five percent of the faculty respondents, 72% of the staff¹ respondents, and 68% of the student respondents told us their assigned birth sex was female. Nobody reported being intersex. Gender identity and current gender expression closely followed the assigned birth sex. These are fairly close to the 2019 Fall figures for Stetson College of Law in which 54% of students were female, 65% of staff, and 48% of the full-time faculty, although slightly skewed towards more women represented in the survey.

While 60% of the faculty at Stetson College of Law are part-time, according to the Fall 2019 official counts, only nine percent of the faculty respondents at College of Law were part-time. Thus, the findings in this report should be seen as pertaining to full-time faculty. In fact, if the response rate for faculty were just calculated for full-time CoL faculty, the response rate jumps to 80%.

Sexual identity was predominantly heterosexual (faculty, 90%; staff, 93%; and students, 86%). For students, three percent told us they were gay, one percent told us they were lesbian, and six percent were bisexual. For faculty, three percent told us they were gay, three percent told us they were lesbian, and three percent were bisexual. For staff, the numbers were too low to be broken out so as to maintain confidentiality of respondents to the survey.

Most described themselves as White (faculty, 86%; staff, 80%; students, 67%). Twelve percent of students told us they were Hispanic/Latino(a)/Chicano(a),² as did five percent of the staff and four percent of the faculty. Ten percent of students told us they were Black/African American/Afro-Caribbean as well as nine percent of the staff and seven

¹ We will refer to the combined category of staff and administration simply as staff in this report.

² We will refer to this category as Latinx through the rest of the report.

percent of the faculty. Two percent of students told us they were Asian/Asian American. Almost four percent (3.5%) of the faculty told us that they were American Indian. This is similar to actual counts in the population (see Table 1). Although slightly more White faculty replied to the survey than there are in the population at College of Law (78%), this is likely due to different ways of counting race and ethnicity in the survey compared to the institutional data. Other race and ethnicity data for faculty were within one percentage point between the survey and the population. Staff race and ethnicity figures in the survey were generally similar to the population. Some percentages have not been reported here so as to not break confidentiality. Because of the small numbers of Asians at Stetson CoL, when race is broken down in the report, it is only using the full group of respondents (i.e., not broken out by position) and only using categories of White, Black, and Latinx. In many cases, due to the small numbers of people reporting certain experiences, even these comparisons are not possible.

Table 1. Survey Respondents Compared to Population: Race and Ethnicity (not all categories reported)

	Students Population	Students Survey	Staff Population	Staff Survey	Faculty Population	Faculty Survey
White	70%	67%	84%	80%	78%	86%
Latinx	15%	12%	6%	5%	4%	4%
Black	6%	10%	7%	9%	6%	7%
Asian	3%	2%				

Ninety-one percent of students, 97% of staff, and 97% of faculty were U.S. citizens by birth and six percent of students were naturalized U.S. citizens. Three percent of the faculty and the staff respondents were permanent residents.

Eight percent of the staff and seven percent of the students were veterans.

The law students were composed of 35% first-year students, 37% second-year students, and 24% third-year students.

Financially, 48% of students were currently financially dependent on their family. They were paying for law school in the following ways depicted in Table 2. The only difference from the 2016 results is fewer students in 2020 using loans (60% versus 50%).

Table 2. Paying for College (students could answer with more than one response if applicable)

Loans	32%
Non-need-based scholarship/grant (e.g., Stetson scholarship, athletic, music)	23%
Personal contribution /job	14%
Family contribution	13%
Credit card	6%
Work-Study/student employment	5%
Need-based scholarship/grant (e.g., Pell, Gates)	3%
A method of payment not listed here (please specify)	2%
GI Bill	2%

A little over half (54%) reported having experienced financial hardship while attending Stetson.

Black students were most likely to have experienced financial hardship, at 71%, compared to Latinx students at 62%, and White students at 48%. Table 3 depicts how students have experienced financial hardship. Difficulty affording tuition was the top reason for financial hardship, as it was in 2016, although there is really no distinction between the first eight items and the bottom four, statistically.

Table 3. "How have you experienced the financial hardship?"

Difficulty affording tuition	14%
Difficulty purchasing my books	13%
Difficulty in affording housing	13%
Difficulty in affording healthcare	12%
Difficulty participating in social events	11%
Difficulty affording food	10%
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)	10%
Difficulty traveling home during Stetson University breaks	7%
Difficulty in affording other campus fees	4%
Difficulty commuting to campus	4%
Difficulty in affording childcare	1%
Difficulty in affording eldercare	0%

While 19% of students identified as Catholic and 16% of staff, this dropped to only four percent of faculty. For faculty, the largest response was 22% agnostic, and 9% atheist. The largest religious group for students was Catholic (19%), but about as many reported being agnostic (17%). Ten percent reported being nondenominational Christians and 10% were atheists.

Most came from homes where English was the only language spoken (faculty, 94%; staff, 94%; and students, 83%).

About one in six (17%) students reported that they had a condition/disability that influences their learning, working, or living activities compared to 26% of faculty and 14% of staff. To preserve confidentiality as to who replied to the survey, no specific conditions/disability figures are reported.

Faculty experienced multiple types of substantial parenting or caregiving responsibilities at higher percentages than staff or students. Categories which might have identified respondents are not reported.

Table 4. Substantial Parenting or Caregiving Responsibility

	Students	Staff	Faculty
No	86%	62%	34%
Yes; children 18 years of age or younger	7%	31%	32%
Yes; children over 18 years of age, but still legally dependent (e.g., in college, disabled)		8%	3%
Yes; independent adult children over 18 years of age		5%	5%

Yes; sick or disabled partner		6%	
Yes; senior or other family member	3%	13%	21%

In the 2020 Campus Climate Survey we asked all respondents the following question about the results from the 2016 survey:

This Campus Climate Survey was also conducted in 2016, with the results shared broadly to the campus community. To what extent do you agree that the results were used to address identified issues related to campus climate?

Faculty and staff were the least likely to believe that the previous survey results had been used to address campus climate issues, with only 13% (faculty) and nine percent (staff) answering “strongly agree” and 39% (faculty) and 39% (staff) answering “agree” for both groups. Interestingly, students, of which most would not have been present when the survey was last conducted in 2016, were more positive, with 17% saying “strongly agree” and 42% telling us “agree.” Despite not having been on campus when the 2016 survey was conducted, many students still presumably experienced the use of those results in discussions and presentations using information from the survey. A goal of this report is to facilitate greater use to understand and improve campus climate on the College of Law at Stetson.

Perceptions of Campus Climate

All populations were asked how comfortable they were with the overall campus climate at Stetson. Most responded that they were either “very comfortable” or “comfortable” with the general campus climate, with students at 80%, staff at 56%, and faculty at 45%. These figures were not statistically significantly different from the findings in 2016 (students, 75%; staff, 64%; faculty, 46%). Looking just at those who were “very comfortable,” we see that it is only 28% of students, 15% of staff, and 17% of faculty. The only difference from 2016 in this is students, who dropped twelve percentage points in 2020.

Twenty-five percent of Latinx respondents answered that they were “very comfortable” with the overall campus climate, compared to 14% of White respondents, and 14% of Black survey respondents.

Additionally, most faculty and staff felt “very comfortable” or “comfortable” with the climate in their department, with 22% of faculty reporting being “very comfortable” and 33% being “comfortable” for a total of 55%, and 37% of staff reporting being “very comfortable” and 40% being “comfortable” for a total of 77%.

With respect to campus climate in the classroom, we saw about four out of five who were “very comfortable” or “comfortable” amongst both the faculty (82%) and students (80%). This again was similar to the findings in 2016. Only 19% of Black survey respondents answered that they were “very comfortable” with the climate in the classroom, compared to 43% of Latinx respondents, and 33% of White respondents.

Almost one in three (29%) students reported that they had “ever seriously considered leaving Stetson,” which was similar to the 23% in 2016. Faculty (58%) were about as likely as staff (66%) to consider leaving, which is similar to the 64% reported in 2016.

For the students, 45% of those who had seriously considered leaving thought that the campus climate lacked a sense of belonging. Thirty-eight percent cited financial reasons as why they considered leaving. Thirty-seven percent of students reported it was that the campus climate was not welcoming. More than one in four (27%) cited the lack of a support group.

The biggest thing for me was the lack of a "community" aspect the law school had to offer. I did not feel welcomed by students and the biggest checkmark was the lack of sense of belonging I experienced daily.

I seriously considered leaving a month ago. It felt like after I missed a class for personal reasons, I was cold called by two different professors consecutively for three-four classes after. Anybody whose taken law classes know that's a stressful nightmare.

I have often felt judged and prejudiced against consistently. Some professors have said things about my demeanor in a way that does not relate to my work but attacks me as a person. Telling me that "I am too aggressive, too unapproachable, or potentially divisive to a jury". Some of these comments I have learned from other students and not the professor themselves...the administrators act as if they are very ignorant of the racist and prejudicially discriminatory climate at this university. Which is why the black students and minority professors and faculty, continue to resign from this university. I will do my best to remove myself as well. This environment is truly beginning to affect my psyche and the way I view myself, and I am at the place now where I just desire to leave this toxic environment altogether.

I continue to seriously consider leaving as Stetson Law has become an unwelcoming and sad environment. There are professors who post drunk posts on Facebook; professors at student apartments while posting such on social media; the loss of our two premier trial leaders (McArdle and Rose); a lack of professionalism amongst the faculty; the fact that Stetson was marketed as a leader in trial advocacy, the fact that I came to Stetson relying upon that status, and the realization that I had been marketed a lie.

The faculty and other students have been unwelcoming. Most people at the school talk poorly of the school. I feel that the school cares more about collecting money from students, than they do about us actually learning. Professors have admitted that they participate in unethical behaviors and some have even made derogatory comments to students in front of the whole class. One professor did not have any office hours scheduled and then when they finally did, they were during the time when we had another class. Professors will not answer emails promptly and sometimes not at all. Myself and many other students feel that some of our professors want us to fail.

Majority of the professors here are way too liberal and constantly pushing their political agenda. We pay a significant amount of money here to learn, not waste class time hearing my professor complain about our president. I am a conservative student, and i can honestly say that this campus is a very hostile environment for me and my fellow conservatives. The very few professors who leave politics out of their class tend to be the best ones, however, it's an everyday issue here at Stetson.

Of those seriously considered leaving Stetson were 39% of Black respondents, 39% of White respondents, and 21% of Latinx respondents. Women (42%) were more likely than men (32%) to have seriously considered leaving Stetson.

When asked why they considered leaving, 43% of faculty and 36% of staff reported it was that the campus climate was not welcoming. While this was the primary reason for faculty, for staff it was limited opportunities for advancement, at 64%. The second most given reason, for staff, was financial, with 62% of staff reporting that financial reasons (i.e., salary) were why they considered leaving Stetson. For faculty tension with a supervisor/manager was second, at 33%, followed by limited opportunities for advancement, at 29% and another workplace issue, unmanageable workload, at 23%. Tension with a supervisor/manager was 49% for staff. Also, for staff, was an unmanageable workload (39%) and increased workload (39%).

My supervisor bullied, demeaned, disrespected and purposely created a hostile environment. Threatened me with bad reviews, going to the dean among other things. In general, intentionally made my job harder, belittled and harassed me.

This place sucks. Those in power abuse it without consequence, we keep people down instead of providing them opportunities for advancement, and the hard-working, good-hearted people are exploited by the bad apples.

This one is easy: we are failing on diversity and inclusion (for a number of reasons) and a big one (that simply isn't being addressed at all) is the University's lack of commitment to economic diversity and inclusion. The pay is not competitive here for staff and administrator positions as compared to equivalent staff and administrator positions at LAW SCHOOLS across the country, coupled with cost of living that is going through the roof right now in Tampa Bay.

I love Stetson and I don't want to leave. However, due to the lack of trained, effective leadership, politics and power imbalance, I am unable to do the job I was hired to do. I am exhausted consistently advocating for the best interest of our students and having it be ignored. Our students are suffering. Stetson is NOT student-centered anymore, and every email from the administration that claims Stetson to care about its students is bullshit.

Respect and treatment of employees is at the top. Over the past ten years the administration at the university has grown tremendously top heavy and the salaries for those positions have grown larger. When you look at the incremental amount of percentages for increases each year those people at the top of the salary pyramid should be analyzed. Many people at the college of law have to work two jobs to afford to live. Sad that people have devoted their lives to the university and do not have enough money to retire or meet all of their bills each month.

Some Professors and Directors are not very respectful of others and belittle those that are not on their level or higher. There were also some things that happened in the past with two directors that went too far but the level of disrespect in front of staff was terrible.

When I came to Stetson 15 years ago, it was the culture (or "campus climate", if you prefer) that particularly attracted me. It was welcoming, enthusiastic, open-minded, and very much can-do. Now it's dominated by lazy people with jealous and narrow minds, who claim to the idea of innovation but don't want to actually do anything innovative at all. The students (and some colleagues) are still great. But those in charge should be taking a long, cold, hard look at themselves — and then leave.

It is difficult to work in an environment where staff are treated so badly that they routinely leave. As a faculty member, I feel responsible for that treatment, even though I have no real say so in it.

The sense of community that existed when I started teaching here has disappeared. Since I no longer have any family in the area, that community was especially important to me. I seriously considered moving.

Academic Experiences

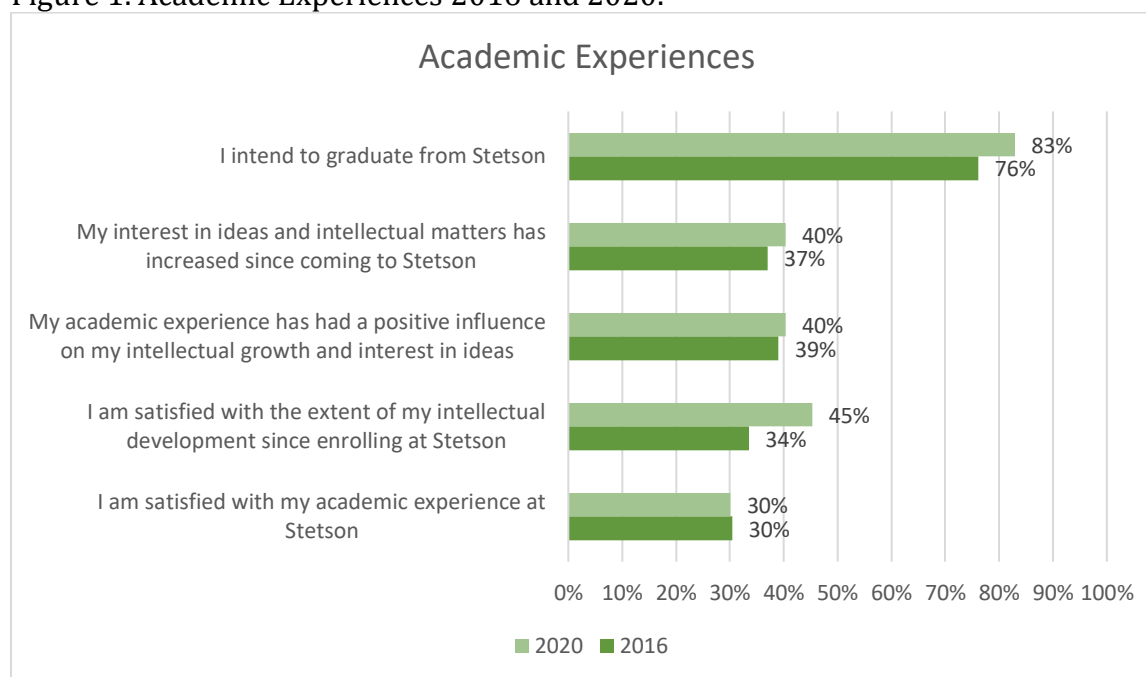
Stetson students were asked about their academic experiences. As seen below, the majority of students “strongly agree” (83%) or “agree” (11%) that they will graduate from Stetson (94%).

Table 5. Academic Beliefs of Students

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I intend to graduate from Stetson.	83%	11%	4%	1%	1%
I am satisfied with the extent of my intellectual development since enrolling at Stetson.	45%	43%	5%	5%	0%
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	40%	41%	9%	7%	2%
My interest in ideas and intellectual matters has increased since coming to Stetson.	40%	40%	13%	5%	2%
I am satisfied with my academic experience at Stetson.	30%	49%	9%	9%	3%
I am performing up to my full academic potential.	26%	54%	7%	10%	3%
I have performed academically as well as I anticipated I would.	24%	33%	15%	22%	7%
Few of my courses this year have been intellectually stimulating.	10%	22%	13%	22%	32%
I am considering transferring to another institution for academic reasons.	4%	4%	12%	13%	68%

There was one statistically significant improvement in academic experiences of Stetson students from 2016 to 2020. We saw increases in students reporting that they “strongly agree” that they are satisfied with the extent of their intellectual development since enrolling at Stetson, from 34% in 2016 to 45% in 2020.

Figure 1. Academic Experiences 2016 and 2020.



Experiences with Exclusionary Behavior

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?

The first of a series of questions about experiences impacting campus climate concerned personally experiencing any exclusionary behavior that had interfered with the ability to work or learn at Stetson. Students reported such experiences at 25%. More than one in three faculty (36%) reported that this had been the case in the past year, and 33% of staff did so as well. Women were more likely than men to report such experiences (28% versus 20%).

My concerns were addressed in a timely, professional manner with a satisfactory outcome. I was treated with respect and appreciated the guidance I received during that awful period of time.

Bullied and intimidated by female leader. She also disparaged other leadership. Made me and others feel very uncomfortable

Small acts of inaction, and/or indifference while not substantial, adds up. Eventually you see a pattern. Constantly having double check information, or waiting for paperwork to be signed, not receiving copies requested, etc. After a while, you just get used to it. Bringing attention to it won't do anything. Not being invited to the staff birthday breakfast is not a big deal to me, but in my honest opinion, speaks volumes.

Filing a report with an untrustworthy source can do more harm than good. It has proven better to stay quiet, endure, and try to move forward.

The disrespect and bullying occurs in faculty meetings and committee meetings, in the presence of other faculty and the Dean. Nobody seems to think it's inappropriate or wrong. It's "just the way we are."

Unless you identify as one particular party you have no place for acceptance on the college of law campus. Rude, uncivil behavior has been witnessed here when discussing politics.

Reporting inappropriate behavior to the current Human Resources office is futile. You can't trust that anything will be done and if it is done that it will actually be the right thing to do. In addition, the revolving door of the employees in that office deters me from reporting anything because I'd have to do it over and over and over to all the employees who come and go.

I no longer report anything to the Deans or HR, because I know they won't do anything because I'm just staff (at one point HR even told me I should just look for another job if I'm unhappy here.).

In looking at the total group of respondents at Stetson, there were no differences between 2016 (25%) and 2020 (28%) in personally experiencing any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with the ability to work or learn at Stetson.

As seen in Table 6 below, for faculty the most likely basis for this conduct was seen as their gender (17%), and for staff it was position (19%). For students, political views (9%) and academic performance (9%) were at the top, although with small numbers reporting many of these responses are not statistically significantly different from each other.

Table 6 "What do you believe was the basis of the conduct?"

	Students	Staff	Faculty
Political views	9%	5%	2%
Academic performance	9%	1%	0%
Ethnicity	8%	3%	11%
Gender/Gender identity	6%	6%	17%
Position (e.g., staff, faculty, student)	6%	19%	11%
Philosophical views	6%	4%	7%
Physical characteristics	6%	4%	2%
Socioeconomic status	6%	3%	2%
Mental health/psychological disability/condition	4%	1%	4%
Racial identity	4%	3%	4%
Age	3%	8%	2%
Living arrangement	3%	0%	0%
Participation in an organization (please specify:)	2%	0%	4%
English language proficiency/accent	2%	0%	0%
Religious/spiritual views	2%	1%	0%
Educational credentials (e.g., MS, PhD)	1%	10%	4%
Gender expression	1%	1%	2%
Immigrant/Citizen status	1%	0%	2%
Location where I grew up	1%	1%	2%
Nationality	1%	0%	2%
Parental status (e.g., having children)	1%	4%	2%
Major field of study	1%	0%	0%
Marital status (e.g., single, married, partnered)	1%	2%	0%
Medical disability/condition	1%	1%	0%
Military/veteran status	1%	0%	0%
Pregnancy	1%	0%	0%

Physical disability/condition	0%	1%	4%
Learning disability/condition	0%	1%	2%
Sexual identity/orientation	0%	2%	2%
Participation on an athletic team (please specify:)	0%	0%	0%

The most likely experience for this conduct was feeling disrespected, across all groups. Faculty were more likely to feel the target of workplace incivility, and staff and students were more likely to feel ignored or excluded.

Table 7. How did you experience the conduct?

	Students	Staff	Faculty
I was disrespected.	16%	18%	17%
I was ignored or excluded.	15%	14%	12%
I was isolated or left out.	13%	10%	8%
I was intimidated/bullied.	7%	11%	12%
I was the target of derogatory or inappropriate verbal remarks.	7%	7%	10%
I feared getting a poor grade because of a hostile classroom environment.	7%	0%	0%
I observed others staring at me.	6%	3%	2%
I received a low performance evaluation.	3%	4%	4%
I was the target of retaliation.	3%	8%	4%
Someone implied I was admitted/hired/promoted due to my identity group.	3%	1%	2%
I was the target of racial/ethnic profiling.	3%	2%	2%
I was singled out as the spokesperson for my identity group.	3%	3%	0%
I received inappropriate written comments.	2%	1%	6%
I received inappropriate phone calls/text messages/email.	2%	1%	4%
I was the target of unwanted sexual contact.	2%	1%	2%
I received inappropriate/unsolicited messages through social media (e.g., Instagram, Twitter, Facebook).	2%	0%	0%
I was the target of workplace incivility.	1%	12%	13%
I was the target of stalking.	1%	0%	2%
Someone implied I was not admitted/hired/promoted due to my identity group.	1%	1%	0%
I was the target of graffiti/vandalism.	1%	0%	0%
I feared for my physical safety.	1%	2%	0%
I received threats of physical violence.	0%	0%	0%
I feared for my family's safety.	0%	0%	0%
I was the target of physical violence.	0%	0%	0%

Students were mostly experiencing such conduct in on-campus class/lab/clinical settings (19%) and in public places at Stetson (17%). For staff, it was while working at a Stetson job (22%), in public places at Stetson (16%), in a Stetson administrative office (15%), and in a meeting with a group of people (15%). Faculty were mostly experiencing such conduct in meetings (13%), in a location not listed (13%, which in the comments mostly turned out to be emails) and in a faculty office (11%).

Table 8. Where did you experience the conduct?

	Students	Staff	Faculty
In an on-campus class/lab/clinical setting	19%	1%	9%
In a public space at Stetson	17%	16%	9%
At a Stetson event	10%	7%	9%
In a Stetson library	9%	4%	2%
In a meeting with a group of people	7%	15%	13%
A location not listed above (please specify:)	7%	2%	13%
In a meeting with one other person	6%	12%	9%
Off campus	6%	1%	4%
In a faculty office	4%	1%	11%
In a Stetson administrative office	4%	15%	9%
While walking on campus	3%	4%	2%
On social networking sites (e.g., Instagram, Twitter, Facebook).	3%	0%	0%
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	2%	0%	2%
While working at a Stetson job	1%	22%	7%
In a Stetson dining facility	1%	0%	0%
In off-campus housing	1%	0%	0%
On Stetson media (e.g., Stetson Instagram, Stetson Facebook, reporter)	0%	0%	2%
In a Stetson health care setting (e.g., Stetson Health Service, Wilson Center)	0%	0%	0%
In a counseling setting referred to me by Stetson	0%	0%	0%
In athletic/recreational facilities	0%	0%	0%
In campus housing	0%	0%	0%

As seen in table 9 below, full-time faculty are a major source of exclusionary experiences for both faculty (31%), staff (16%), and students (20%). Faculty also report co-workers (24%) and senior administrators (17%) as a large source. Staff are also experiencing exclusionary contact by their department chairs (18%) and co-workers (18%). While faculty report experiencing such conduct from students (7%), students report that other students were the sources of exclusionary behavior they experienced at a much higher rate (38%). Staff do not tend to experience exclusionary conduct as much by students, at only three percent, but rather more staff experience such conduct from other staff members (15%).

Table 9. Who/what was the source of this conduct?

	Student	Staff	Faculty
Student	38%	3%	7%
Faculty member - full-time	20%	16%	31%
Friend	5%	1%	0%
Teaching assistant/graduate assistant/tutor	5%	0%	0%
A source not listed above (please specify:)	5%	1%	0%

Senior administration (e.g., president, provost, dean, vice president)	4%	10%	17%
Department chair /head/director	4%	18%	10%
Faculty member - adjunct	3%	0%	3%
Staff member	3%	15%	3%
Academic adviser	3%	0%	0%
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	3%	0%	0%
Off-campus community member	2%	0%	0%
Stranger	2%	1%	0%
Supervisor	2%	13%	0%
Don't know source	2%	1%	0%
Alumni	1%	0%	3%
Co-worker	0%	18%	24%
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%
Stetson Public Safety	0%	0%	0%
Person whom I supervise	0%	1%	0%
Social networking site (e.g., Instagram, Twitter, Facebook.)	0%	0%	0%

The most prevalent feeling after experiencing the conduct was anger, students (32%), staff (31%), and faculty (45%).

Table 10. How did you feel after experiencing the conduct?

	Students	Staff	Faculty
I felt angry.	32%	31%	45%
I felt embarrassed.	22%	24%	20%
I ignored it.	10%	13%	0%
I felt somehow responsible.	10%	4%	5%
I felt afraid.	8%	13%	10%

The most likely response from faculty was to talk to a friend (17%). Staff were most likely to avoid the person or venue (13%), as were students (15%). Staff (12%) and students (13%) also would do nothing. Several also contacted a Stetson resource, which for students and staff was mostly the Office of Human Resources (13%, students and 10% staff) or the Title IX Coordinator (9% students and 11% staff), although faculty were likely not to use those specific resources.

Table 11. What did you do in response to experiencing the conduct?

	Student	Staff	Faculty
I avoided the person/venue.	15%	13%	4%
I didn't do anything.	13%	12%	9%
I contacted Office of Human Resources	13%	10%	2%
I confronted the person(s) at the time.	10%	6%	7%
I contacted a Title IX Coordinator	9%	11%	0%
I told a family member	8%	8%	11%
I told a friend	6%	2%	17%
I didn't know who to go to.	4%	6%	0%
I contacted a Staff person	4%	1%	0%
I confronted the person(s) later.	3%	2%	11%
A response not listed above (please specify:)	3%	5%	7%
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	2%	0%	4%
I contacted Employee Assistance Program (EAP)	2%	6%	0%
I contacted a Faculty member	1%	1%	11%
I contacted a Stetson resource.	1%	2%	9%
I sought information online.	1%	2%	2%
I sought support from off-campus hot-line/advocacy services.	1%	1%	2%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	1%	0%	2%
I contacted a local law enforcement official.	1%	0%	0%
I contacted Counseling Services	1%	0%	0%
I contacted Stetson Public Safety	0%	9%	2%
I contacted a Student staff (e.g., resident assistant)	0%	0%	0%
I contacted a Faculty academic advisor	0%	3%	0%

Overall, 27% of those on the College of Law campus who had experienced exclusionary conduct reported it (see table 12). This is almost identical to the 2016 results, when 24% responded that they had reported such conduct. Faculty, staff, and students showed similar rates. Of those reporting, the majority felt that the reporting was not responded to appropriately.

Table 12. Did you report the conduct?

	Student	Staff	Faculty
No, I didn't report it.	80%	59%	75%
Yes, I reported the incident, but felt that it was not responded to appropriately.	14%	26%	17%
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.	4%	7%	0%
Yes, I reported the incident and was satisfied with the outcome.	2%	7%	8%

Unwanted Sexually Related Experiences

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)?

Experiencing unwanted sexual contact of the types listed above was rare among faculty and staff, with only five percent reporting. Because of the very small numbers reporting in those categories, there are no reports of breakouts of those groups to maintain confidentiality.

Table 13. Experiencing Unwanted Sexual Contact

	CoL
No	95%
Yes - relationship violence (e.g., ridiculed, controlling, hitting)	1%
Yes - stalking (e.g., following me, on social media, texting, phone calls)	1%
Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	2%
Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	1%

Experiences with Relationship Violence

Fewer than five people at the College of Law reported relationship violence. Because of the low numbers, no further results are provided to maintain respondent confidentiality.

Experiences with Stalking

Fewer than five people at the College of Law reported incidents of stalking. Because of the low numbers, no further results are provided to maintain respondent confidentiality.

Experiences with Unwanted Sexual Interactions

Nine people at the CoL reported having experienced unwanted sexual interactions (e.g., cat-calling, repeated sexual advances, sexual harassment), including some with multiple such interactions. These interactions took place on (40%) and off campus (60%). Stetson students experiencing unwanted sexual interactions felt angry (35%), embarrassed (20%), and afraid (15%). Twenty-five percent ignored it. Their reactions were varied: 24% avoided the person or venue where this took place, 19% told a friend, and 14% confronted the person at the time. Many (67%) did not report the incident(s). Of those who did report, about two-thirds thought that it was not responded to appropriately and one-third was satisfied with the outcome.

Experiences with Unwanted Sexual Contact

Fewer than five people at the College of Law reported incidents of unwanted sexual contact. Because of the low numbers, no further results are provided to maintain respondent confidentiality.

Workplace Climate

As shown in Table 15 below, staff agreed with positive campus climate issues with their supervisor, as 73% agree that their supervisor gave them career advice and adequate support to manage a work-life balance (82%). A number of staff disagreed about issues of workload appropriateness. Thirty-seven percent were unable to complete assigned duties during work hours and 41% reported their workload was permanently increased without additional compensation due to other staff departures. Forty-nine percent agreed that they perform more work than their Stetson colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). Over half (58%) disagreed that Stetson provides adequate resources to help them manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation). There were no significant changes from the 2016 responses.

My current direct supervisor is fantastic; however, she is met with the same dismissive and unvalued attitudes when she tries to advocate for my position that is solely based on student service.

...did I mention the lack of respectful recognition and advancement opportunities?

even when we do have an opportunity to post a job, we can't fill it because no one will work at a law school for the amount of money we are paying people.

We work for years with standard raises but no promotions.

The expectation for staff to do more with less is unacceptable. We are given more work and not compensated appropriately as we only receive minimal raises.

I do not feel that my voice is valued or respected by those in leadership positions.

HR is the worst I have ever seen. They clearly work for and are loyal to the company and not for the employees.

I think that our policies surrounding pregnancy, birth and parenthood are subpar. My individual supervisor(s) worked hard to be as flexible with me as possible and provide me with the best possible experience, which I truly valued and appreciated; however, there is only so much one can do when the larger issue is systemic.

Childcare options are nonexistent.

I take on a lot of extra committee /leadership roles with no acknowledgement of this additional work and no hope of it ever turning into a promotion/raise/career advancement. We have no paid family leave and our short-term disability policy is offensive, at best.

My coworkers are the only resource that I have when it comes to career advice. As a staff member I have not had a thorough performance evaluation that would allow me to determine that I am on a track for promotion. The evaluation process is very basic and there are no clear steps on how to further your career with Stetson. Even with the lack of advancement opportunities there is immense pressure for a nonexempt employee to be available during non-business hours or days off.

Stetson could show some respect for those with family responsibilities (school holidays, etc.) and those with non-Christian holy days. Other workplaces give 3-5 'personal days' per year that can be taken without affecting vacation time - why not us??

I am extremely disappointed in my salary at Stetson compared to other universities and considering my work experience. I cannot participate in the retirement plans here due to low pay, nor can I put aside money for savings due to low pay and cost of housing in the area.

Table 15. Staff Views on Workplace Climate

	Strongly agree	Agree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	41%	32%	16%	11%
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	38%	18%	33%	10%
My supervisor provides adequate support for me to manage work-life balance.	37%	45%	6%	12%
There is a hierarchy within staff positions that values some voices more than others.	34%	35%	27%	5%
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	29%	48%	17%	6%
I am able to complete my assigned duties during scheduled hours.	27%	36%	24%	13%
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).	20%	29%	46%	5%
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).	20%	29%	44%	7%
I am included in opportunities that will help my career as much as others in similar positions.	19%	38%	23%	20%
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	15%	21%	47%	17%
Burdened by work responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	14%	27%	47%	13%
I am given a reasonable time frame to complete assigned responsibilities.	13%	59%	19%	9%
The performance evaluation process is productive.	13%	36%	26%	25%
The performance evaluation process is clear.	13%	53%	19%	15%
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.	6%	10%	59%	25%
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	6%	37%	35%	23%

As shown in Table 16, 20% of CoL staff reported that they “strongly agree” that Stetson is a good place to work, and another 57% agreed. Most staff (84%) thought that their supervisor was supportive of them taking leave. Many, however, disagreed that staff

salaries are competitive (81%). Advancement, as seen in previous questions, was an issue, with only 17% thinking the procedures were clear for advancement and only 29% were positive about their career possibilities at Stetson.

Only 37% agreed that staff opinions are valued by Stetson faculty and administration and only 40% agreed that staff opinions are valued on committees.

The question about competitive pay for staff literally made me laugh out loud. Especially so knowing how much our faculty gets paid.

Being able to get approval of new ideas to implement change is frustrating. Glad for the formation of the staff advisory committee but the impact is minimal in my honest opinion. I believe it is being run by HR. Who is going to express themselves honestly in front of HR?

I'd like to know what's going to be done. I've brought concerns; I've stood up for our students, and the current value-structure at Stetson is NOT student-centric, but self-serving. HR is not competent, not trustworthy, and retaliatory. I've seen it firsthand. Staff are screaming that they need more resources to do their jobs FOR THE STUDENTS but are not getting them and everyone's jumping ship. I'm often embarrassed to say I work here.

Stetson is a good place to work because there is a tightly knit staff community, where staff support one another. However, there is no connection between staff and faculty (how could they possibly value our opinions if they have nothing to do with us??) and often a rift between staff and administration.

Faculty most definitely DO NOT value staff opinions...Coming here I thought Stetson would be a great place to work but lately it has morphed into an institution of elitism and exclusion...As a parent, I often feel pressure to be at work and not take days off. I have experienced extreme stress and pressure from taking time off to be home with sick children because my supervisor is not sympathetic to my situation...The compensation here is exceedingly low considering the pay inequality from the highest paid person, to the lowest paid person. Then factor in how much work that lowest paid person does, and you will have a good idea of why the culture is the way it is at Stetson Law.

I love my job...I'm just not sure how long I can hold on without adequate compensation. I actually did a salary compensation analysis and provided it to my supervisor. The reality is that I am paid at least \$25,000 less than other folks in similar positions at competing universities.

Stetson used to be a GREAT place to work. However, the past two administrations have allowed the physical facilities to become dilapidated; drive quality employees away; crush employee morale; limit advancement opportunities; disrespectfully intervene in job performance without notice; ignore and dismiss key stakeholders in decisions that directly affect their job performance; and the lack of truthful communication or any communication at all impacts productivity severely.

Morale here is at an all-time low, especially among staff - we're undervalued, underpaid, and not respected, especially regarding any kind of advancement or benefits. Yet faculty has an executive salary committee?

There are no childcare benefits and no parental leave. There are no advancement opportunities and the rare occasion when a position opens on campus for someone to advance, 99% of the time, Stetson will hire external.

Staff opinions are not valued on committees and, while I appreciate being put on committees, so I have a better idea of what's happening on campus, I never speak during the meetings because I am just ignored when I do.

Table 16. Staff Views on Additional Workplace Climate Issues

	Strongly agree	Agree	Disagree	Strongly disagree
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	30%	54%	7%	10%
My supervisor provides me with resources to pursue training/professional development opportunities.	27%	42%	22%	8%
Retirement benefits are competitive.	22%	56%	15%	8%
Stetson is good place to work.	20%	57%	17%	6%
Stetson provides me with resources to pursue training/professional development opportunities.	16%	50%	25%	9%
Stetson is supportive of taking extended leave (e.g., FMLA, parental).	15%	54%	18%	13%
Stetson is supportive of flexible work schedules.	15%	45%	24%	15%
There are clear expectations of my responsibilities.	15%	56%	17%	13%
Vacation and personal time packages are competitive.	14%	60%	9%	17%
Health insurance benefits are competitive.	9%	37%	24%	29%
Stetson policies (e.g., FMLA) are fairly applied across Stetson.	8%	65%	23%	4%
Staff opinions are valued on Stetson committees.	6%	34%	29%	30%
Positive about my career opportunities at Stetson.	6%	23%	41%	30%
Staff salaries are competitive.	5%	14%	34%	47%
Childcare benefits are competitive.	5%	22%	27%	47%
Staff opinions are valued by Stetson faculty and administration.	5%	32%	28%	35%
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	4%	16%	67%	13%
There are clear procedures on how I can advance at Stetson.	2%	15%	46%	37%

Many tenure-track faculty believe they have the opportunity to participate in substantive committee assignments (90%), that the criteria for tenure are clear (77%), that their research or creative activity is valued by their school (73%), and that they were supported and mentored during their tenure track years (72%). On the less-positive side, only half (50%) “agree” that faculty opinions are taken seriously by senior administrators and that faculty opinions are valued within Stetson University committees (50%). Interestingly, more than two out of three (68%) believe that they perform more work to help students than their colleagues.

I don't trust Stetson's administration. I have reason not to trust it, based on my own and others' experiences. Because faculty opinion is not taken seriously or valued, our committee work is a sham. So sure, I'm on committees, and we do things, and then our work is disregarded. So no, I don't want more of that, and no, I don't have meaningful opportunities.

It is not clear what type of service is valued...We send mixed messages about the importance of teaching by allowing people who are not strong classroom teachers to continue to teach.

I can participate in committees until I am blue in the face. But no-one listens, so what is the point?

Table 17. Tenure-Track Faculty Views on Workplace Climate

	Strongly agree	Agree	Disagree	Strongly disagree
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).	43%	25%	29%	4%
I have opportunities to participate in substantive committee assignments.	38%	52%	3%	7%
The tenure standards/promotion standards are applied equally to faculty in my academic unit.	37%	15%	44%	4%
The criteria for tenure are clear.	33%	44%	19%	4%
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	29%	29%	36%	7%
Supported and mentored during the tenure-track years.	28%	44%	24%	4%
Teaching is valued by my college/school.	25%	46%	21%	7%
Research/creative activity is valued by my college/school.	21%	52%	24%	3%
Stetson policies for delay of the tenure clock are used equitably all colleges/schools.	19%	31%	50%	0%
Faculty opinions are valued within Stetson University committees.	19%	31%	35%	15%
Service contributions are valued by my college/school.	18%	50%	25%	7%
Faculty opinions are valued within my college/school committees.	14%	43%	32%	11%
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	8%	0%	56%	36%
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	7%	15%	30%	48%
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	7%	43%	29%	21%
I would like more opportunities to participate in substantive committee assignments.	4%	12%	54%	31%

Non-tenure-track faculty (i.e., visiting faculty or adjuncts) were also asked about how they feel about the academic workplace, but fewer than five people replied, so these items are omitted.

For faculty, the most-telling aspect of Table 18 (see below) is at the bottom: none of the faculty strongly agreed that Stetson provided adequate resources to help manage a work-life balance. More than half (56%) agreed that people who have children or eldercare are burdened with balancing work and family responsibilities. Only 23% agreed that childcare benefits are competitive. While most agreed that salaries for tenure-track faculty were competitive (69%), only 25% thought the same for adjuncts. On a positive side, 72% thought that Stetson was a good place to work, and 84% reported that Stetson provided them with resources for professional development. It should be noted, however, that a “good” place to work is not necessarily a “great” place to work.

The culture ("campus climate") is dreadful. You can see that just by wandering around the Gulfport campus and counting the number of faculty. Years ago, it was a thriving hub; now faculty come in, teach, and go home. No-one wants to be on campus for longer than necessary because it's just such a toxic environment.

I don't know if salaries and retirement are competitive; I know healthcare and childcare benefits are not. I very strongly suspect an independent salary equity study would reveal gender bias and hope that gets fixed before we lose a lawsuit over it. The performance evaluation process is a farce. We never know what the criteria will be until we've already done the work we're being judged on, and like I said before, I don't trust the Stetson administration. I have reason not to, based on my own and others' experiences.

No support for childcare. This is a major deficiency.

The culture is one of isolation and competition. If you take on extra administrative work and perform well, your reward is more extra work. When my children were young, there were zero accommodations made for my competing demands. Everyone assumes we are available and working at least 20 hours a day, seven days a week. There is no culture of work/life balance. I am exhausted.

Stetson used to be an amazing place to work. Lately, it has become toxic and the wrong people are being listened to above folks who have the best interest of the school as a priority.

I have had tremendous support caring for family members and my co-workers are great at being a team and helping one another cover the work schedule. I have also been given every opportunity for professional development and the chance to choose what professional development I thought was best for me. I don't purchase health benefits, so I don't know if Stetson is competitive. The salary is very low at Stetson and morale is horrible.

Table 18. All Faculty Views on Additional Workplace Climate Issues

	Strongly agree	Agree	Disagree	Strongly disagree
Stetson provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	39%	45%	12%	3%
Stetson is good place to work.	31%	41%	17%	10%
Retirement/supplemental benefits are competitive.	27%	58%	12%	4%
Positive about my career opportunities in my academic unit.	20%	57%	10%	13%
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).	19%	37%	33%	11%
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).	18%	18%	39%	25%
Salaries for tenure-track faculty positions are competitive.	17%	52%	24%	7%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	17%	45%	21%	17%
Health insurance benefits are competitive.	7%	59%	21%	14%
Childcare benefits are competitive.	6%	17%	44%	33%
The performance evaluation process is clear.	6%	23%	39%	32%
Salaries for adjunct professors are competitive.	4%	21%	42%	33%
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	0%	35%	38%	27%

Observing Exclusionary Conduct

All respondents at Stetson were asked if within the past year they had observed any conduct directed toward a person or group of people on campus that they believed created an “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassment) working or learning environment at Stetson.” Thirty-eight percent reported that they had, similar to the 36% seen in 2016. There were differing opinions on observations for faculty (50%), staff (38%), and students (28%). Women (36%) were more likely than men (23%) to have observed such conduct.

This toxic culture is so pervasive and extensive. I don't have the time to report it every time it happens.

Rude comments, derogatory language are the norm at the college of law.

I am alarmed by the amount of open hate and scorn shown to Caucasians at Stetson Law. I am concerned that such behavior is not only allowed but also silently approved by members of the student body and the faculty. I am not sure if this is part and parcel of higher learning, but it was not apparent before attending this school that this would be something I would see on an almost daily basis. Racism is a serious issue and I do not question that it has affected individuals at this school but I do not like the fact that there are people blaming white people for all the problems in the world right in front of people who are white and telling us that if we do right wrongs we did not commit or ever plan to commit that we are part of the problem.

Racial targeting from students to other black students. Calling them racial slurs and even physically assaulting them.

I am done reporting conduct to faculty members that can care less about the racism, sexism, and othering that occurs against other students. I am truly disappointed that I even attended this university. The fact that I attended racist Stetson has become one of my largest regrets regarding law school. I am learning that if you are not on an advocacy board at Stetson, you are not respected. By both the students and faculty. I have learned that if conduct is reported, absolutely nothing will change.

Stetson is staffed with leftists and liberals. There is an Obama 2012 campaign sign prominently displayed in a campus window facing the street. Anything "Trump" is demeaned and ridiculed.

Some staff and department heads are very negative, mean and disparaging to other staff and department heads. Staff complaining about bad morale, but they are contributing to it. Some are getting away with bad behavior and doing their own thing. There is an older male staff employee that is too friendly with female coworkers. I fear that he crosses the line with what I have seen.

Our campus has changed a lot in the last year. Many people in the administration and professors have left; things Stetson was known for when I started law school are no longer true about Stetson. The only direction Stetson Law seems to be going right now is down, and while I used to feel welcomed in so many offices on campus, that is no longer the case. What is going on at Stetson? It is not the place I fell in love with.

Most people at Stetson observed such behavior as targeted in their own group as faculty, staff, or student. Faculty and staff, however, also observed targets of such behavior among groups other than their own, whereas students mostly saw it only in their own.

Table 19. Who/what was the target of the conduct?

	Students	Staff	Faculty
Student	60%	11%	26%
Friend	21%	9%	0%
Faculty member - full-time	7%	6%	16%
Staff member	3%	20%	19%
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	2%	2%	3%
Stranger	2%	0%	0%
Senior administration (e.g., president, provost, dean, vice president)	1%	2%	6%
Stetson media (e.g., Stetson website, reporter)	1%	0%	0%
Off-campus community member	1%	1%	0%
Supervisor	1%	4%	0%
Co-worker	0%	20%	13%
Department chair /head/director	0%	9%	10%
Faculty member - adjunct	0%	6%	3%
Stetson Public Safety	0%	0%	3%
Academic adviser	0%	0%	0%
Alumni	0%	1%	0%
Athletic coach/trainer	0%	0%	0%
Donor	0%	1%	0%
Health/counseling services	0%	0%	0%
Person whom I supervise	0%	4%	0%
Social networking site (e.g., Instagram, Twitter, Facebook)	0%	0%	0%
Teaching assistant/graduate assistant/tutor	0%	1%	0%

As shown in Table 20, senior administration was seen as sources of the observed exclusionary behavior among faculty and staff, with 19% of faculty and 16% of staff reporting this. Faculty were often the source of the conduct, as reported by 16% of the faculty, 18% of staff, and 16% of students. Almost half (48%) of students saw other students as the source of the exclusionary conduct. Some faculty (16%) also reported that students were sources of such conduct.

Table 20. Who/what was the source of the conduct?

	Students	Staff	Faculty
Student	48%	10%	16%
Faculty member - full-time	16%	18%	16%
Staff member	4%	12%	13%
Senior administration (e.g., president, provost, dean, vice president)	3%	16%	19%
Department chair /head/director	3%	19%	13%
Faculty member - adjunct	3%	0%	3%
A source not listed above (please specify)	3%	1%	3%
Don't know	3%	3%	0%
Academic adviser	2%	0%	0%
Friend	2%	0%	0%
Stranger	2%	0%	0%
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	2%	0%	0%
Teaching assistant/graduate assistant/tutor	2%	0%	0%
Co-worker	1%	10%	13%

Health/counseling services	1%	0%	0%
Stetson media (e.g., Stetson website, reporter)	1%	0%	0%
Social networking site (e.g., Instagram, Twitter, Facebook)	1%	0%	0%
Supervisor	1%	7%	0%
Off-campus community member	0%	1%	3%
Person whom I supervise	0%	0%	3%
Alumni	0%	0%	0%
Athletic coach/trainer	0%	0%	0%
Donor	0%	0%	0%
Stetson Public Safety	0%	0%	0%

Gender, race, and ethnicity were more likely to be seen as the basis for this conduct by all three groups, and for faculty and staff there was also a belief that the basis was position, although this was not the case with students. Interestingly, while political views were seen as a target characteristic by 13% of students and seven percent of staff, none of the faculty thought this.

Table 21. Which of the target characteristics do you believe was/were the basis for the conduct?

	Students	Staff	Faculty
Political views	13%	7%	0%
Gender/gender identity	12%	4%	9%
Racial identity	10%	6%	16%
Ethnicity	7%	7%	7%
Don't know	6%	4%	5%
Gender expression	5%	2%	2%
Participation in an organization (please specify)	4%	2%	2%
Physical characteristics	4%	3%	2%
Sexual identity/orientation	4%	3%	2%
Socioeconomic status	4%	2%	2%
Academic performance	4%	1%	0%
A reason not listed	3%	4%	7%
Religious/Spiritual views	3%	4%	5%
Age	2%	6%	7%
Educational credentials (e.g., MS, PhD)	2%	8%	2%
Nationality	2%	4%	2%
Position (e.g., staff, faculty, student)	1%	12%	7%
Pregnancy	1%	1%	5%
Learning disability/condition	1%	1%	2%
Mental health/psychological disability/condition	1%	2%	2%
Medical disability/condition	1%	2%	2%
Philosophical views	1%	2%	2%
English language proficiency/accent	1%	3%	0%
Immigrant/citizen status	1%	2%	0%
Location where target grew up	1%	2%	0%
Living arrangement	1%	0%	0%
Major field of study	1%	3%	0%
Marital status (e.g., single, married, partnered)	1%	1%	0%
Military/Veteran status	0%	1%	2%
Parental status (e.g., having children)	0%	3%	2%
Physical disability/condition	0%	1%	2%
Participation on an athletic team (please specify)	0%	0%	0%

Derogatory remarks, workplace incivility, disrespect, and exclusion were some of the more prevalent behaviors that were observed in this conduct. Staff also observed bullying at a higher rate than others.

Table 22. Which of the following did you observe because of the target's identity?

	Students	Staff	Faculty
Person was the target of derogatory or inappropriate verbal remarks	18%	12%	12%
Person was disrespected	18%	14%	12%
Person ignored or excluded	12%	12%	9%
Person isolated or left out	9%	6%	7%
Person intimidated/bullied	8%	11%	5%
Racial/ethnic profiling	4%	5%	7%
Assumption that someone was admitted/hired/promoted based on his/her identity	4%	4%	5%
Person feared for their physical safety	4%	2%	1%
Person was the target of workplace incivility	3%	11%	12%
Person was the target of retaliation	3%	5%	5%
Derogatory written comments	3%	5%	4%
Person being stared at	3%	0%	3%
Something not listed above (please specify)	2%	1%	3%
Person received inappropriate/unsolicited messages through social media (e.g., Instagram, Twitter, Facebook)	2%	1%	1%
Person was the target of graffiti/vandalism	2%	1%	1%
Person received a low or unfair performance evaluation	1%	1%	4%
Person was unfairly evaluated in the promotion and tenure process	1%	2%	3%
Person received inappropriate phone calls/text messages/email	1%	2%	1%
Singled out as the spokesperson for their identity group	1%	2%	1%
Person received a poor grade	1%	1%	0%
Person was stalked	1%	0%	0%
Person was the target of physical violence	1%	0%	0%
Person received threats of physical violence.	1%	0%	0%
Assumption that someone was not admitted/hired/promoted based on his/her identity	0%	5%	3%
Person was the target of unwanted sexual contact	0%	0%	1%
Person feared for their family's safety	0%	0%	0%

Students were more likely to observe such behavior in academic settings such as classes, labs, or clinical settings (27%) but also in public spaces at Stetson (17%). Staff, while they observed this in meetings (9%), were more likely to observe it in the course of their job (18%) and in public spaces at Stetson (18%). Faculty were about twice as likely to observe this conduct in meetings (21%) as any other setting.

Table 23. Where did this conduct occur?

	Students	Staff	Faculty
In an on-campus class/lab/clinical setting	27%	6%	5%
In a public space at Stetson	17%	18%	13%
At a Stetson event	10%	13%	13%
In a meeting with a group of people	7%	9%	21%
On social networking sites (e.g., Instagram, Twitter, Facebook)	6%	1%	5%
While walking on campus	6%	3%	3%
Off campus	4%	3%	8%
In a Stetson library	4%	6%	3%
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	4%	0%	0%
A location not listed above (please specify)	3%	3%	5%
In a Stetson administrative office	2%	12%	8%
In a meeting with one other person	2%	3%	5%
In a faculty office	2%	4%	3%
In athletic/recreational facilities	2%	1%	0%
In campus housing	2%	0%	0%
In a Stetson health care setting (e.g., Stetson Health Service, Wilson Center)	1%	0%	0%
In a counseling setting referred to me by Stetson	1%	0%	0%
In a Stetson dining facility	1%	0%	0%
In off-campus housing	1%	0%	0%
While working at a Stetson job	0%	18%	10%

About half of faculty (53%) and students (53%) felt angry after having witnessed exclusionary conduct, compared to 37% of staff. Staff were just about as likely to be embarrassed (33%). Embarrassment was also felt by faculty (32%) and to a lesser extent, students (17%).

There were a wide variety of responses to observing exclusionary conduct at Stetson. One of the most prevalent for staff (21%) and students (21%) was doing nothing. For faculty, the most prevalent responses were to contact another faculty member (13%) and to contact a senior administrator (13%).

Table 24. What did you do in response to observing the conduct?

	Students	Staff	Faculty
I didn't do anything.	21%	21%	5%
I told a friend.	17%	7%	11%
I avoided the person/venue.	12%	6%	5%
I didn't know who to go to.	9%	9%	5%
I told a family member.	7%	9%	8%
I confronted the person(s) at the time.	7%	1%	5%
I confronted the person(s) later.	7%	1%	5%
I contacted a Faculty member	5%	9%	13%
I contacted a Senior administrator (e.g., president, provost, dean, vice president)	3%	6%	13%
I sought information online.	3%	3%	3%
I contacted Counseling Services	2%	0%	0%
I contacted a Faculty academic advisor	1%	0%	3%
I contacted Stetson Public Safety	1%	1%	0%

I contacted a Student staff (e.g., resident assistant)	1%	0%	0%
I contacted a Staff person	0%	7%	11%
I sought support from off-campus hot-line/advocacy services.	0%	3%	3%
I contacted the Office of Human Resources	0%	6%	3%
I contacted a local law enforcement official.	0%	0%	0%
Employee Assistance Program (EAP)	0%	3%	0%
I contacted a Title IX Coordinator	0%	0%	0%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0%	0%	0%

Most people did not report the observed exclusionary behavior, although at 89% students and staff (77%) were slightly more likely not to report than faculty (50%). There was a greater tendency for staff and students who reported the conduct to feel that it had not been responded to appropriately than for faculty.

Table 25. Did you report the conduct?

	Students	Staff	Faculty
No, I didn't report it.	89%	77%	50%
Yes, I reported the incident, but felt that it was not responded to appropriately.	7%	19%	21%
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.	4%	0%	0%
Yes, I reported the incident and was satisfied with the outcome.	0%	4%	29%

Hiring Practices

Forty-four percent of Stetson faculty reported that they observed hiring practices at Stetson (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. A similar amount (34%) of Stetson staff reported this as well. While the 2016 results for faculty are not statistically significantly different from 2020, staff increased from 14% in 2016 to 34% in 2020. Black respondents, at 56%, were more likely than White (36%) or Latinx respondents (26%) to report this.

The top three perceived biases for staff were educational credentials (18%), position (15%), and gender/gender identity (11%). The top three perceived biases for faculty were seen as age (26%), racial identity (16%), and ethnicity (11%).

Some things said in hiring meetings really would get us sued and rightly so.

Faculty colleagues stated preferences based on age, gender, and mental condition.

Faculty members described a candidate as "lacking the stamina" necessary to do the job. I publicly called that out for crossing a line in terms of age discrimination. I was swiftly and efficiently silenced for voicing that opinion. Multiple people approached me later, privately, to agree with me. But nobody spoke up.

Stetson never hires from within which limits any opportunity for advancement. When staff observe these practices, it brings down morale even lower.

It's no secret that (even the most highly qualified) internal candidates won't be hired for promotion into vacated roles.

Most Stetson staff (80%) and faculty (74%) reported that they had not observed employment-related discipline or action, up to and including dismissal at Stetson that they perceived to be unjust or would inhibit diversifying the community. For staff who had observed such actions, age (15%), educational credentials (12%), ethnicity (12%), and position (12%) were the top perceived biases. For faculty who had observed such actions, racial identity (40%), gender/gender identity (33%) and ethnicity were the top three perceived biases.

How long have you got? There have been so many such incidents at the law school that it has become endemic to the campus culture/climate.

Thirty-one percent of staff and more than one in four (26%) Stetson faculty have observed promotion or tenure or reappointment or reclassification practices at Stetson that they perceived to be unjust. Women (31%) were almost twice as likely as men (17%) to report having observed this. Faculty believed these were related to gender (26%) or racial identity (16%). Staff believed these were related to educational credentials (21%).

It's no secret that there is a strong (perhaps almost insurmountable) bias against internal candidates (even the most highly qualified ones) for advancement into vacated roles.

Hiring a person without going through a formal posting process or allowing others to be interviewed for the position. The job was posted after the person was hired and I had a friend call to inquire about the job and she was told by HR that it was no longer open. On the day it posted.

These hiring decisions and subsequent actions by the administration have left many of us to question our longevity or ability to be promoted with leadership as it is. There is a clear Bias against internal candidates.

Accessibility

Seventy-four respondents (14%) indicated that they have a condition/disability that influences learning, working or living activities, with faculty at 26%, staff at 14%, and students at 17%. While for students the top reason was having a learning disability (31%), for both staff (43%) and faculty (20%) the top response was having a chronic diagnosis or medical condition.

When asked about the barriers they had encountered in the past year at Stetson the most often cited barrier was construction barriers (12%).

Table 26. Within the past year, have you experienced an accessibility barrier in any of the following areas at Stetson?

All respondents answering yes to “do you have a condition/disability that influences your learning, working or living activities?”

	Yes
Temporary barriers due to construction or maintenance	12%
Doors	8%
Office furniture (e.g. chair, desk)	8%
Campus transportation/parking	8%

Restrooms	8%
Athletic and recreational facilities	4%
Classroom buildings	4%
Dining facilities	4%
Elevators/lifts	4%
Emergency preparedness	4%
Podium	4%
Signage	4%
Walkways, pedestrian paths, crosswalks	4%
Accessible electronic format	4%
Phone/phone equipment	4%
Software (e.g., Voice recognition/audiobooks)	4%
Video /video audio description	4%
Electronic databases (e.g., Banner)	4%
Email account	4%
Video: closed captioning and text description	4%
Classrooms, labs (including computer labs)/courtrooms	0%
College housing/residence halls	0%
Health Center	0%
Library	0%
Other campus buildings	0%
Studios/performing arts spaces	0%
Clickers	0%
Computer equipment (e.g., screens, mouse, keyboard)	0%
Electronic forms	0%
Electronic signage	0%
Electronic surveys (including this one)	0%
Kiosks	0%
Library database	0%
Blackboard	0%
Website	0%
Intake forms (e.g., Health Center)	0%
Learning technology	0%
Surveys	0%
Receiving accommodations from faculty (e.g., note-takers, extra test time)	0%
Brochures	0%
Food menus	0%
Forms	0%
Journal articles	0%
Library books	0%
Other publications	0%
Syllabi	0%
Textbooks	0%

Dimensions of Campus Climate

The following results came from a series of questions with this instruction:

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.)

Socioeconomic status was a key issue, as the perception of Stetson as being “very positive” for people of high socioeconomic status was rated most highly, at 64%, and the lowest percentage of “very positive” aspects of campus climate was for people of low socioeconomic status (21%). In addition, 14% thought CoL was “very negative” for people of low socioeconomic status. When deciding between improving and regressing, 53% thought Stetson Law was either “very much” or “somewhat” improving compared to 16% who thought Stetson Law was either “very much” or “somewhat” regressing. The climate for people of various political affiliations was seen as less positive. People were more likely to rate the climate as more positive for men than they were for women. And, while most thought the climate was welcoming and friendly, in looking at specific aspects of positivity for subgroups at the CoL, they were fairly low.

In five cases there were sex differences, when looking at the “very positive” ratings. Men were more likely than women to perceive the campus as friendly (45% versus 34%), inclusive (40% versus 25%), and welcoming (49% versus 39%). Women were more likely to perceive the campus as positive for men (63% versus 41%) and positive for those with high socioeconomic status (71% versus 52%).

Table 27. Campus Climate Ratings: Faculty, Staff, and Students

	1	2	3	4	5	
Positive for people of high socioeconomic status	64%	21%	13%	2%	1%	Negative for people of high socioeconomic status
Positive for people in active military/veteran’s status	55%	24%	19%	1%	1%	Negative for people in active military/veteran’s status
Positive for men	53%	24%	16%	5%	3%	Negative for men
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	44%	29%	19%	5%	2%	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Welcoming	43%	36%	13%	4%	4%	Not welcoming
Positive for women	40%	34%	17%	5%	4%	Negative for women
Friendly	38%	37%	19%	4%	2%	Hostile
Respectful	38%	33%	18%	6%	4%	Disrespectful
Positive for people of color	36%	29%	20%	11%	4%	Negative for people of color
Positive for persons with disabilities	35%	28%	25%	7%	4%	Negative for persons with disabilities
Positive for people of various spiritual/religious backgrounds	33%	27%	29%	8%	3%	Negative for people of various spiritual/religious backgrounds
Inclusive	29%	30%	22%	13%	6%	Exclusive
Positive for people who are not U.S. citizens	29%	28%	32%	8%	3%	Negative for people who are not U.S. citizens
Positive for non-native English speakers	27%	22%	38%	11%	3%	Negative for non-native English speakers
Improving	25%	28%	31%	9%	7%	Regressing
Positive for people of various political affiliations	24%	24%	30%	12%	10%	Negative for people of various political affiliations
Positive for people of low socioeconomic status	21%	20%	25%	20%	14%	Negative for people of low socioeconomic status

There were some cases in which there were differences by racial identity. Black (33%) respondents were less likely than Latinx (46%) and White (49%) respondents to view Stetson as very friendly. Black (20%) respondents were less likely than White (32%) or Latinx (37%) respondents to report that Stetson was very inclusive. Black respondents (25%) were less likely than White (40%) or Latinx (41%) respondents to report that Stetson was very respectful.

Black (18%) respondents were also less likely than Latinx (34%) and White (36%) respondents to report that Stetson was very positive for people of color. Black (15%) respondents were less likely than Latinx (34%) and White (35%) respondents to report that Stetson was very positive for people who are not U.S. citizens.

The following results came from a series of questions with this instruction:

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.)

When rating various aspects of campus climate, some of the lowest rated areas are those of classism. This is similar to the findings in the 2016 report, as only 26% in 2020 and 29% in 2016 felt that Stetson was not classist with respect to socioeconomic status and 31% in 2020 and 30% in 2016 felt that Stetson was not classist with respect to position on campus. In both 2020 and 2016 these were the lowest areas when ranked by results in the first column of answers (e.g., “completely free of classism”).

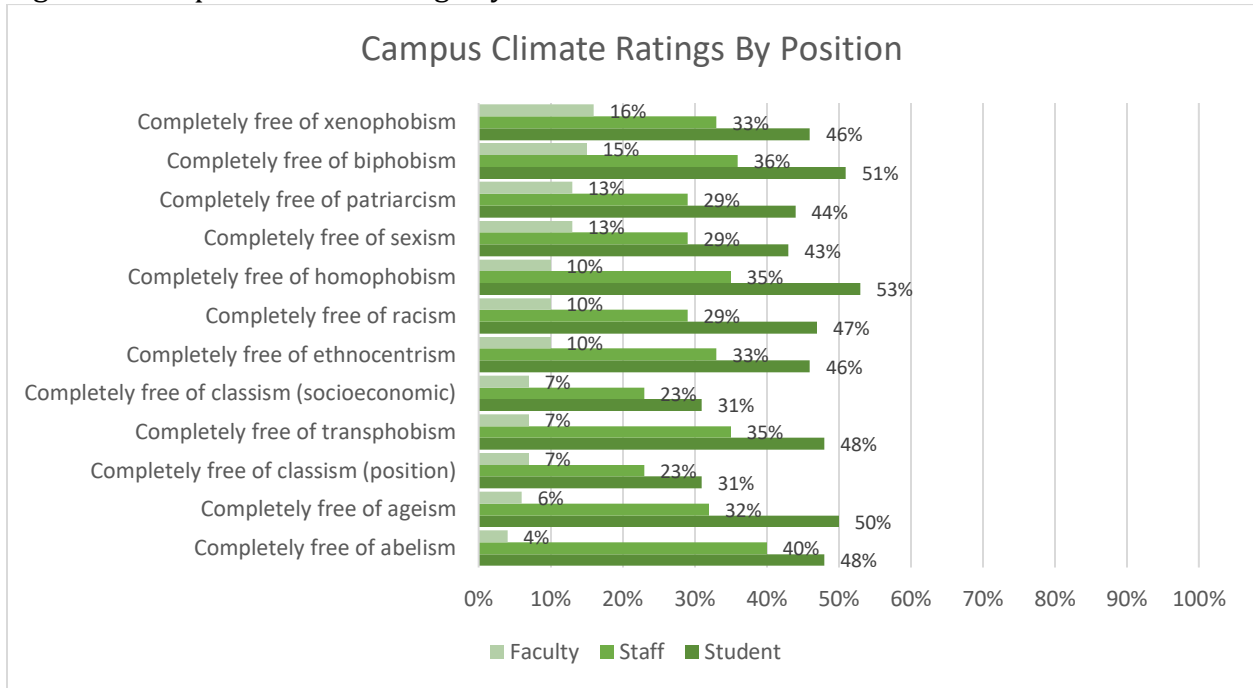
When looking at racial differences at the top category of “1,” White and Latinx respondents tended to cluster together, while Black respondents tended to be less likely that Stetson was not something (e.g., not biphobic, not homophobic, etc.) by about 20-30 percentage points for each item. Similarly, women answer in the same pattern compared to men, by about 15-20 percentage points.

Table 28. Campus Climate Ratings: Students, Staff, and Faculty

	1	2	3	4	5	
Not biphobic	44%	28%	22%	3%	2%	Biphobic
Not homophobic	44%	32%	18%	4%	2%	Homophobic
Not xenophobic	42%	26%	23%	7%	2%	Xenophobic
Disability friendly (Not ableist)	42%	28%	21%	7%	3%	Not disability friendly (Ableist)
Not ageist	41%	26%	19%	11%	4%	Ageist
Not transphobic	41%	29%	21%	7%	2%	Transphobic
Not ethnocentric	39%	26%	22%	8%	5%	Ethnocentric
Not racist	39%	27%	20%	10%	4%	Racist
Not patriarchal	38%	24%	22%	10%	6%	Patriarchal
Not sexist	36%	30%	19%	11%	4%	Sexist
Not classist (position: faculty, staff, student)	31%	24%	17%	16%	12%	Classist (position: faculty, staff, student)
Not classist (socioeconomic status)	26%	24%	20%	19%	11%	Classist (socioeconomic status)

As seen below in figure 2, there were great differences in most categories with faculty being the least likely to report that the campus was free of any of these characteristics, staff in the middle, and students at the far end, tending to be more likely to believe the campus was completely free.

Figure 2. Campus Climate Ratings By Position



Almost half of the law students reported having faculty as role models (46%). Many of the “strongly agree” levels of feeling valued or appreciated were fairly low. Only 19% of students strongly agreed that the campus climate encourages free and open discussion of difficult topics.

One question showed statistically significant change from 2016 to 2020, as feeling valued by staff dropped from 45% in 2016 to 33% in 2020.

Table 29. Feeling Valued and Appreciated: Students

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have faculty whom I perceive as role models.	46%	38%	12%	5%	0%
Stetson is a good place to go to college.	34%	43%	17%	5%	2%
I feel valued by Stetson staff.	33%	44%	16%	4%	3%
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	33%	39%	20%	6%	2%
I feel valued by Stetson faculty.	29%	47%	14%	8%	2%
I feel valued by other students in the classroom/lab/clinical setting/ensembles.	26%	42%	23%	7%	2%
I have staff whom I perceive as role models.	25%	32%	33%	8%	2%
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	22%	30%	29%	12%	7%
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles.	22%	47%	20%	9%	2%
I believe that the campus climate encourages free and open discussion of difficult topics.	19%	38%	19%	14%	10%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	6%	19%	25%	31%	19%

Staff at Stetson Law “strongly agree” they feel valued by their co-workers (47%) and supervisor (39%), although slightly fewer feel similarly valued by Stetson students (33%). They are much less likely to feel valued by Stetson senior administrators (16%). Only 11% “strongly agree” that they feel valued by Stetson faculty. There was low agreement when asked if their department/program encourages free and open discussion of difficult topics, with only 14% answering “strongly agree.”

Table 30. Staff Agreement on Feeling Valued and Appreciated: Staff

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	47%	35%	13%	3%	2%
I feel appreciated by my supervisor/manager.	40%	37%	9%	8%	6%
I feel valued by my supervisor/manager.	39%	40%	8%	9%	5%
I feel valued by Stetson students.	33%	44%	20%	2%	1%
I feel that my work is valued.	30%	33%	19%	10%	8%
I feel that my skills are valued.	26%	35%	22%	9%	8%
Stetson is a good place to work.	20%	42%	22%	10%	6%
I feel valued by co-workers outside my department.	19%	52%	14%	11%	3%
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	16%	24%	17%	23%	20%
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	16%	25%	18%	17%	23%
I believe that my department/program encourages free and open discussion of difficult topics.	14%	43%	25%	13%	6%
I feel valued by Stetson faculty.	11%	31%	33%	14%	11%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	9%	22%	29%	26%	13%
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	6%	12%	30%	35%	18%
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	1%	18%	26%	33%	21%

Many Stetson Law faculty feel valued by most people at Stetson, but about one-third (33%) disagree that they are valued by senior administrators. The figure is similar for feeling appreciated by senior administrators (34%). None of the faculty respondents strongly agreed that that Stetson encourages free and open discussion of difficult topics, and 19% strongly disagreed with this statement.

Table 31. Feeling Valued and Appreciated: Faculty

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by students in the classroom/lab/clinical setting/ensembles.	58%	26%	10%	6%	0%
I feel valued by staff at Stetson.	50%	37%	10%	0%	3%
I feel valued by faculty in my department/program.	29%	29%	13%	19%	10%
I feel that my teaching is valued.	29%	39%	19%	3%	10%
I feel valued by my department/program chair.	28%	28%	17%	14%	14%
Stetson is a good place to work.	26%	32%	23%	10%	10%
I feel valued by other faculty at Stetson.	23%	27%	27%	13%	10%
I feel that my service contributions are valued.	19%	26%	32%	13%	10%
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	17%	30%	20%	17%	17%
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	16%	32%	19%	10%	23%
I feel that my research/creative activity is valued.	16%	35%	35%	6%	6%
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	14%	24%	17%	31%	14%
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	7%	18%	36%	25%	14%
I believe that Stetson encourages free and open discussion of difficult topics.	0%	35%	29%	16%	19%

Initiatives

Many of the initiatives are perceived to be positive by students, even if there is confusion about whether they exist at the College of Law, so again it would be beneficial for those running existing initiatives to improve outreach. As one respondent, below, writes: "You all seem to have some basic awareness of the climate and some understanding of what methods could be implemented to combat it, yet you all have not implemented it. Why is that?"

As a Grad program, I do not expect to have the support like childcare or spouse program, because at this stage if I need it, I know where to find it outside of campus.

Diversity isn't nearly as important as improving our bar passage rates/ employment after graduating/ student:faculty ratio, school ranking,

No one handles concerns about faculty. No one cares. Nothing can be done. Some tenured faculty need to be fired. They may be good academically, but they have no emotional being.

To have a childcare option on campus, even for a fee, would be incredible. However, I understand I'm probably the minority and it might not be feasible.

There needs to be a more effective ombudsman system for students to bring complains regarding faculty at the College of Law. Right now the system is such that professors are free to act on their biases and if a student complains ere is little to protect the student from being retaliated against by the professor. This chilling any complains against the faculty.

Here's all the diversity training you need: treat everyone with respect, whether you like them or not. Treat everyone as you would like to be treated. If you want to be equal, don't complain when you're treated as an equal and not as a special delicate flower. That's really all you need to know. Also, while I understand that there are people who need child care and maybe jobs for spouses, I don't feel that my limited resources should go to support someone else's choice to have children and all jobs should go to the most qualified person available, not to someone's wife or husband just because the other spouse is offered a position. I've seen that far too often, not speaking specifically of here. It's everywhere now and needs to stop.

There needs to be better resources for students who are experiencing financial hardship. As a graduate student, I have no health insurance because I cannot afford it and there are no options offered at the school. Tuition goes up every year but scholarship and loan amounts do not, leaving me with a bill of nearly \$1000 at the start of the semester when I am already expected to spend \$500-\$1000 on books. I am constantly on edge that I will experience car troubles or health problems or some other form of emergency that will leave me unable to finish out the school year. While this problem (poverty or lack of resources) is universal, it's especially hard to get around in graduate school and I feel Stetson offers ZERO help as to these matters.

This survey is ridiculous. Stetson needs to focus more on the lacking academic credentials and falling ranks instead of on needless diversity initiatives. Stetson is plenty diverse and welcoming to minority people. Get your priorities in order--I hope my degree means something five years. As of now, it will not, and that is already apparent based on comments from supervisors at my job. They are all watching Stetson Law fall from the outside and have divulged a desire to stop hiring Stetson students because it is hurting their firm resume. I got lucky.

This page of the survey is literally a reflection of my issue with Stetson. You all seem to have some basic awareness of the climate and some understanding of what methods could be implemented to combat it, yet you all have not implemented it. Why is that?

Table 32. Student Views on Initiatives

	Initiative at Stetson			Initiative Not 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	39%	19%	4%	25%	10%	3%
Providing diversity and equity training for staff	41%	19%	4%	26%	9%	2%
Providing diversity and equity training for faculty	43%	18%	3%	25%	9%	2%
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	45%	12%	1%	35%	7%	0%
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	43%	12%	2%	32%	8%	3%
Increasing opportunities for cross-cultural dialogue among students	46%	13%	2%	29%	9%	1%
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	46%	12%	3%	31%	8%	1%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	44%	12%	5%	25%	9%	4%
Providing effective faculty mentorship of students	55%	7%	2%	35%	1%	0%
Providing effective academic advising	60%	7%	2%	31%	0%	0%
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	39%	15%	5%	27%	12%	2%
Providing affordable childcare	35%	9%	1%	45%	8%	2%
Providing adequate childcare resources	34%	10%	1%	45%	8%	2%
Providing support/resources for spouse/partner employment	33%	12%	1%	42%	9%	3%

Staff were more likely to believe that a given initiative did exist at Stetson and to believe that it positively influenced campus climate. Staff were more likely to think that existing diversity and equity training for faculty, at 62%, positively influenced campus climate than the faculty did (at 36%). Perplexingly, 52% of staff respondents thought that Stetson College of Law provided affordable childcare, including 11 who have children under 18, when clearly Stetson CoL provides no childcare, affordable or not. The only explanation to this seems to be found in the comments: that the phrasing of this section of the questionnaire is confusing, and hard for people to answer correctly. It is possible that some respondents gloss over the first part of the question that asks them to answer in this column if they think the initiative exists at Stetson, instead focusing on the interest to communicate that such an initiative would be positive. Without cognitive interviews, however, any reasoning is conjecture.

More training has been provided in the last couple years which is positive. I appreciated the all staff retreat. More faculty and staff should be required to attend trainings; better communicating with each other, civility, and respect.

Making us DO more trainings isn't going to help because the issue is with follow through. We go to training, after training, after training but there is ZERO work done to reinforce day-to-day continuation of what is taught.

Those who attend are already progressive and inclusive. Those who don't attend are the ones who need to! The culture won't change unless the employees who are the problem are required to receiving training and HR appropriately addresses the issues.

We should have paid family leave. We should have a dedicated lactation room. We should have mentoring opportunities outside of our departments.

Stetson needs to value the staff member more in a way does not seem condescending or inauthentic. Having clear paths towards management is crucial by investing in your current workforce. Constantly hiring external candidate sends the wrong message to employees, especially mid-low tier staff who make considerably less than the 1% at Stetson.

Cut insurance costs to employees rather than adding things like childcare which will only help a few. Cut waste and look for strategic avenues to save money rather than making rash decisions by administration which cost extra money. This would help students and by keeping tuition rates more level and help retain great employees. Many people have retired early or left for other jobs due to the fact that they saw Stetson as a dead-end for a career.

Table 33. Staff Views on Initiatives

	Initiative at Stetson			Initiative Not 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	65%	14%	1%	18%	1%	0%
Providing diversity and equity training for staff	65%	16%	1%	15%	3%	0%
Providing access to counseling for people who have experienced harassment	64%	16%	0%	16%	4%	0%
Providing diversity and equity training for faculty	62%	13%	1%	22%	3%	0%
Providing career development opportunities for staff	60%	1%	0%	39%	0%	0%
Providing a fair process to resolve conflicts	57%	5%	1%	33%	4%	0%
Providing supervisors/managers with supervisory training	56%	9%	3%	30%	3%	0%
Providing a clear process to resolve conflicts	53%	5%	1%	36%	4%	0%
Providing faculty supervisors with supervisory training	49%	9%	4%	35%	3%	0%
Providing equity and diversity training to search committees	49%	9%	0%	34%	5%	3%
Providing mentorship for new staff	44%	4%	1%	48%	3%	0%
Providing affordable childcare	40%	9%	3%	47%	1%	0%
Providing support/resources for spouse/partner employment	40%	9%	3%	39%	9%	1%
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	37%	25%	4%	29%	3%	3%

The first thing one notices about the responses in table 34 is that there is widespread disagreement about if initiatives are offered at Stetson or not. For instance, 57% believe that Stetson provides a clear process to resolve conflicts and 43% do not. Interestingly, almost all of those who think this process is not at Stetson believe it would positively influence campus climate. Those responsible for the initiatives that do exist at Stetson Law would likely benefit from better communication about their existence, especially given the mostly positive perceptions about such programs. That said, there were a few faculty who in the comments sections told us that they felt these questions were strangely worded, and were skeptical that the results could be useful.

A number of faculty do believe that many of these initiatives either positively influence campus climate or would do so if they were implemented. Approximately three-quarters of faculty (76%) believe that if Stetson Law were to provide affordable childcare it would positively contribute to campus climate.

Onsite childcare would go a long way. Proper lactation rooms would be nice.

Our campus is clearly divided along racial lines. Women are second-class citizens. And blatantly false accusations of racism, sexism, etc. are used as weapons, too. There is no accountability, and there are bad actors all around. The good people see that, get demoralized, and give up.

This question structure is hard to follow, and I suspect renders the responses unreliable.

Table 34. Faculty Views on Initiatives

	Initiative at Stetson			Initiative Not 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 mentorship for new faculty	73%	4%	4%	12%	8%	0%
Providing access to counseling for people who have experienced harassment	68%	4%	0%	20%	8%	0%
Providing diversity and equity training for staff	46%	19%	4%	27%	4%	0%
Providing a clear process to resolve conflicts	39%	13%	4%	39%	4%	0%
Providing flexibility for calculating the tenure clock	38%	8%	8%	33%	4%	8%
Providing a fair process to resolve conflicts	38%	10%	0%	48%	5%	0%
Providing diversity and equity training for students	36%	25%	4%	29%	4%	4%
Providing diversity and equity training for faculty	36%	25%	4%	29%	7%	0%
Providing career span development opportunities for faculty at all ranks	28%	12%	0%	52%	8%	0%

Providing recognition and rewards for including diversity issues in courses across the curriculum	27%	4%	4%	42%	12%	12%
Providing faculty with toolkits to create an inclusive classroom environment	27%	4%	8%	50%	12%	0%
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	26%	13%	9%	30%	17%	4%
Providing support/resources for spouse/partner employment	25%	0%	0%	45%	20%	10%
Providing affordable childcare	19%	0%	0%	76%	5%	0%
Providing equity and diversity training to search, promotion, and tenure committees	17%	13%	8%	50%	4%	8%
Providing faculty with supervisory training	16%	4%	4%	48%	16%	12%

All three groups felt that promoting student success for all Stetson students was one of the institution's highest priorities, as was providing adequate resources to do so. Staff (31%) and students (27%) were more likely than faculty (18%) to believe that promoting racial and ethnic diversity in the faculty and administration was among the highest priorities at Stetson. Developing a sense of community among students, faculty, administrators, and staff was seen as a "low priority" at Stetson by 21% of faculty, 13% of staff, and 6% of students.

Table 35. Perceived Institutional Priorities as Highest Priority

	Student Highest priority	Staff Highest priority	Faculty Highest priority
Promote student success equally for all Stetson students	43%	53%	45%
Provide adequate institutional resources to ensure student success for all students	43%	52%	45%
Provide adequate support for faculty teaching	38%	27%	39%
Recruit more traditionally underrepresented students	36%	17%	7%
Make the institution affordable for all Stetson students	31%	23%	28%
Promote gender diversity in the faculty and administration	31%	29%	14%
Develop a sense of community among students, faculty, administrators, and staff	29%	42%	31%
Promote racial and ethnic diversity in the faculty and administration	27%	31%	18%
Provide adequate support for faculty research and scholarly writing	25%	19%	31%

Participation in New Initiatives

The 2020 survey asked about certain initiatives to increase campus climate that had come into being since the 2016 survey.

For Inclusion 101, Students reported a 4% participation rate, and 42% could not recall if they had or not. Of those who did participate, 13% thought the concepts introduced were “very useful,” 50% “somewhat useful,” and 38% not at all useful. Staff were more likely to have participated in Inclusion 101, at 24%, but 49% could not recall if they had or not. Staff were mixed on feeling if it had been “very useful,” at 35%, or “somewhat useful,” at 35%, and 15% thought it was not useful at all. Fifteen percent, however, could not recall if it had been useful or not. Only one of the faculty respondents had participated in Inclusion 101, and, while 24% reported not doing so, 72% could not remember if they had or not.

Only 13% of students reported attending a Safe Zone training, and 34% could not recall if they had or not. Of those who attended, 24% thought it was “very useful” and 40% thought it was “somewhat useful.” Staff reported a 24% participation rate, and 44% could not recall if they had or not. One in five (20%) faculty participated in Safe Zone training, although 53% who could not recall if they had or not (27% reported not participating). Some participants found the training very useful, at 33%, and 33% found it somewhat useful. Seventeen percent thought it was not useful, and 17 percent could not recall how they felt.

Stetson has implemented a policy by which anyone could have their preferred name on their ID for no additional fee. Most faculty were unaware of this (83%), as were staff (76%) and students (82%) did know about the policy. Twelve percent of staff had taken advantage this and seven percent of both faculty and students.

Stetson and the Surrounding Community

Respondents were asked if their experiences on campus were different from those that they experience in the community surrounding campus. Here are some illustrative comments which discuss the comparative environments. The surrounding community is mostly regarded as more welcoming and open minded than the College of Law. Individuals on both sides of the political aisle view Stetson College of Law differently. Some conservatives think the school is too liberal, and some liberals think the school is too conservative. Both, however, feel intolerance from the other side.

Wildly different. Take a walk in downtown St. Petersburg. It has to be one of the most positive, open-minded, can-do places in the US right now. The law school, by contrast, seems largely to have reverted to a mindset from the 1950s.

The community surrounding campus is quite welcoming and unified.

The general community gives me some respect for my personal and professional accomplishments. I don't feel that way at work.

Experiences on campus tend to feel safe and inclusive. However, the community around both the Gulfport and Tampa campuses can feel a bit harsh at times. I'm not sure I'd feel comfortable leaving campus on foot at night.

My gender is less of an issue off campus than it seems to be on campus.

Yes. Stetson operates in a Bubble. On campus in the eyes of Staff, Faculty/Deans are the royal family. Outside of campus everyone is just a normal person. However, I don't know of many Staff and Faculty that co-mingle. There is a large divide on campus.

I feel very welcome in the community and especially welcome in my professional organizations outside of Stetson. It's a shame I don't feel even remotely valued or welcome at my place of employment.

I think my experience includes more wealth and white skin the typical area around the school. Also, there is a real problem with toxic masculinity at the law school. Many of the male students are not introspective in the least. They can be bullying, dismissive, and aggressive. This is a top priority to be worked on, in my opinion.

I feel that students and faculty are not welcoming. I feel unwanted when I am on campus. Some students and faculty members are extremely rude and treat others disrespectfully.

Stetson is an extremely liberal campus focused on the wrong initiatives. I swear all I hear about on campus is diversity and inclusion and NOTHING AT ALL about academic success and growing our school's reputation. Stetson law is not well known, and its reputation is falling even in the Tampa Bay Area. I feel badly for any students wishing to obtain employment coming out of Stetson Law for the next few years. This school is beginning to viewed as a joke in the legal market.

I am constantly told that my political and religious views are best ignorant or at worst blatantly wrong and hateful when I have never done anything hateful to anyone here or prior to coming to Stetson. Most times I try to have a meaningful conversation with someone who opposes my view of the world I get derided for it without there actually being an intelligent discussion about our differences. If you are a conservative-leaning person on Stetson Law campus you probably have had several instances where someone told you that you were stupid or racist to your face.

The surrounding community of Gulfport is a very progressive and welcoming place to be. Stetson Law is much more conservative and unwelcoming to those who disagree with the majority.

Recommendations and Final Comments from Survey Respondents

Do you have any specific recommendations for improving the climate at Stetson?

Students

A number of law school students recommended less of a focus on diversity and climate and more of a focus on academics, preparing them for the bar, and increasing the school's ranking. Others asked for Stetson to be more affordable. The need for both conservative and liberal points of view to be respected was mentioned several times, although no recommendations were made on how to address the rift.

Stop focusing on climate and begin focusing on academics. Hire better faculty who are not lazy. Hire faculty who will be published and active in the legal community to increase our impact in the legal world. Diversity is important, but it should not be the sole focus of school administration.

Focus more on academics, bar passage results, and trying to get students careers after graduation, and less on diversity and issues on race. Issues of diversity and race are not going to help anyone pass the bar or get a career after graduation. I feel like it is a waste of money and creates tension between people on this campus.

Focus on excellence--help high performing students become even better. Help struggling students become good, confident, competent students. "Diversity" is just noise--excellence crosses all boundaries. Look at those factors that impact Stetson's reputation among law schools and improve them--like BAR PASSAGE RATES. Focus on those areas that really matter and make the most difference to those who attend and graduate.

Making it more affordable as well as more inclusive.

Focus on making Stetson affordable. No one will care about any of this if they can't afford the education. No one will care about any of this if tuition is raised and bar passage continues to decrease. Focus on the quality of instructors; not the color of their skin.

Training to re-teach gender roles, stereotypes, etc. in order to decrease the toxic masculinity that seems somewhat prevalent at the law school.

Make sure women have an Anonymous way to report sex crimes and be believed

I feel that Stetson has done a phenomenal job with inclusion of minority groups—race and sex, specifically. However, I see politics and religion being a tender point. I'm conservative and Christian but have democratic and liberal ideals...I know politics can get heated, but there should be respect on all sides.

I feel that conservative voices are often silenced on campus. Views on the second amendment and immigration specifically. I have seen a conservative student yelled at in an org meeting for asking questions about immigration that were not 'in line' with the views of the meeting. The student was being respectful and was trying to engage in discussion and was frankly attacked. Similarly, the campus is disproportionately focused on social justice issues.

The Law campus is overall hostile to older non-traditional student, particularly if they are commuter students. Important events, which are gatekeeper events to opportunities, are routinely scheduled outside times when we can reasonably attend, and in class real world experience is not treated as valuable by much of the faculty but rather is treated as a challenge by the professor. The majority of the professors display serious "ivory tower syndrome".

Stop trying to "improve" the climate. A climate should organically grow over time. Trying to force it to change will only lead to negative results. The students get along. We are here to learn. Very few people want to take this survey because they really don't care. They just want you to stay out of their way and let them learn.

I have wanted to attend this institution for some time however, having now been exposed to numerous problems ranging from favoritism of faculty, transitional problems in the administration, and alarming radical ideology within the student body, my time at this school is quickly becoming one for the most disappointing experiences of my life.

Staff

Staff feel undervalued, underpaid, and underappreciated and want that to change. They want chances for promotions at CoL and want more hiring from within. A number do not feel supported by Human Resources and would like it revamped. They feel a divide between staff and faculty that makes working at Stetson unpleasant and stressful and would like that changed.

More value should be placed upon staff members. Non-educational staff should be more respected and given appropriate facilities and equipment to perform their jobs to the best of their ability.

The University could remember that it has a large number of people - staff - who feel underrepresented and underappreciated, underpaid and overwhelmed.

Work to bridge the rather wide faculty-staff divide, improve staff morale/attitudes, and provide more opportunities for staff advancement and professional development

Pay staff more. Staff are underappreciated and undervalued. We put forth our fair share here like being a volunteer to put together graduation with no representation from Faculty. The pay inequality between faculty and staff must be closed in some way.

The facilities staff are hard workers and spend a lot of additional time on campus for events. I think they deserve more than a 1% pay raise.

Staff members are constantly being asked to do more with less and don't have influence over decisions that directly affect them, making it seem like their thoughts, opinions or insights are undervalued. Little appreciation comes from highest of leadership and many feel taken for granted. Disrespectful behaviors by various constituencies are seemingly allowed and chalked up to particular personality types.

I believe that Stetson should promote people to other departments within Stetson - not always hire outside. By not hiring within Stetson has lost a lot of good people. Give a chance to in-house candidates before hiring outside of Stetson.

Be nice to one another. No one has to be mean. Most of it is done for no reason. All of our jobs have stressful times but taking it out on others is not the way.

HR needs to be gutted and staffed with competent, trustworthy, and approachable employees who do not retaliate or intimidate employees to the point that reporting is discouraged.

I truly believe that if the staff were able to have some type of advancement it would help immensely with morale. Staff needs to have someone willing to advocate for them. Not just for advancement but for any employee issue

I feel that staff is not valued highly compared to faculty. I would like to see less of a "staff vs faculty" mindset from everyone.

Provide hourly staff with appropriate cost of living raise.

We are in dire need for greater representation of visible racial/ethnic diversity in both our tenured law faculty and other student-facing staff at the College of Law. I believe our students of color are negatively impacted by this lack of diversity and representation of themselves.

*Better raises to keep up with cost of living and insurance premiums. Reward the hard workers. For supervisors: Better training and hold them accountable for managing and communicating
Someone needs to look into the revolving door that is the HR office staff.*

The University could remember that it has a large number of people - staff - who feel underrepresented and underappreciated, underpaid and overwhelmed.

Stetson has lost a huge amount of good people in the last year and needs to adjust its course and ask itself why. Surveys mean nothing if no one believes the responses or takes steps to remedy issues.

Faculty

Only a few faculty used this space to provide recommendations, so it is difficult to summarize themes when there are not many to summarize. There were, however, a few ideas expressed that echoed sentiments brought forward in other areas of the survey, although all were not phrased in terms of a recommendation. First is that the campus climate is bad, and people do not like coming to work. Another has to do with making workloads reasonable and provide people at Stetson with perceivable pathways to promotion. And, while some faculty would like diversity training, others believe that the emphasis on diversity in itself is divisive.

Stop making war on everyone. No one wants to come to work, because it's gotten so bad here. People are "keeping their heads down" and "hoping to fly under the radar." No one is volunteering for things, and people who did extra things for years are all stepping back.

Don't let money get in the way of hiring additional faculty rather than burdening a small number of faculty to take on overloads on a consistent basis.

Make staff feel like they can actually get a promotion around here.

Ongoing diversity training, with a focus on racial bias.

Include diversity training in orientation and in professional responsibility as well as in the leadership program. Have a faculty meeting educational component that includes issues of diversity and inclusivity.

I think we are overdoing it and making the situation worse by dividing the students (and employees) to into ever increasing distinct subgroups with a result of lack of cohesion into a community.

Conclusions and Recommendations

Despite work that has been done since the 2016 campus climate survey, in many cases the results from 2020 show little change. When there has been change, in many cases the situation had worsened. People with experience at Stetson College of Law describe, with remorse, a school that has become more divisive. The word "toxic" was used by multiple people in describing a place where people do not want to come to work or to learn. They do not have confidence that positive change can be made under circumstances where senior administration stays behind closed doors that are monitored with cameras, or the Human Resources department is seen as perpetuating the problems and stifling change. Many faculty, staff, and students have considered leaving Stetson because of the lack of a sense of belonging, a non-welcoming climate, and financial pressures stemming from low salaries and high tuition. Time after time, CoL staff lamented the poor possibilities of advancement in a workplace they perceive as valuing hires from outside as opposed to fostering and valuing existing members of the Stetson community. Many do not feel that their contributions or opinions are valued or respected.

While the toxic culture was pointed out multiple times, it cannot easily be tied to one area. Conservatives and liberals feel attacked. Faculty and staff feel overworked and

underappreciated as they perceive others not working enough and receiving unmerited praise. They see that many people have left due to displeasure with the climate and lack of opportunity for advancement in both career opportunities and salary. Not only do they not feel heard or appreciated by upper level administration, they feel actively rebuffed. In the words of one respondent, they come to campus and “hunker down,” just hoping to get to the end of the day. Many do not feel that they have a good work-life balance. While some feel that their supervisor helps promote a positive work-life balance, many do not feel that Stetson provides them with resources to help manage that.

Students have their own issues. The predominantly white law student body has very different views about diversity. Many do not feel that it should be a focus. They don't want to hear about it and wish the school would instead focus on improving academics and having a higher bar pass rate and ranking. They do not see a connection between the numerous complaints they have about ineffective faculty and policies that are not student centered. They do not feel heard by faculty or the administration when they encounter difficulty. A number of times a “male toxicity” was referenced by students as a predominant aspect of their Stetson experience.

Many people at Stetson College of Law, regardless of race, sex, position, or politics, feel marginalized. In order for the campus climate to improve, Stetson Law needs to be able to work and learn alongside others with differing viewpoints. But before this can happen, some serious understanding of how and why it is important to engage others with compassion and respect needs to be established.

There are a lot of areas that have been illuminated by the collective responses of the Stetson community in the 2016 and 2020 surveys. You can drill down into specific programs that are offered, or specific findings of a particular question. That is the way to incremental change. But what Stetson College of Law needs is systemic change. There will be only very small areas of progress unless CoL can address and improve upon the deep issues of a lack of respect and understanding for other groups of people and hurtful actions that come from acting out of that lack of respect and understanding.

There are many other issues Stetson could address that would impact campus climate. Many of the faculty, staff, and administrators struggle with compensation they view as lower than they are worth and that their peers in other organizations are given. There is a strong need for Stetson to address the perceived lack of a pathway to promotion and a culture that fosters and respects the accomplishments of its current employees compared to hiring from outside the institution.

Students have similar issues, but many are so focused on concerns they have about passing the bar and the law school ranking that little else matters. The first step for students will be to convince them that campus climate is worth examining and improving because it impacts the areas they are concerned about, if not for the intrinsic value itself.

Stetson will only achieve a more positive campus climate if the communication and respect issues are confronted, addressed, and the toxic culture is eliminated. An incoming

president is a perfect opportunity to start addressing the need for respect, positive communication patterns, and to work together. Once the atmosphere improves, some of the other concerns that have come to light through the survey of 2016 and 2020 will be much easier to address.

Recommendation #1: Stetson College of Law should embark upon a year-long consideration of communication and respect for others in the Law School community.

This should be the primary focus of each community-wide event, speaker, faculty senate meeting, department meeting, and other opportunities to interact. If there are not sufficient skills and resources to drive this on campus, then a consultant with expertise in this area should be consulted. Once faculty, staff, and students at College of Law are better able to communicate with respect, many of the other issues of concern in this report will likely improve.

Recommendation #2: Change how Stetson Law handles promotion.

The perceived lack of ability to be promoted, from both a professional aspect and related to compensation, needs to be addressed as a major contributor to a negative campus climate. Because Human Resources, which might spearhead such an examination, is seen as contributing towards the problem, such an examination would be best taken on by another group.

Recommendation #3: Promote greater awareness of current existing initiatives that people at Stetson already believe can improve campus climate and initiate ones that are not already in place.

A number of faculty, students, and staff were unaware of initiatives Stetson College of Law already has in place to improve campus climate. Communications plans about these initiatives should be improved. To paraphrase one of the respondents, it seems as if CoL already knows what initiatives would improve campus climate and would be better off engaging in them instead of repeatedly asking about them in a survey.

Recommendation #4: Address issues of economic importance.

Faculty, staff, and students all were concerned about finances. Many feel that they are compensated less at Stetson than their peers at other universities and organizations in the community. For some, this has led them to look elsewhere for employment. A primary complaint was the lack of assistance from Stetson with childcare. For students, there were concerns about being able to afford tuition as well as expenses of college. Given the current crisis and its impact on financial stability of institutions, it is likely that not much can be done in this area. It would mean a lot to those with childcare concerns, however, to make some progress in this area. In the future, a salary study would be useful.

Recommendation #5: Review the assessment plan for campus climate.

While the Rankin survey can illustrate areas of inequity and discrimination, it is not as good at illuminating how to improve such areas. Rather than waiting four years to again revisit these same questions, it would be more useful for Stetson to examine campus climate issues every year, perhaps into existing surveys and focus groups. A series of shorter “pulse taking” surveys conducted more frequently would provide quicker and better data to help improve action plans.