

Stetson University Campus Climate Survey: DeLand Campus

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. On the DeLand campus we received 1,226 responses total: 893 from undergraduate students (a 29.9% response rate), 61 graduate students (a 24.7% response rate), 268 staff/administration (a 51.0% response rate), and 204 from faculty (a 57.1% response rate). Because of the low numbers of graduate and professional student responses received, in order to not unrealistically portray that group, we do not break out their findings in this document. Graduate and professional school students are, however, represented in the results from the larger group of DeLand campus as a whole. When considering group differences, we used a margin of error of +/- 2.5 for the full group, +/- 3 for undergraduates, +/- 6 for staff, and +/- 7 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 DeLand campus lean towards female, as do most surveys, as women are more likely than men to respond. Fifty-five percent of the faculty respondents, 63% of the staff¹ respondents, and 68% of the undergraduate 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 DeLand in which 47% of the full-time faculty were female, 55% of staff, and 55% of undergraduates, although slightly skewed towards more women represented in the survey.

While 34% of the faculty at Stetson DeLand are part-time, according to the Fall 2019 official counts, only 10% of the faculty respondents at DeLand were part-time. Thus, the findings in this report should be seen as pertaining to full-time faculty.

Sexual identity was predominantly heterosexual (faculty, 87%; staff, 90%; and undergraduates 77%). For faculty, three percent told us they were gay, three percent told us they were lesbian, and one percent were bisexual. For staff one percent told us they were gay, three percent told us they were lesbian, and four percent were bisexual. Students showed a different pattern, with two percent who told us they were gay, two percent who told us they were lesbian, and a much larger percentage, 12%, were bisexual.

While the faculty and staff mostly describe themselves as White (faculty, 85%; staff, 78%), significantly fewer undergraduates did so, at 66%. Fourteen percent of undergraduates told us they were Hispanic/Latino(a)/Chicano(a),² as did 10% of the staff and five percent

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.

of the faculty. Nine percent of undergraduates told us they were Black/African American/Afro-Caribbean as well as seven percent of the staff and three percent of the faculty. Six percent of undergraduates told us they were Asian/Asian American as well as two percent of the staff and five percent of the faculty. Remaining categories were two percent or fewer.

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 DeLand (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 similar to the population.

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

	Undergraduates Population	Undergraduates Survey	Staff Population	Staff Survey	Faculty Population	Faculty Survey
White	57%	66%	75%	78%	78%	85%
Latinx	18%	14%	11%	10%	5%	5%
Black	8%	9%	7%	7%	4%	3%
Asian	2%	6%	3%	2%	4%	5%

Ninety-two percent of undergraduates, 96% of staff, and 85% of faculty were U.S. citizens by birth and another 10% of the faculty, two percent of the staff, and three percent of undergraduates were naturalized U.S. citizens. Four percent of the faculty respondents were permanent residents, as were one percent of the undergraduates. Four percent of the undergraduates were visa holders, as were two percent of the faculty.

The undergraduates were composed of 28% first-year students, 27% second-year students, 25% third-year students, 18% fourth-year students, and one percent fifth-year students. Eleven percent were transfer students.

Four percent of the faculty were veterans, as were three percent of the staff and one percent of students. Three percent of the student respondents were in ROTC.

About one in four (24%) of the staff held a bachelor's degree, 10% had some graduate work, and 37% held a master's degree. Five percent of the staff respondents held a Ph.D. Staff also held associate degrees (six percent) and 14% had some college. Two percent of the staff reported that high school or a GED were their highest level of education. Most faculty held a doctoral degree (81%) or a master's degree (15%) as their highest level of education.

Financially, 88% of undergraduates were currently financially dependent on their family. They were paying for college 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)

Non-need-based scholarship/grant (e.g., Stetson scholarship, athletic, music)	68%
Family contribution	58%
Loans	50%
Need-based scholarship/grant (e.g., Pell, Gates)	42%
Personal contribution /job	25%
Work-Study/student employment	25%
Credit card	15%
A method of payment not listed here (please specify)	4%
GI Bill	2%

A little over half reported having experienced financial hardship while attending Stetson. Black students were most likely to have experienced financial hardship at 77%, compared to Asian students at 67%, Latinx students at 50%, and White students at 50%. 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 this figure dropped from 78% in 2016 to 72% in 2020. Difficulty participating in co-curricular events dropped from 58% in 2016 to 42% in 2020 and difficulty participating in social events dropped from 41% in 2016 to 34% in 2020.

Table 3. “How have you experienced the financial hardship?”

Difficulty affording tuition	72%
Difficulty purchasing my books	67%
Difficulty affording food	47%
Difficulty in affording housing	43%
Difficulty participating in co-curricular events or activities (e.g., alternative spring breaks, class trips, study abroad)	42%
Difficulty participating in social events	34%
Difficulty in affording other campus fees	29%
Difficulty in affording healthcare	26%
Difficulty traveling home during Stetson University breaks	23%
Difficulty commuting to campus	14%
Difficulty in affording eldercare	1%
Difficulty in affording childcare	1%

While 22% of staff identified as Catholic, this dropped to 16% of undergraduates and only nine percent of faculty. Staff were next likely to be nondenominational Christians (14%), agnostic (10%), or Baptist (9%). For faculty, the largest response was 14% agnostic, 13% atheist, and 13% no affiliation. The largest religious group for students was Catholic (16%), but almost as many reported being agnostic (15%). Ten percent reported being nondenominational Christians and nine percent were atheists.

Most came from homes where English was the only language spoken (faculty, 90%; staff, 91%; and students, 80%).

About one in five (21%) undergraduates reported that they had a condition/disability that influences their learning, working, or living activities compared to 14% of faculty and 12% of staff. To preserve confidentiality as to who replied to the survey, we are not reporting

figures where the percentages are five percent or lower. The only categories above that threshold were for undergraduates, with nine percent telling us that they had a mental health/psychological condition and seven percent having a learning disability.

While faculty and staff experienced multiple types of substantial parenting or caregiving responsibilities, this was not the case for the undergraduates.

Table 4. Substantial Parenting or Caregiving Responsibility

	Undergraduates	Staff	Faculty
No	97%	44%	46%
Yes; children 18 years of age or younger	1%	28%	26%
Yes; children over 18 years of age, but still legally dependent (e.g., in college, disabled)	0%	8%	9%
Yes; independent adult children over 18 years of age	0%	6%	5%
Yes; sick or disabled partner	0%	3%	2%
Yes; senior or other family member	0%	8%	11%

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 were the least likely to believe that the previous survey results had been used to address campus climate issues, with only four percent answering “strongly agree” and 37% answering “agree” for a total of 41%. Staff were at 16% (“strongly agree”) and 52% (“agree”) for a total of 68% agreeing. Interestingly, undergraduates, of which most were not present when the survey was last conducted, were more positive, with 32% saying “strongly agree” and 38% 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 DeLand campus 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 undergraduates at 83%, staff at 66%, and faculty at 64%. These figures were not statistically significantly different from the findings in 2016 (students, 80%; staff, 70%; faculty, 61%).

Only 16% of Black survey respondents answered that they were “very comfortable” with the overall campus climate, compared to 27% of Latinx respondents, 21% of Asian respondents, and 24% of White respondents.

Male faculty were more likely than female faculty to be either “very comfortable” or “comfortable” with the general campus climate (77% versus 57%), but were not different in their perceptions of departmental or classroom climate. Male staff were more likely than female staff to be either “very comfortable” or “comfortable” with the general campus climate (34% versus 11%).

Additionally, most faculty and staff felt “very comfortable” or “comfortable” with the climate in their department, with 42% of faculty reporting being “very comfortable” and 37% being “comfortable” for a total of 79%, and 34% of staff reporting being “very comfortable” and 42% being “comfortable” for a total of 76%. Again, these figures were comparable to the 2016 figures. Administration/staff were slightly less likely to report being “very comfortable” in their department than were the faculty, and when broken down by staff and administration, although there were no differences for those “very comfortable,” 50% of the administrators were “comfortable” in their department versus only 41% of the staff. Only 10% of Black survey respondents answered that they were “very comfortable” with the department campus climate, remarkably different when compared to 36% of Latinx respondents, 57% of Asian respondents, and 36% of White respondents.

With respect to campus climate in the classroom, we saw about 85% who were “very comfortable” or “comfortable” amongst both the faculty and undergraduates. This again was similar to the findings in 2016. Faculty, however, were more likely to report being “very comfortable” than students (40% versus 30%). While in 2016 there had been a five percentage point difference between these groups (35% faculty versus 30% students), this would not have been a significant difference. Only 20% of Black survey respondents answered that they were “very comfortable” with the climate in the classroom, compared to 39% of Latinx respondents, 33% of Asian respondents, and 35% of White respondents.

Four out of ten (40%) undergraduates reported that they had “ever seriously considered leaving Stetson,” which was similar to the 41% in 2016. Faculty (53%) and staff (56%) were higher, but similar to each other (and also no different from 2016). Those who rated the campus climate as “uncomfortable” or “very uncomfortable” were most of the people who had seriously considered leaving Stetson, although one cannot be seen as causing the other with this type of data. For the undergraduates, 80% of those who had seriously considered leaving thought that the campus climate was uncomfortable. When asked why they considered leaving, 9% of undergraduates reported it was that the campus climate was not welcoming. The most often given response for why undergraduates considered leaving was a “lack of a sense of belonging,” (19%) which is related to campus climate. Ten percent cited the “lack of a support group.” Financial reasons were cited by 17%.

Stetson University has raised their tuition pretty drastically every year since I began in Fall 2017. My parents had never attended college and did not anticipate the drastic jump in tuition, thus making it more difficult to attend. On top of this, my presidential scholarship was lowered by \$2,000 after they raised tuition. I was also denied aid for textbook purchasing the fall of my junior year even though my reading list was 18 textbooks long and I had just taken out another loan to attend. Stetson claims it is affordable, but honestly, I wish I had known better about the heavy debt I am now in because of this school.

I know I'm a first year and I'm still finding my place, I just feel like I don't belong anywhere. I feel so weird and I'm constantly afraid that if I do one wrong thing, the entire campus will easily find out and hate me.

...anyone who is not a liberal or someone who has conservative values is ousted, exiled, and silenced in any debate because it is not the "opinion" Stetson wants to promote. It baffles me how Stetson is all about speaking your mind and being free, but if you have an opinion other than liberal you are shackled and muzzled.

I wanted to leave Stetson my first semester and even applied to transfer to several schools but what helped me decide to stay was getting involved.

Black respondents were the most likely to have seriously considered leaving Stetson, with 56% reporting this, compared to 42% of Latinx respondents, 41% of White respondents, and 34% of Asian respondents.

We found that 93% of the faculty and 83% of staff who had seriously considered leaving Stetson thought that the campus climate was uncomfortable. When asked why they considered leaving, 16% of faculty and 11% of staff reported it was that the campus climate was not welcoming. The number one reason, however, was financial, with 41% of staff and 24% of faculty reporting that financial reasons (i.e., salary) was a reason to consider leaving Stetson. Benefits were only cited by seven percent of faculty and five percent of staff. Having limited opportunities for advancement was also significant, with 27% of staff and 16% of faculty reporting this as a reason to consider leaving. Also driving this was being interested in a position at another institution for 20% of faculty and 11% of staff.

Many of the faculty with which I work are condescending toward staff. They do not value our input or opinions, but consider us simply their workers, much like Work Study students. Other business for which I have worked treated me with respect, gratitude, and valued my input in problem solving.

Stetson University claims to care about diversity and inclusion, but ongoing experiences demonstrate the very opposite. As a faculty member of color, I am often treated with disrespect, differential treatment, and constantly put in uncomfortable, hostile spaces. Trying to share concerns only increases issues, which further demonstrates the hostile climate.

Workload made some staff and faculty seriously consider leaving Stetson, both increased workload (staff 18%; faculty, 15%) and a perceived unmanageable workload (staff 19%; faculty, 14%). Tension in the workplace was also a factor. Nine percent of faculty cited tension with a supervisor and eight percent tension with a co-worker. For staff the numbers were slightly different with 18% citing tension with a supervisor as an issue but only eight percent citing tension with co-workers.

Increased workload, not advancing salary, co-workers with low work ethic.

Our wages are below the national average. I see the average recent graduate with a bachelor's degree makes more than positions (including mine) at Stetson for master degree holders. We are given a ton of responsibility but not compensated for the work expectations.

The toxic culture inside my department is so thick you can almost see it in the air. There are members of the staff who actively work to cause problems for certain areas within the department and others who are either incompetent or want to see other areas fail due to their unwillingness to complete basic job functions to help

promote success. Many in the department are only interested in their own personal success or reward with little, or no, regard for the overall success of the university.

As would be expected, most of the students who seriously considered leaving Stetson did so in their first year (26%) or second year (18%). Nationally, about 1 in 4 first-year students at private institutions do not return for their sophomore year. Stetson mirrors the national data with 23% of students who entered in fall of 2018 not returning for fall of 2019.³ This makes the first year of college a very important time at which to intervene with ways to keep students enrolled.

Academic Experiences

Stetson undergraduates were asked about their academic experiences. As seen below, the majority of students “strongly agree” (79%) or “agree” (13%) that they will graduate from Stetson (92%).

Table 5. Academic Beliefs of Undergraduates

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
I intend to graduate from Stetson.	79%	13%	4%	1%	3%
My interest in ideas and intellectual matters has increased since coming to Stetson.	50%	34%	9%	5%	3%
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	49%	33%	9%	6%	3%
I am satisfied with the extent of my intellectual development since enrolling at Stetson.	48%	36%	9%	5%	2%
I am satisfied with my academic experience at Stetson.	40%	40%	9%	9%	3%
I am performing up to my full academic potential.	33%	49%	6%	9%	3%
I have performed academically as well as I anticipated I would.	32%	35%	14%	13%	7%
Few of my courses this year have been intellectually stimulating.	20%	25%	10%	25%	20%
I am considering transferring to another institution for academic reasons.	6%	6%	10%	13%	66%

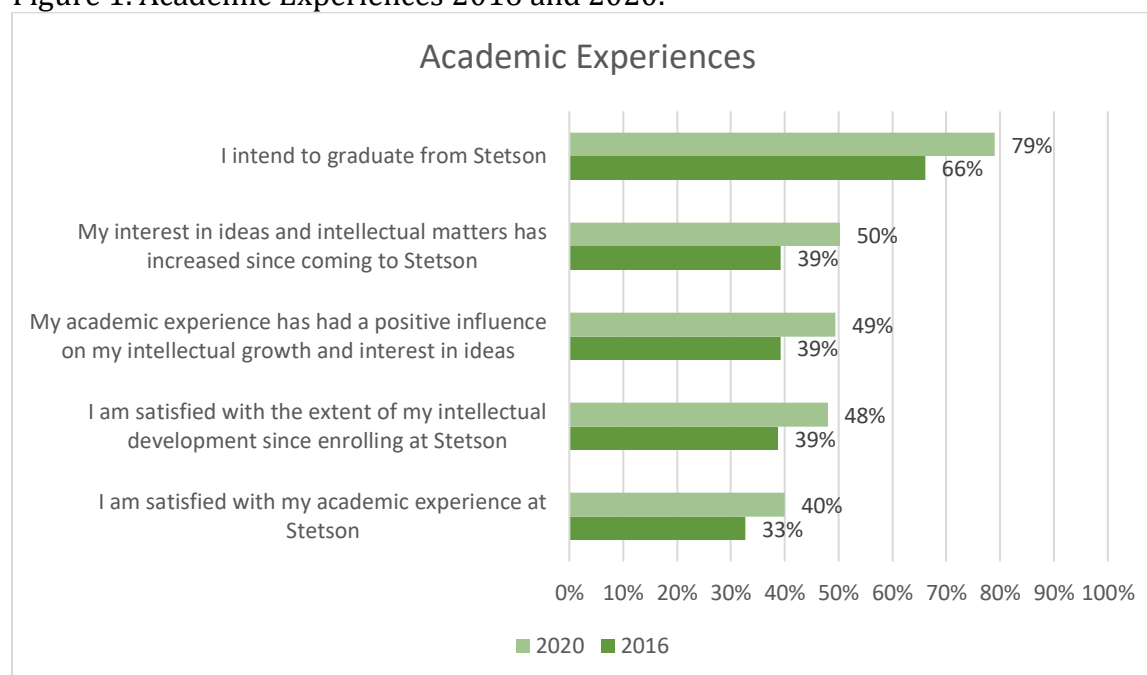
There were significant improvements in academic experiences of Stetson students⁴ from 2016 to 2020. While in 2016 only 66% of students reported that they “strongly agree” that

³ https://www.stetson.edu/administration/institutional-research/media/CDS_2019-2020.pdf

⁴ The 2016 report combines the results for undergraduate students and graduate students for these questions, so we have done the same for comparison purposes. In 2020, however, the results of both student groups were only about one percentage point apart, rendering them practically identical for these purposes.

they intend to graduate from Stetson, that number jumped to 79% in 2020. We saw increases in students reporting that they “strongly agree” that their interests in ideas and intellectual matters have increased since coming to Stetson, from 39% in 2016 to 50% in 2020. There were similar gains in three other academic experience measures in which more students reported that they “strongly agree” in 2020, as seen in Figure 1.

Figure 1. Academic Experiences 2016 and 2020.



Black (75%) and Asian (77%) students were less likely to “strongly agree” that they intended to graduate from Stetson than their White (83%) and Latinx (83%) peers. In three other academic climate categories Asian students answered differently. Asian students were least likely to “strongly agree” that their interest in intellectual matters has increased while at Stetson, at 36%, compared to White students (52%), Latinx students (56%), and Black students (57%). Asian students were also least likely to “strongly agree” that academic experience has had a positive influence on their intellectual growth while at Stetson, at 40%, compared to White students (53%), Latinx students (50%), and Black students (55%). Finally, Asian students were least likely to “strongly agree” that they were satisfied with the extent of their intellectual development while at Stetson, at 40%, compared to White students (49%), Latinx students (53%), and Black students (54%).

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. Almost one in three faculty (30%) reported that this had been the case in the past year, and 23% of staff did so as well. Students reported such experiences at 21%. Black respondents were more likely to report having experienced exclusionary behavior, at 30%, compared to White respondents (22%), Asian respondents (18%), and Latinx respondents (15%).

In this day and age in our country I am more sensitive to micro-aggressive and racist behavior. I've had people ignore my instructions, not reply to emails, say rude things to me etc. Sometimes I ignore it, sometimes I confront them about it. Unfortunately, that is life as an African American woman.

I was referred to as a "dyke" and have still yet to hear what happened to the complaint.

I feel excluded OFTEN from experiences in my program and at Stetson because I cannot afford anything extra. There's an expectation of being able to and a lot of pushback when you can't.

I get stared at and feel left out at times due to being a "black male" at a PWI. Being the only "black male" in class, the teachers make some culturally inappropriate statements when teaching.

I reported exclusionary experiences to my supervisor, but it ended there. I continue to experience this and although I get support and reassurance that I belong at Stetson from my supervisor, there still isn't anything that occurs to make it better.

In looking at the total group of respondents at Stetson, there were no differences between 2016 (23%) and 2020 (23%) in personally experiencing 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.

As seen in Table 6 below, for staff and faculty the most likely basis for this conduct was seen as their position.

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

	Undergraduates	Staff	Faculty
Gender/Gender identity	8%	10%	13%
Mental health/psychological disability/condition	7%	2%	1%
Living arrangement	6%	0%	1%
Major field of study	6%	1%	1%
Participation in an organization (please specify:)	5%	0%	4%
Don't know	5%	6%	4%
Academic performance	5%	0%	1%
Political views	5%	1%	1%
Position (e.g., staff, faculty, student)	4%	22%	15%
Age	4%	13%	9%
Ethnicity	4%	5%	7%
Physical characteristics	4%	4%	1%
Religious/spiritual views	4%	2%	0%
Sexual identity/orientation	3%	1%	3%
Socioeconomic status	3%	1%	3%
Gender expression	3%	0%	0%
Learning disability/condition	3%	0%	0%
Philosophical views	2%	4%	5%
Educational credentials (e.g., MS, PhD)	2%	9%	3%
Nationality	2%	1%	3%
Racial identity	2%	3%	3%
Location where I grew up	2%	1%	1%
Medical disability/condition	2%	2%	1%
Participation on an athletic team (please specify:)	2%	0%	0%
Parental status (e.g., having children)	1%	1%	2%
Physical disability/condition	1%	2%	2%
English language proficiency/accent	1%	1%	1%
Immigrant/Citizen status	1%	0%	1%
Marital status (e.g., single, married, partnered)	1%	0%	1%
Military/veteran status	0%	0%	0%
Pregnancy	0%	0%	0%

The most likely experience for this conduct was feeling disrespected, across all groups. Faculty were more likely to also feel intimidated, and staff and students were more likely to feel ignored or excluded.

Table 7. How did you experience the conduct?

	Undergraduates	Staff	Faculty
I was disrespected.	17%	21%	18%
I was ignored or excluded.	14%	17%	12%
I was isolated or left out.	11%	11%	10%
I was intimidated/bullied.	9%	12%	16%
I observed others staring at me.	9%	4%	2%
I was the target of derogatory or inappropriate verbal remarks.	6%	4%	7%
I was the target of retaliation.	4%	5%	5%
I feared for my physical safety.	4%	1%	1%
I feared getting a poor grade because of a hostile classroom environment.	4%	0%	0%
I received a low performance evaluation.	2%	2%	5%
An experience not listed above (please specify:)	2%	4%	4%
I was singled out as the spokesperson for my identity group.	2%	1%	3%
I was the target of racial/ethnic profiling.	2%	0%	2%
I was the target of stalking.	2%	0%	1%
I received inappropriate phone calls/text messages/email.	2%	2%	1%
I was the target of unwanted sexual contact.	2%	0%	0%
I received inappropriate/unsolicited messages through social media (e.g., Instagram, Twitter, Facebook).	2%	0%	0%
I was the target of workplace incivility.	1%	7%	8%
I received inappropriate written comments.	1%	2%	3%
Someone implied I was admitted/hired/promoted due to my identity group.	1%	2%	1%
Someone implied I was not admitted/hired/promoted due to my identity group.	1%	1%	1%
I received threats of physical violence.	1%	1%	1%
I was the target of graffiti/vandalism.	1%	0%	0%
I was the target of physical violence.	1%	0%	0%
I feared for my family's safety.	0%	0%	0%

Students were mostly experiencing such conduct in public places at Stetson (16%), in on-campus academic spaces (14%), and in campus housing (13%). For staff, it was while working at Stetson (22%), but in an administrative office (20%). Faculty were mostly experiencing such conduct in meetings (19%) and while working at Stetson (17%).

Table 8. Where did you experience the conduct?

	Undergraduates	Staff	Faculty
In a public space at Stetson	16%	8%	10%
In an on-campus class/lab/clinical setting	14%	1%	7%
In campus housing	13%	0%	0%
While walking on campus	9%	2%	3%
In a meeting with a group of people	6%	14%	19%
At a Stetson event	6%	6%	5%
Off campus	5%	1%	0%
A location not listed above (please specify:)	4%	4%	10%
In a meeting with one other person	4%	15%	9%
On social networking sites (e.g., Instagram, Twitter, Facebook).	4%	1%	0%
While working at a Stetson job	3%	22%	17%
In a Stetson dining facility	3%	1%	1%
In athletic/recreational facilities	3%	3%	0%
In a faculty office	2%	1%	10%
In a Stetson administrative office	2%	20%	9%
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	2%	0%	1%
In a Stetson library	2%	0%	0%
In off-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%
On Stetson media (e.g., Stetson Instagram, Stetson Facebook, reporter)	1%	1%	0%

While faculty report experiencing such conduct from students (11%), students report that other students were the sources of exclusionary behavior they experienced at three times that rate (35%). Staff do not tend to experience exclusionary conduct as much by students, at only four percent, but rather more staff experience such conduct from other staff members (13%). Students were most likely, at 12%, to experience exclusionary behavior from someone they consider a friend, whereas faculty and staff do not. As seen in table 9 below, full-time faculty are a major source of exclusionary experiences for both faculty, staff, and students. Faculty also report senior administrators as a large source, as well as students. Staff are also experiencing exclusionary contact by their department chairs and supervisors.

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

	Undergraduates	Staff	Faculty
Student	35%	4%	11%
Faculty member - full-time	12%	17%	29%
Friend	12%	0%	0%
Stranger	6%	1%	0%
Staff member	5%	13%	0%
A source not listed above (please specify:)	4%	3%	3%
Faculty member - adjunct	4%	1%	1%
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	4%	0%	0%
Department chair /head/director	3%	12%	8%
Off-campus community member	3%	1%	1%
Supervisor	3%	17%	1%
Don't know source	2%	1%	1%
Academic adviser	2%	0%	0%
Athletic coach/trainer	2%	1%	0%
Co-worker	1%	12%	26%
Stetson Public Safety	1%	0%	1%
Health/Counseling services	1%	0%	0%
Stetson media (e.g., Stetson website, reporter)	1%	0%	0%
Teaching assistant/graduate assistant/tutor	1%	0%	0%
Senior administration (e.g., president, provost, dean, vice president)	0%	13%	15%
Person whom I supervise	0%	2%	1%
Social networking site (e.g., Instagram, Twitter, Facebook.)	0%	1%	1%
Alumni	0%	0%	0%
Donor	0%	1%	0%

The most prevalent feeling here was anger, by all group members. Students and staff were also feeling embarrassed more often than faculty.

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

	Undergraduates	Staff	Faculty
I felt angry.	29%	37%	40%
I felt embarrassed.	21%	20%	13%
I felt afraid.	15%	11%	12%
I ignored it.	12%	12%	9%
I felt somehow responsible.	12%	4%	6%

The most likely responses were to talk to a family member or friend, or to do nothing. Several also contacted a Stetson resource.

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

	Undergraduates	Staff	Faculty
I didn't do anything.	14%	14%	9%
I told a family member	11%	11%	14%
I told a friend	10%	10%	13%
I avoided the person/venue.	10%	10%	12%
Staff person	8%	8%	1%
I contacted a Stetson resource.	7%	7%	10%
Senior administrator (e.g., president, provost, dean, vice provost, vice president)	6%	6%	9%
I confronted the person(s) later.	5%	5%	6%
I confronted the person(s) at the time.	5%	5%	5%
I didn't know who to go to.	5%	5%	1%
A response not listed above (please specify:)	5%	5%	1%
Office of Human Resources	4%	4%	1%
Faculty member	2%	2%	10%
I sought information online.	2%	2%	2%
I sought support from off-campus hot-line/advocacy services.	2%	2%	1%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	2%	2%	1%
Stetson Public Safety	2%	2%	1%
Employee Assistance Program (EAP)	2%	2%	1%
I contacted a local law enforcement official.	1%	1%	1%
Counseling Services	1%	1%	1%
Title IX Coordinator	1%	1%	1%
Faculty academic advisor	0%	0%	0%
Student staff (e.g., resident assistant)	0%	0%	0%

Overall, 30% of those on the DeLand campus who had experienced exclusionary conduct reported it (see table 12). This is an almost 50% increase in reporting over the 2016 results, when only 21% responded that they had reported such conduct. Students, staff and faculty showed similar rates. Of those reporting, about half felt that the reporting was not responded to appropriately.

Table 12. Did you report the conduct?

	Undergraduates	Staff	Faculty
No, I didn't report it.	71%	68%	67%
Yes, I reported the incident, but felt that it was not responded to appropriately.	14%	17%	15%
Yes, I reported the incident and was satisfied with the outcome.	8%	12%	8%
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.	7%	3%	10%

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 four percent reporting. Because of the very small numbers reporting in those categories, we will not report on the various breakouts of those groups to maintain confidentiality.

Undergraduates at Stetson, however, were more likely to report such experiences, with 24% having had at least one instance of unwanted sexual interactions (10%), sexual contact (6%), or stalking (5%). This is slightly higher than the 18% reported in 2016. Female students were more likely than male students to report having experienced unwanted sexual contact (23% versus 8%).

Table 13. Experiencing Unwanted Sexual Contact

	Undergraduates	Staff	Faculty
No	76%	96%	96%
Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	10%	1%	2%
Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	6%	1%	1%
Yes - stalking (e.g., following me, on social media, texting, phone calls)	5%	0%	1%
Yes - relationship violence (e.g., ridiculed, controlling, hitting)	2%	1%	0%

Experiences with Relationship Violence

Sixteen undergraduates reported relationship violence, with most (63%) having happened in the past year. Almost half (48%) were first-year students when this happened to them. The most likely person who did this to them was a current or former partner (56%), followed by a Stetson student (24%), or an acquaintance/friend (12%). Students could answer with more than one category, so these categories are not mutually exclusive. The violence took place both on campus (60%) and off campus (40%).

Stetson students experiencing relationship violence felt embarrassed (24%), angry (22%), afraid (19%) and somewhat responsible (20%). Their responses were varied: 16% told a friend, 11% confronted the person at the time and 8% did so later, 16% did not do anything, and 8% didn't know who to go to in response to the experience. Most, 75%, did not report the incident(s). Those who did report it had mixed results with half being satisfied with the outcome and half feeling that it was not responded to appropriately.

Experiences with Stalking

Forty undergraduates reported having experienced stalking at Stetson. Most, 77%, had happened in the last year to mostly first-year (40%) and second-year students (43%). Half (51%) had been stalked by Stetson students, 18% were acquaintances/friends, 14% were current or former partners, and 14% were strangers. Stalking took place in various places: 45% on campus, 19% off campus, and 36% online. Most of the online stalking occurred on Snapchat.

Stetson students experiencing stalking felt embarrassed (13%), angry (27%), afraid (27%) and somewhat responsible (11%). Their responses were varied: 24% told a friend, 21% avoided the person or venue where this took place, and 7% contacted the Title IX Coordinator.

Approximately two out of three (68%) did not report the incident(s). Those who did report it had mixed results with about a third being satisfied with the outcome, a third feeling unsatisfied with the outcome but that the report was handled appropriately, and a third feeling that it was not responded to appropriately.

Experiences with Unwanted Sexual Interactions

Eighty-two undergraduates reported having experienced unwanted sexual interactions at Stetson. Most, 71%, had happened in the last year to mostly first-year (46%) and second-year students (34%). Many (42%) experienced this from Stetson students, 14% were acquaintances/friends, and 38% were strangers. Unwanted sexual interactions took place both on campus, 62%, and to a lesser extent off campus, 38%.

Stetson students experiencing unwanted sexual interactions felt angry (27%), embarrassed (19%), and afraid (16%). Nineteen percent ignored it. Their responses were varied: 24% told a friend, 19% avoided the person or venue where this took place. Almost 1 in 4 (24%) didn't do anything. Most (89%) did not report the incident(s). Of those who did report it about two thirds told us that that it was not responded to appropriately with one third being satisfied with the outcome.

Experiences with Unwanted Sexual Contact

Fifty undergraduates reported having experienced unwanted sexual contact at Stetson. Most, 61%, had happened in the last year to mostly first-year (65%) and second-year students (27%). Many (53%) experienced this from Stetson students, 29% were acquaintances/friends, and 8% were strangers. Unwanted sexual contact took place both on campus, 55%, and to a lesser extent off campus, 45%.

The most prevalent reaction from Stetson students experiencing unwanted sexual contact was feeling somehow responsible, with 26% feeling this way. About 1 in 4 were

embarrassed (23%). Some were angry (18%) and afraid (15%). Fourteen percent ignored it. Their responses were varied: 20% told a friend, 21% avoided the person or venue where this took place. Almost 1 in 5 (18%) didn't do anything. Most (84%) did not report the incident(s). Results from satisfaction with reporting are not given, as the numbers were too small in this category.

Workplace Climate

While many staff agree with positive campus climate issues with their supervisor, there is room for movement into the “strongly agree” section. A number of staff disagreed about issues of workload appropriateness. Thirty-eight percent were unable to complete assigned duties during work hours and 45% reported their workload was permanently increased without additional compensation due to other staff departures. Forty-three 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 (54%) disagreed that Stetson provides adequate resources to help them manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).

Table 14. Staff Views on Workplace Climate

	Strongly agree	Agree	Disagree	Strongly disagree
My supervisor provides adequate support for me to manage work-life balance.	43%	39%	13%	4%
I have supervisors who give me job/career advice or guidance when I need it.	35%	46%	12%	7%
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	34%	53%	9%	4%
There is a hierarchy within staff positions that values some voices more than others.	26%	42%	28%	5%
I am included in opportunities that will help my career as much as others in similar positions.	25%	49%	18%	9%
I am able to complete my assigned duties during scheduled hours.	24%	38%	25%	13%
I am given a reasonable time frame to complete assigned responsibilities.	23%	62%	12%	2%
The performance evaluation process is clear.	22%	50%	19%	9%
My workload was permanently increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	21%	23%	42%	14%
The performance evaluation process is productive.	13%	39%	34%	14%
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	12%	20%	51%	18%
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).	12%	31%	48%	9%

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).	11%	33%	45%	11%
Burdened by work responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	9%	19%	59%	13%
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.	8%	11%	57%	24%
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	8%	39%	41%	13%

22% of staff reported that they “strongly agree” that Stetson is a good place to work, and another 64% agreed. Four out of five (81%) staff disagreed that staff salaries are competitive. Only 46% agreed that staff opinions are valued by Stetson faculty and administration.

Table 15. 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).	40%	53%	5%	2%
My supervisor provides me with resources to pursue training/professional development opportunities.	27%	52%	16%	5%
Stetson is good place to work.	22%	64%	11%	3%
There are clear expectations of my responsibilities.	20%	61%	13%	6%
Retirement benefits are competitive.	20%	62%	13%	5%
Stetson provides me with resources to pursue training/professional development opportunities.	19%	61%	14%	6%
Stetson is supportive of taking extended leave (e.g., FMLA, parental).	17%	65%	15%	2%
Stetson is supportive of flexible work schedules.	15%	55%	20%	10%
Vacation and personal time packages are competitive.	14%	61%	16%	9%
Stetson policies (e.g., FMLA) are fairly applied across Stetson.	13%	62%	19%	6%
Positive about my career opportunities at Stetson.	11%	43%	29%	17%
Health insurance benefits are competitive.	10%	46%	27%	16%
Staff opinions are valued on Stetson committees.	9%	54%	22%	14%
Staff opinions are valued by Stetson faculty and administration.	6%	40%	34%	20%
There are clear procedures on how I can advance at Stetson.	6%	27%	46%	21%
Childcare benefits are competitive.	5%	40%	29%	25%
Staff salaries are competitive.	3%	16%	37%	44%
Staff in my department who use family accommodation policies (FMLA) are disadvantaged in promotion or evaluations.	2%	10%	69%	20%

Almost all DeLand tenure-track faculty believe that their teaching is valued by the school (94%), that they have the opportunity to participate in substantive committee assignments (84%), that the criteria for tenure are clear (87%), that they were supported and mentored during their tenure track years (75%), and that faculty opinions are valued in the Faculty Senate (81%). On the less positive side they feel unduly burdened by service responsibilities (57%), and many disagree that faculty opinions are taken seriously by senior administrators (72%).

When there were differences between male and female tenure-track faculty, they were often in the percentages who strongly agreed and who just agreed. Male faculty were much more likely than female faculty to “strongly agree” that the criteria for tenure are clear (51% versus 18%), that the tenure standards are applied equally to faculty in their academic unit (42% versus 13%), and that the Stetson policies for delay of the tenure clock are used equitably all colleges/schools (28% versus 2%). Female tenure-track faculty were more likely than male tenure-track faculty to believe they were burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments) (39% versus 18%).

All in all, though, aside from the nebulous fog of financial stress that has descended on the university, things seem to be running pretty smoothly.

There is often a feeling that the administration does not listen and/or is offended by the opinions of faculty. This is not universal and seems to be changing for the better.

Faculty opinions are not valued at the highest levels of the administration, unless these opinions are in direct alignment with the administration.

I feel like if I ask questions that may not fall in line with what the upper administration wants, I will be excluded from future discussion.

I put agree regarding support during tenure-track years, but that was ONLY within my department. From a University standpoint, some senior faculty frankly were awful (condescending, rude, unwelcoming).

In most cases there was little change from 2016 to 2020 in these issues. Two areas are of note that have to do with communication and respect, however. More faculty in 2020 felt that faculty opinions were valued within Stetson University committees as compared to 2016, with this number rising to 66% from 31%. There was an accompanying downturn, however, in the percentage of faculty who believed that faculty opinions were taken seriously by the senior administration, going from 48% in 2016 to only 27% in 2020.

More faculty in 2020 believed that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations than in 2016 (57% versus 38%).

Table 16. Tenure-Track Faculty Views on Workplace Climate

	Strongly agree	Agree	Disagree	Strongly disagree
Teaching is valued by my college/school.	51%	43%	4%	2%
I have opportunities to participate in substantive committee assignments.	34%	50%	12%	4%
The criteria for tenure are clear.	33%	54%	9%	3%
Supported and mentored during the tenure-track years.	32%	43%	17%	9%
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	29%	28%	32%	11%
Faculty opinions are valued within Faculty Senate	26%	55%	12%	7%
The tenure standards/promotion standards are applied equally to faculty in my academic unit.	26%	43%	19%	12%
Faculty opinions are valued within my college/school committees.	26%	54%	13%	7%
Research/creative activity is valued by my college/school.	24%	59%	13%	4%
Service contributions are valued by my college/school.	21%	39%	34%	6%
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).	21%	31%	41%	7%
Faculty opinions are valued within Stetson University committees.	15%	51%	23%	11%
Stetson policies for delay of the tenure clock are used equitably all colleges/schools.	14%	54%	25%	7%
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	8%	12%	44%	36%
I would like more opportunities to participate in substantive committee assignments.	7%	15%	50%	27%
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	5%	22%	36%	36%
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	3%	11%	58%	28%

Non-tenure-track faculty (i.e., visiting faculty or adjuncts) were also asked about how they feel concerning academic workplace climate issues. Most felt that teaching was valued in their academic unit (96%), and that there were clear expectations of their responsibilities (82%), although only 58% thought that the criteria used for contract renewal was clear. Only about half (47%) thought that non-tenure-track faculty opinions were taken seriously by senior administrators. Most did not think that they worked more than their colleagues (63%), that they were unduly burdened by service responsibilities (67%) or were pressured to do uncompensated extra work (60%).

I have always felt very much respected by senior administration as a visiting assistant professor. However, I do feel disrespected by some faculty members at University Faculty Meetings. I have heard stated too many times in University Faculty Meetings that non-tenure track professors are not as good of educators as tenure-track professors. I absolutely do not believe that to be true, and my student evaluations would absolutely dispute that statement too. Also, I feel like my workload this semester has been overwhelming. I work constantly, taking hardly any breaks, and I can't seem to keep my head above water.

My experience has been wonderful so far. I have always felt supported by my colleagues. Although I am not a tenure-track faculty member my colleagues continue to treat me as equal. The only issue I see at my level is the uncertainty of being kept on for the next semester.

As I'm in a visiting line, I am asked or nudged to participate and do lots of work that I believe is outside the view of my contract.

I feel that if I don't go above and beyond what's expected, then I am not as valuable to the administration. I certainly do not feel valued for the work I do by my colleagues.

Table 17. Non-Tenure-Track Faculty Views on Workplace Climate

	Strongly agree	Agree	Disagree	Strongly disagree
Teaching is valued by my academic unit.	65%	31%	4%	0%
There are clear expectations of my responsibilities.	35%	47%	18%	0%
The criteria used for contract renewal is clear.	25%	33%	35%	6%
The criteria used for contract renewal is applied equally to all positions.	23%	45%	28%	5%
I perform more work to help students than do my Stetson colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	19%	19%	48%	15%
Non-Tenure-Track opinions are taken seriously by senior administrators (e.g., department head, president, dean, provost).	18%	29%	39%	14%
Pressured to do extra work that is uncompensated.	17%	22%	30%	30%
Burdened by service responsibilities beyond those of my Stetson colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments).	9%	24%	41%	26%

Most faculty (82%) felt that Stetson is a good place to work, although only 26% strongly agreed with this statement. Many (68%) disagreed that Stetson helped them with resources to manage a work-life balance and thought that people who have children or eldercare are burdened with balancing work and family responsibilities (65%).

Female faculty members were more likely than male faculty members to “strongly disagree” in two areas. They strongly disagreed that “Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation)” at 31% compared to only six percent of male faculty. They also strongly disagreed that salaries for adjunct professors are competitive (44% versus 22%).

Stetson is family to me. It's not a perfect place to work, and I am answering these questions as honestly as possible, but I couldn't imagine working anywhere else. There is always room for improvement.

Overall, Stetson has been a variable experience. Biggest issues are lack of support for those with child/eldercare responsibilities and wellness. Stetson is a good place to work in some ways; but the deficits (culturally) are problematic

The faculty senate meets at 6pm on Monday evenings, this is a difficult time for people with families. On average, I see my children for about 20 minutes in the mornings before I go to work and have about 2 hours with them in the evenings that is usually cluttered with meal prep, practices, games, homework, etc. I have a colleague who expected us to work around his schedule, usually 7am-noon T, W, R. The audacity of this request was astounding.

Table 18. All Faculty Views on Additional Workplace Climate Issues

	Strongly agree	Agree	Disagree	Strongly disagree
Stetson is good place to work.	26%	56%	17%	2%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	22%	54%	20%	4%
Positive about my career opportunities in my academic unit.	20%	49%	24%	7%
Stetson provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	17%	56%	19%	8%
Retirement/supplemental benefits are competitive.	14%	61%	16%	9%
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and weekend programming, workload brought home, Stetson breaks not scheduled with school district breaks).	14%	51%	34%	1%
The performance evaluation process is clear.	13%	41%	33%	13%
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	6%	16%	56%	22%
Health insurance benefits are competitive.	6%	44%	37%	14%
Stetson provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	4%	28%	48%	20%
Childcare benefits are competitive.	3%	36%	37%	24%
Salaries for tenure-track faculty positions are competitive.	3%	40%	38%	19%
Salaries for adjunct professors are competitive.	2%	22%	44%	32%

Observing Exclusionary Conduct

All people 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.” Twenty-eight percent reported that they had, with similar results for faculty (33%), staff (32%), and undergraduates (26%).

You have a few bad apples in high ranking positions. who are making it very hard to feel included and respected. And the Faculty treat staff like they are to be tolerated rather than as partners.

I have observed older male faculty members who still just don't get it...that it makes women uncomfortable to be called “hun”, or “sexy”, or really to comment on their physical appearance at all. The man I have seen do this repeatedly does it to students and faculty alike. He doesn't do it out of malice, but he is clueless as to how it might make the other party uncomfortable.

There is a constant skepticism that staff know what they're talking about, in fields where they are highly trained, familiar with best practices and supporting the use of tools or processes that may be new to the faculty. This skepticism is tolerable and even healthy institutionally until the point where it becomes open derision, mockery, hostility, and bullying.

There have been at various times comments made about those who are Republican or voted for Trump as of a lower intelligence or insinuating they are difficult to deal with, backwards, etc. Many people who are Republican do not feel that they can express their thoughts or views at all at Stetson due to preconceived opinions or assumptions. Unfortunately at a place where diversity and inclusion are so valued, there are inevitably some who are excluded.

Most people at Stetson observed such behavior as targeted in their own group as student, staff, or faculty. Staff and faculty, 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?

	Undergraduates	Staff	Faculty
Student	41%	18%	26%
Friend	30%	3%	1%
Stranger	8%	0%	1%
Staff member	3%	23%	8%
Don't know	3%	1%	0%
Faculty member - full-time	2%	5%	33%
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	2%	3%	1%
Co-worker	1%	20%	11%
Faculty member - adjunct	1%	0%	6%
Department chair /head/director	1%	5%	3%
Off-campus community member	1%	1%	1%
Academic adviser	1%	1%	0%
Alumni	1%	1%	0%
Stetson Public Safety	1%	1%	0%
Social networking site (e.g., Instagram, Twitter, Facebook)	1%	1%	0%
Person whom I supervise	0%	5%	3%

Senior administration (e.g., president, provost, dean, vice president)	0%	3%	1%
Athletic coach/trainer	0%	3%	0%
Donor	0%	1%	0%
Health/counseling services	0%	0%	0%
Stetson media (e.g., Stetson website, reporter)	0%	1%	0%
Supervisor	0%	2%	0%
Teaching assistant/graduate assistant/tutor	0%	2%	0%

Faculty were often the source of the conduct, as reported by 31% of the faculty, 19% of staff, and 19% of undergraduates. Some faculty (18%) also reported that students were sources of such conduct as were senior administrators.

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

	Undergraduates	Staff	Faculty
Faculty member - full-time	19%	19%	31%
Staff member	14%	14%	1%
Student	11%	11%	18%
Senior administration (e.g., president, provost, dean, vice president)	10%	10%	14%
Co-worker	9%	9%	13%
Department chair /head/director	9%	9%	4%
Supervisor	9%	9%	1%
Faculty member - adjunct	5%	5%	1%
Don't know	3%	3%	4%
A source not listed above (please specify)	1%	1%	8%
Stranger	1%	1%	3%
Alumni	1%	1%	1%
Health/counseling services	1%	1%	1%
Stetson Public Safety	1%	1%	1%
Academic adviser	1%	1%	0%
Athletic coach/trainer	1%	1%	0%
Off-campus community member	1%	1%	0%
Person whom I supervise	1%	1%	0%
Student employee (e.g., resident assistant, peer mentor, focus leader, student ambassadors)	1%	1%	0%
Teaching assistant/graduate assistant/tutor	1%	1%	0%
Donor	0%	0%	0%
Friend	0%	0%	0%
Stetson media (e.g., Stetson website, reporter)	0%	0%	0%
Social networking site (e.g., Instagram, Twitter, Facebook)	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.

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

	Undergraduates	Staff	Faculty
Gender/gender identity	9%	6%	10%
Ethnicity	9%	11%	7%
Sexual identity/orientation	6%	4%	6%
Don't know	6%	3%	6%
Political views	6%	5%	4%
Gender expression	6%	2%	3%
Physical characteristics	6%	3%	0%
Racial identity	5%	7%	8%
Religious/Spiritual views	4%	3%	3%
Mental health/psychological disability/condition	4%	2%	2%
Nationality	4%	3%	1%
Participation in an organization (please specify)	4%	0%	0%
Major field of study	3%	1%	5%
Academic performance	3%	2%	1%
Immigrant/citizen status	3%	3%	1%
Learning disability/condition	3%	1%	1%
Position (e.g., staff, faculty, student)	2%	12%	13%
Philosophical views	2%	3%	7%
English language proficiency/accent	2%	4%	4%
Medical disability/condition	2%	1%	2%
Socioeconomic status	2%	2%	2%
Age	2%	5%	1%
Living arrangement	2%	1%	1%
Location where target grew up	2%	1%	0%
Physical disability/condition	2%	1%	0%
Educational credentials (e.g., MS, PhD)	1%	8%	1%
Parental status (e.g., having children)	0%	0%	2%
Marital status (e.g., single, married, partnered)	0%	0%	0%
Military/Veteran status	0%	0%	0%
Participation on an athletic team (please specify)	0%	1%	0%
Pregnancy	0%	0%	0%

Bullying, derogatory remarks, disrespect, and exclusion were some of the more prevalent behaviors that were observed in this conduct.

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

	Undergraduates	Staff	Faculty
Person was the target of derogatory or inappropriate verbal remarks	15%	11%	14%
Person was disrespected	13%	13%	12%
Person ignored or excluded	11%	11%	11%
Person isolated or left out	10%	8%	7%
Person intimidated/bullied	9%	11%	16%
Person being stared at	5%	2%	1%
Racial/ethnic profiling	4%	5%	2%
Person was the target of retaliation	3%	4%	5%
Person received inappropriate phone calls/text messages/email	3%	5%	3%
Derogatory written comments	3%	4%	3%
Singled out as the spokesperson for their identity group	3%	1%	1%
Person received inappropriate/unsolicited messages through social media (e.g., Instagram, Twitter, Facebook)	2%	1%	2%
Person was the target of unwanted sexual contact	2%	1%	1%
Person was stalked	2%	0%	1%
Person received a poor grade	2%	1%	0%
Person feared for their physical safety	2%	2%	0%
Person was the target of workplace incivility	1%	8%	7%
Something not listed above (please specify)	1%	2%	4%
Assumption that someone was admitted/hired/promoted based on his/her identity	1%	3%	3%
Person received a low or unfair performance evaluation	1%	3%	3%
Assumption that someone was not admitted/hired/promoted based on his/her identity	1%	1%	1%
Person was the target of graffiti/vandalism	1%	1%	1%
Person received threats of physical violence.	1%	0%	1%
Person was the target of physical violence	1%	0%	0%
Person was unfairly evaluated in the promotion and tenure process	0%	2%	3%
Person feared for their family's safety	0%	0%	0%

Undergraduates observed such conduct in public spaces at Stetson (20%), but also in campus housing (11%) and in academic settings such as classes, labs, or clinical settings (10%). Staff, while they observed this in meetings (15%), were more likely to observe it in the course of their job (21%). Faculty were about twice as likely to observe this conduct in meetings (24%) as any other setting.

Table 23. Where did this conduct occur?

	Undergraduates	Staff	Faculty
In a public space at Stetson	20%	14%	11%
In campus housing	11%	4%	3%
In an on-campus class/lab/clinical setting	10%	4%	11%
While walking on campus	8%	2%	3%
In a meeting with a group of people	7%	15%	24%
At a Stetson event	7%	5%	6%
Off campus	6%	2%	3%
On social networking sites (e.g., Instagram, Twitter, Facebook)	6%	2%	0%
In a Stetson dining facility	5%	1%	2%
In a meeting with one other person	4%	6%	5%
While working at a Stetson job	2%	21%	11%
In a faculty office	2%	3%	6%
In a Stetson library	2%	0%	1%
In an off-campus experiential learning environment (e.g., internships, externships, clinic, service learning, study abroad, student teaching)	2%	0%	0%
In athletic/recreational facilities	2%	2%	0%
In a Stetson administrative office	1%	14%	8%
In off-campus housing	1%	0%	0%
In a Stetson health care setting (e.g., Stetson Health Service, Wilson Center)	0%	0%	1%
In a counseling setting referred to me by Stetson	0%	1%	0%
On Stetson media (e.g., Stetson Instagram, Stetson Facebook, reporter)	0%	1%	0%

About half of all groups felt angry after having witnessed exclusionary conduct, and about one in five felt embarrassed.

There were a wide variety of responses to observing exclusionary conduct at Stetson. One of the most prevalent for all groups was doing nothing.

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

	Undergraduate	Staff	Faculty
I didn't do anything.	20%	19%	13%
I told a friend.	17%	6%	6%
I avoided the person/venue.	11%	7%	3%
I confronted the person(s) at the time.	10%	5%	11%
I didn't know who to go to.	9%	7%	4%
I confronted the person(s) later.	8%	5%	6%
I contacted a Faculty member	5%	3%	14%
I told a family member.	4%	7%	7%
I contacted a Staff person	2%	9%	4%
I contacted a Title IX Coordinator	2%	1%	3%
I contacted a Senior administrator (e.g., president, provost, dean, vice president)	1%	8%	10%
I sought information online.	1%	2%	2%
I sought support from off-campus hot-line/advocacy services.	1%	1%	2%
I contacted Office of Human Resources	1%	5%	2%
I contacted Stetson Public Safety	1%	1%	1%
I contacted Counseling Services	1%	3%	1%
I contacted a Faculty academic advisor	1%	0%	0%
I contacted a Student staff (e.g., resident assistant)	1%	0%	0%
I contacted a local law enforcement official.	0%	0%	1%
Employee Assistance Program (EAP)	0%	1%	1%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0%	2%	0%

Most people did not report the observed exclusionary behavior, although at 86% undergraduates were slightly more likely not to report than the 69% of staff, and 65% of faculty telling us they did not report. 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?

	Undergraduate	Staff	Faculty
No, I didn't report it.	86%	69%	65%
Yes, I reported the incident, but felt that it was not responded to appropriately.	9%	15%	10%
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.	3%	8%	10%
Yes, I reported the incident and was satisfied with the outcome.	2%	8%	14%

Hiring Practices

Eighteen 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. About the same amount, 16%, of Stetson staff reported this as well. The top three perceived biases for this were seen as racial identity, ethnicity, and gender in the range of 14% to 11%. Staff also believed that such practices were due to age (13%). Black respondents to the survey were more likely to

tell us that they had observed such practices, at 32%, compared to 15% of White respondents, 15% of Latinx respondents, and only seven percent of Asian respondents.

Most Stetson faculty (90%) and staff (88%) 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. The most oft given reason for these were ethnicity (faculty, 10%; staff, 14%), racial identity (staff, 12%), and gender (faculty, 10%). Black respondents to the survey were more likely to tell us that they had observed such practices, at 26%, compared to 14% of Asian respondents, 11% of White respondents, and seven percent of Latinx respondents.

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. Slightly fewer staff, 16%, told us this as well. Faculty believed these were related to position as faculty or staff (13%), major field of study (11%), ethnicity (10%), race (8%), or gender (10%). Staff believed these were related to position as faculty or staff (11%), ethnicity (9%), race (7%), or gender (11%). Asian respondents were least likely to report having observed such practices, at eight percent, compared to White respondents (18%), Black respondents (21%), and Latinx respondents (22%).

There have been instances where staff were "let go" and the position was filled by someone already employed within a few days, sometimes without posting the open position.

I have served on hiring committees where a faculty member (generally an older white male) dismisses work by the female and non-white candidates as being "lesser" or "redundant." The other committee members argued for the work, and we made a good hire nonetheless.

Significant low salaries make it difficult to recruit for positions and create a systemic barrier to the development of a diverse candidate pool. Tuition benefits that are supposed to compensate for the low salary only benefit a small group of employees, therefore, systematically exclude others (though not necessarily based on identity).

Faculty of color face extra hurdles at Stetson and the University ignores or denies this when concerns are brought up.

Accessibility

Two hundred and nine respondents (18%) indicated that they have a condition/disability that influences your learning, working or living activities, and they were asked about the barriers they had encountered in the past year at Stetson. The most often cited barriers were campus transportation/parking (28%), classroom buildings (26%), college residence halls (24%), construction barriers (23%), and doors (22%) and elevators (21%).

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
Campus transportation/parking	28%
Classroom buildings	26%
College housing/residence halls	24%
Temporary barriers due to construction or maintenance	23%
Doors	22%
Elevators/lifts	21%
Blackboard	18%
Textbooks	18%
Walkways, pedestrian paths, crosswalks	18%
Accessible electronic format	17%
Classrooms, labs (including computer labs)/courtrooms	17%
Receiving accommodations from faculty (e.g., note-takers, extra test time)	16%
Restrooms	16%
Computer equipment (e.g., screens, mouse, keyboard)	15%
Office furniture (e.g. chair, desk)	14%
Emergency preparedness	14%
Dining facilities	14%
Food menus	13%
Email account	13%
Electronic forms	13%
Studios/performing arts spaces	13%
Website	11%
Athletic and recreational facilities	11%
Other campus buildings	10%
Health Center	9%
Electronic databases (e.g., Banner)	9%
Syllabi	9%
Video: closed captioning and text description	9%
Electronic signage	9%
Library	8%
Video /video audio description	7%
Phone/phone equipment	7%
Forms	7%
Electronic surveys (including this one)	7%
Signage	7%
Software (e.g., Voice recognition/audiobooks)	7%
Clickers	6%
Surveys	5%
Intake forms (e.g., Health Center)	5%
Other publications	4%
Learning technology	3%
Library books	3%
Podium	3%
Library database	3%
Journal articles	3%
Brochures	2%
Kiosks	2%

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.) Definitions for some terms are available by hovering your mouse over the word. A text box containing the definition will then appear for context.

In general, Stetson was seen as welcoming, friendly, inclusive, and improving. Socioeconomic status was a key issue, as the perception of Stetson as being positive for people of high socioeconomic status was rated most highly, at 58%, and the most negatively rated was for people of low socioeconomic status (10%). 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.

In general, undergraduates viewed the campus climate more positively than faculty and staff, usually with about ten percent more in the more negative column. Faculty and staff were not significantly different, with the exception of LGBTQT climate, in which 37% of staff rated this a “very positive” versus only 26% of faculty.

Female faculty were much more likely than male faculty to say that the climate was much more positive for men than negative for men, with 56% answering “1” (very positive) to this compared to only 27% of male faculty. In addition, when asked about the climate being positive or negative for women, male faculty were more likely to answer with a “1”, at 38%, than female faculty, at 18%. More of the female faculty (60%) reported that the climate for people of high socioeconomic status was very positive compared to only 41% of the male faculty.

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

	1	2	3	4	5	
Positive for people of high socioeconomic status	58%	26%	13%	2%	1%	Negative for people of high socioeconomic status
Positive for men	50%	30%	15%	4%	2%	Negative for men
Welcoming	46%	35%	13%	5%	1%	Not welcoming
Friendly	44%	36%	14%	4%	2%	Hostile
Positive for people in active military/veteran's status	41%	30%	25%	3%	1%	Negative for people in active military/veteran's status
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	39%	39%	17%	4%	2%	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Respectful	39%	37%	17%	6%	2%	Disrespectful
Positive for women	38%	36%	18%	6%	2%	Negative for women
Positive for people of various spiritual/religious backgrounds	36%	37%	18%	5%	2%	Negative for people of various spiritual/religious backgrounds
Positive for people of color	34%	35%	20%	8%	3%	Negative for people of color
Positive for people who are not U.S. citizens	33%	31%	28%	6%	2%	Negative for people who are not U.S. citizens
Inclusive	31%	39%	21%	8%	2%	Exclusive
Positive for persons with disabilities	29%	32%	26%	9%	4%	Negative for persons with disabilities
Improving	28%	37%	25%	7%	3%	Regressing
Positive for non-native English speakers	27%	32%	31%	9%	2%	Negative for non-native English speakers
Positive for people of various political affiliations	22%	26%	32%	13%	7%	Negative for people of various political affiliations
Positive for people of low socioeconomic status	17%	26%	28%	19%	10%	Negative for people of low socioeconomic status

There were some cases in which there were differences by racial identity. Asian (36%) and Black (33%) respondents were less likely than Latinx (46%) and White (49%) respondents to view Stetson as very friendly. Black (20%) and Asian (23%) respondents were less likely than White (32%) or Latinx (37%) respondents to report that Stetson was very inclusive. Black (25%) and Asian (31%) respondents were less likely than White (40%) or Latinx (41%) respondents to report that Stetson was very respectful.

Black (18%) and Asian (24%) 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 Asian (29%), 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.)

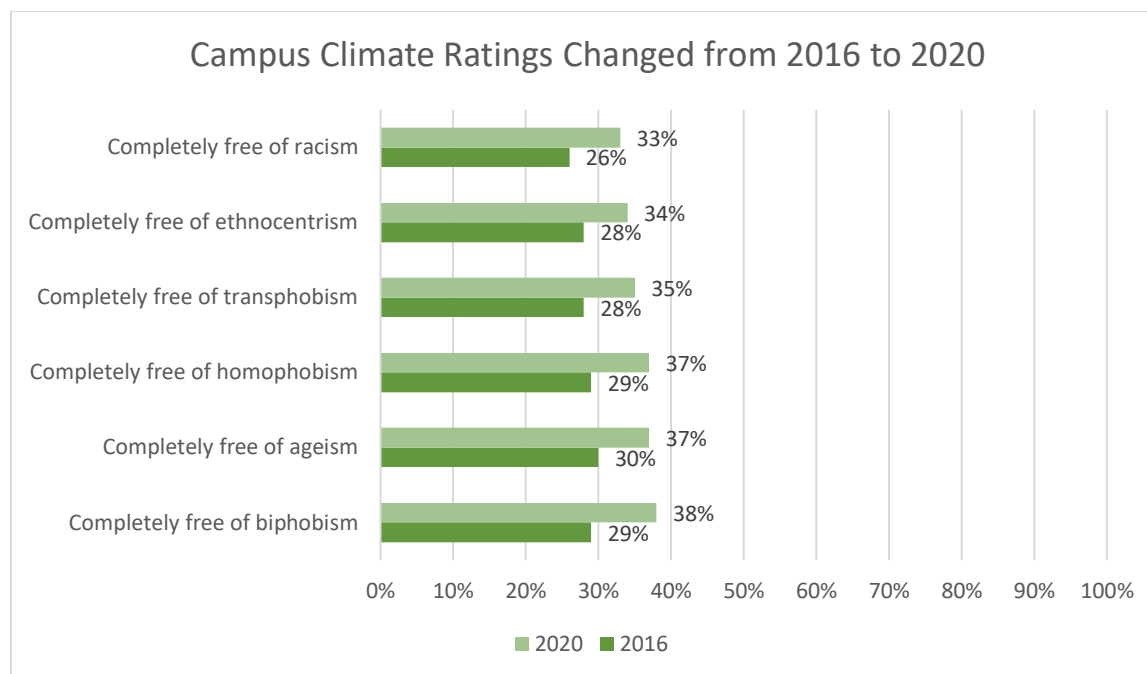
When rating various aspects of campus climate, some of the lowest rated areas are those of classism. This is similar to the findings in the 2016 report, as only 23% in 2020 and 22% in 2016 felt that Stetson was not classist with respect to socioeconomic status and 29% in 2020 and 24% in 2016 felt that 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 there were changes from 2016, there were in a positive direction, as seen in Chart 3 below.

As with the previous question, undergraduates viewed these campus climate issues more favorably and staff and faculty were more aligned with the exception of concerns about the campus being homophobic, transphobic, and biphobic, in which for each case faculty were about 10% less likely to believe the campus was not that way.

Black (21%) and Asian (23%) respondents were less likely than Latinx (31%) or White (34%) respondents to believe that Stetson was completely free of racism.

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

	1	2	3	4	5	
Not biphobic	38%	31%	24%	5%	2%	Biphobic
Not homophobic	37%	33%	22%	6%	2%	Homophobic
Not ageist	37%	29%	23%	8%	2%	Ageist
Not xenophobic	35%	30%	28%	6%	1%	Xenophobic
Not transphobic	35%	29%	25%	8%	2%	Transphobic
Not ethnocentric	34%	29%	26%	9%	3%	Ethnocentric
Disability friendly (Not ableist)	34%	29%	21%	11%	5%	Not disability friendly (Ableist)
Not racist	33%	32%	22%	11%	2%	Racist
Not patriarchal	32%	26%	25%	11%	6%	Patriarchal
Not sexist	29%	33%	23%	11%	3%	Sexist
Not classist (position: faculty, staff, student)	29%	22%	27%	13%	8%	Classist (position: faculty, staff, student)
Not classist (socioeconomic status)	23%	26%	27%	17%	8%	Classist (socioeconomic status)



Students (34%) were much more likely to “strongly agree” that they feel valued by Stetson faculty than were staff (14%). They also reported having faculty as role models at a slightly higher rate than having staff as role models. Undergraduates were also more likely than faculty or staff to believe that the campus climate encourages free and open discussion of difficult topics.

Only 27% of Asian students and 30% of Black students “strongly agree” that Stetson is a good place to go to college, as compared to 40% of Latinx students and 43% of White students.

Having role models is another area of difference. Asian students (31%) and Black students (34%) were less likely to “strongly agree” that they had faculty that they perceived of as role models as compared to 43% of Latinx and 45% of White students. Additionally, Asian students (20%) and Black students (26%) were less likely to “strongly agree” that they had staff that they perceived of as role models as compared to 35% of Latinx and 35% of White students.

Table 29. Feeling Valued and Appreciated: Undergraduates

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have faculty whom I perceive as role models.	44%	34%	12%	7%	2%
Stetson is a good place to go to college.	39%	42%	13%	3%	3%
I feel valued by faculty in the classroom/lab/clinical setting/ensembles.	36%	43%	14%	4%	2%
I feel valued by Stetson faculty.	34%	45%	13%	6%	2%
I have staff whom I perceive as role models.	34%	32%	22%	9%	3%
I feel valued by Stetson staff.	32%	47%	13%	5%	2%
I believe that the campus climate encourages free and open discussion of difficult topics.	26%	44%	16%	10%	4%
I feel valued by other students in the classroom/lab/clinical setting/ensembles.	25%	42%	24%	6%	2%
I feel valued by other students outside of the classroom/lab/clinical setting/ensembles.	23%	43%	24%	8%	3%
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	18%	29%	29%	16%	7%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	10%	22%	25%	30%	13%

Many staff at Stetson feel valued by their co-workers and supervisor, although fewer feel similarly valued by Stetson students. They are much less likely to feel valued by Stetson senior administrators and faculty. Only 14% “strongly agree” that they feel valued by Stetson faculty. As was the case with faculty, there was mixed agreement when asked if Stetson encourages free and open discussion of difficult topics, with only 18% answering “strongly agree” and 10% “strongly disagree.”

More male than female staff reported “strongly agree” to feeling valued by Stetson senior administrators (29% versus 9%).

One difference between 2016 and 2020 staff replies was evident in this set of questions. Feeling valued by co-workers outside their department dropped from 31% “strongly agree” to 21%. Other responses were very similar to 2016.

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.	46%	41%	7%	2%	4%
I feel appreciated by my supervisor/manager.	44%	35%	11%	5%	4%
I feel valued by my supervisor/manager.	43%	39%	9%	4%	4%
I feel valued by Stetson students.	29%	42%	24%	3%	1%
Stetson is a good place to work.	26%	50%	15%	6%	3%
I feel that my skills are valued.	25%	46%	16%	8%	6%
I feel that my work is valued.	25%	49%	13%	9%	4%
I feel valued by co-workers outside my department.	21%	53%	21%	2%	3%
I believe that my department/program encourages free and open discussion of difficult topics.	18%	35%	25%	11%	10%
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	16%	35%	27%	17%	6%
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	16%	33%	28%	16%	6%
I feel valued by Stetson faculty.	14%	34%	34%	13%	4%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	7%	19%	27%	27%	19%
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	6%	10%	23%	33%	27%
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	4%	11%	19%	37%	29%

Many Stetson faculty feel valued by most people at Stetson, but about one-third (32%) disagree that they are valued by senior administrators. The figure is similar for feeling appreciated by senior administrators.

Male faculty members were much more likely than female faculty members (64% versus 39%) to “strongly agree” that they feel valued by faculty in their department, to feel valued by their department or program chair (71% versus 51%), to feel valued by other faculty at Stetson (49% versus 27%), and to feel valued by staff at Stetson (49% versus 27%). They were also more likely to “strongly agree” that their teaching was valued (49% versus 26%). There were no differences between the 2016 and 2020 responses for faculty.

Table 31. Feeling Valued and Appreciated: Faculty

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by my department/program chair.	58%	25%	11%	4%	2%
I feel valued by faculty in my department/program.	49%	36%	9%	3%	4%
I feel valued by students in the classroom/lab/clinical setting/ensembles.	46%	41%	9%	3%	1%
I feel valued by other faculty at Stetson.	36%	41%	18%	5%	1%
I feel valued by staff at Stetson.	36%	41%	19%	3%	1%
I feel that my teaching is valued.	35%	46%	11%	5%	3%
Stetson is a good place to work.	28%	48%	14%	8%	2%
I feel that my service contributions are valued.	21%	39%	20%	13%	8%
I feel that my research/creative activity is valued.	18%	34%	26%	12%	10%
I feel appreciated by Stetson senior administrators (e.g., president, dean, vice president, provost).	16%	23%	28%	18%	15%
I feel valued by Stetson senior administrators (e.g., president, dean, vice president, provost).	15%	25%	28%	19%	13%
I believe that Stetson encourages free and open discussion of difficult topics.	14%	31%	28%	18%	10%
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	5%	12%	18%	37%	28%
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	5%	10%	14%	35%	36%

Initiatives

Many of the initiatives are perceived to be positive by students, even if they are not seen as existing, so again it is incumbent on those running those initiatives to improve outreach. Undergraduates felt that two initiatives having to do with students were the most likely to positively influence climate: advising and mentorship. Interestingly, about 25% of them reported that these initiatives were not at Stetson. Presumably this is about these services being “effective” and not lacking altogether. Academic advising tends to be the most maligned aspect of college according to students, so this is not surprising. Diversity training for faculty and staff are also both seen as a positive influence on climate by those who think it is at Stetson and that it would be if it were offered, according to those who do not think that it is.

Academic advising needs to be taken more seriously and be more of a personal experience between student/advisor. Some advisors don't actually give out the right advice or have the student's best interest in mind.

I think the institution should be more intentional about providing students of color role models among staff and faculty...Stetson should acknowledge and value faculty and staff who can support students of color.

I said providing a person to address the biases is positive for the campus but having one person address the many issue just isn't going to do it. Providing diversity and equity training should be for administration too and you also don't provide it to all students. Doing it once during FOCUS is nothing.

I do not know about many of the initiatives on campus. It would be nice if there were more ways for people to learn about them, so they know what resources are available to them.

Table 32. Undergraduate 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 effective academic advising	70%	6%	2%	20%	2%	1%
Providing effective faculty mentorship of students	67%	6%	1%	23%	3%	1%
Providing diversity and equity training for staff	65%	9%	1%	19%	5%	1%
Providing diversity and equity training for faculty	64%	10%	1%	20%	5%	1%
Increasing opportunities for cross-cultural dialogue among students	63%	9%	1%	22%	4%	1%
Providing diversity and equity training for student staff (e.g., student union, resident assistants)	63%	10%	2%	20%	4%	1%
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	60%	9%	1%	25%	4%	1%
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs, ensembles)	59%	9%	1%	27%	3%	1%
Providing diversity and equity training for students	58%	14%	1%	19%	7%	2%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	57%	10%	2%	22%	7%	2%

Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs, ensembles)	57%	9%	1%	27%	5%	1%
Providing affordable childcare	44%	12%	2%	32%	8%	3%
Providing adequate childcare resources	43%	11%	2%	33%	7%	3%
Providing support/resources for spouse/partner employment	43%	12%	2%	32%	8%	2%

Staff were more likely to believe that a given initiative did exist at Stetson, and to believe that they positively influenced campus climate. Staff were more neutral than faculty were on considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty. Female staff were more likely than male staff to think that if affordable childcare were provided it would positively influence climate (55% versus 31%).

Some of these initiatives would be great but changing the mind of faculty on new policies or offering training only go as far as the faculty willing to make the change. They can be mandatory for attendance but if the faculty don't pay attention or take the training to heart, then there is no point. I have struggled to implement new or existing policies with faculty and many are very resistant to change. This is usually the faculty who have been at Stetson for a long time and are unwilling to adapt to institutional change.

The training that exists regarding diversity and equity work just tip toes around people's feelings as to not make anyone too uncomfortable. I want to see training where people can truly express how they feel while also getting the best information and education. We need to keep learning about the topic without it being the only priority. This work matters but it often feels like we are trying to overcompensate.

Providing affordable childcare would make a huge difference in off-setting our lower wages.

Providing affordable childcare would make me feel very supported. We pay almost half of my paycheck in daycare every month.

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 access to counseling for people who have experienced harassment	85%	4%	0%	10%	0%	1%
Providing diversity and equity training for students	70%	9%	1%	18%	2%	0%
Providing diversity and equity training for staff	70%	10%	1%	17%	2%	0%
Providing diversity and equity training for faculty	66%	11%	1%	19%	3%	0%
Providing supervisors/managers with supervisory training	66%	7%	0%	25%	2%	0%
Providing faculty supervisors with supervisory training	61%	6%	0%	30%	2%	0%
Providing mentorship for new staff	48%	5%	0%	41%	4%	2%
Providing a clear process to resolve conflicts	55%	6%	0%	35%	3%	0%
Providing equity and diversity training to search committees	52%	6%	1%	34%	5%	1%
Providing a fair process to resolve conflicts	59%	4%	0%	33%	2%	0%
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	45%	14%	3%	22%	11%	5%
Providing career development opportunities for staff	59%	4%	1%	33%	2%	1%
Providing affordable childcare	42%	4%	1%	46%	6%	1%
Providing support/resources for spouse/partner employment	43%	7%	2%	38%	10%	0%

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, 60% believe that Stetson provides a fair process to resolve conflicts and 39% do not. Interestingly, almost all of those who think it is not at Stetson believe it would positively influence campus climate. Those responsible for the initiatives that do exist at Stetson would likely benefit from better communication about their existence at Stetson, 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. Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty did have some detractors, however, as 18% believe it either already negatively influences climate or would negatively influence climate.

Female faculty were more likely than male faculty to think that Stetson had diversity and equity training for faculty that positively influences campus climate (50% versus 28%) and provided faculty with toolkits to create an inclusive classroom environment that positively influences campus climate (43% versus 23%).

Please do not make diversity related criteria a strict component of hiring processes. as for "training," depends on what it entails. people don't want time spent on training that appears only boilerplate and geared at avoiding lawsuits. Tips and guidelines can be helpful.

I have no idea which of these items ARE or ARE NOT available at Stetson, which demonstrates lack of communication of these initiatives or proposed initiatives.

This set of questions is too complicated. I do not definitely know if any of these are available or not. I felt myself wanting to answer "should" or "should not". Furthermore, existing of a program doesn't mean that it is executed every semester. For example, although new employee orientation exists, it was not available for me the semester I started because of timing. So, while all of these programs may exist, in actuality all of them may not exist for some people...

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 access to counseling for people who have experienced harassment	71%	6%	0%	20%	2%	1%
Providing mentorship for new faculty	67%	3%	2%	21%	5%	1%
Providing a fair process to resolve conflicts	53%	7%	0%	37%	2%	0%
Providing a clear process to resolve conflicts	52%	10%	0%	35%	3%	0%
Providing flexibility for calculating the tenure clock	50%	15%	2%	26%	5%	2%
Providing diversity and equity training for students	46%	10%	5%	28%	9%	1%
Providing diversity and equity training for staff	43%	14%	5%	32%	5%	2%
Providing diversity and equity training for faculty	41%	17%	5%	29%	8%	2%
Providing equity and diversity training to search, promotion, and tenure committees	38%	15%	4%	34%	7%	3%
Providing career span development opportunities for faculty at all ranks	37%	13%	0%	43%	7%	0%
Providing faculty with toolkits to create an inclusive classroom environment	34%	12%	5%	35%	13%	2%
Providing affordable childcare	30%	7%	1%	57%	5%	1%
Providing support/resources for spouse/partner employment	30%	10%	2%	51%	5%	3%
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	29%	16%	9%	20%	17%	9%
Providing faculty with supervisory training	26%	18%	5%	30%	15%	6%
Providing recognition and rewards for including diversity issues in courses across the curriculum	25%	18%	4%	35%	14%	5%

All three groups felt that promoting student success for all Stetson students was one of the institution's highest priorities. Staff also thought that promoting racial and ethnic diversity in the faculty and administration was among the highest priorities, at 50%, which was significantly different than the only 25% of faculty who felt the same.

Table 35. Perceived Institutional Priorities as Highest Priority

	Undergraduate Highest priority	Staff Highest priority	Faculty Highest priority
Provide adequate institutional resources to ensure student success for all students	50%	49%	38%
Promote student success equally for all Stetson students	49%	50%	43%
Make the institution affordable for all Stetson students	43%	23%	24%
Develop a sense of community among students, faculty, administrators, and staff	43%	37%	29%
Promote racial and ethnic diversity in the faculty and administration	37%	50%	25%
Promote gender diversity in the faculty and administration	36%	24%	18%
Provide adequate support for faculty teaching	34%	27%	38%
Provide adequate support for faculty research and scholarly writing	30%	16%	37%
Recruit more traditionally underrepresented students	29%	23%	15%

There were several differences in views on institutional priorities by racial identity groups. In these cases, it was often that Asian respondents who were less likely to report believing that an issue were of highest priority at Stetson.

Table 36. Perceived Institutional Highest Priorities by Racial Identity

	Asian respondents Highest priority	Black respondents Highest priority	Latinx respondents Highest priority	White respondents Highest priority
Promote student success equally for all Stetson students	40%	55%	41%	48%
Provide adequate institutional resources to ensure student success for all students	38%	57%	56%	46%
Make the institution affordable for all Stetson students	37%	47%	38%	33%
Develop a sense of community among students, faculty, administrators, and staff	25%	46%	42%	38%
Recruit more traditionally underrepresented students	14%	47%	26%	23%
Promote gender diversity in the faculty and administration	20%	45%	33%	28%
Promote racial and ethnic diversity in the faculty and administration	21%	54%	33%	32%

Participation in New Initiatives

The 2020 survey asked about certain initiatives to increase campus climate that had come into being since the 2016 survey. The FLUNCH program brings faculty and students together for lunch. Only seven percent of faculty reported being “very familiar” with the program, and 30% were “somewhat familiar” with FLUNCH. Most faculty, 63%, were not familiar at all with the program. Almost half, 49%, had not only never participated in FLUNCH but said they do not have any plans to do so. Almost four in ten, however, who also had not participated in FLUNCH planned to do so in the future. Of the nine percent who had participated, two percent had done so more than once and would do so again, six percent had done so once and would do so again, and one percent had participated but would not do so again.

Many undergraduates (85%) were not familiar with the FLUNCH program and only two percent reported having participated. Most, 71% had no plans on participating, while 27% reported that they did plan on participating in the program.

When asked about using the Cross Cultural Center, about one in three (30%) Stetson faculty had done so. Ten percent had done so only once, 17% had done so a few times, and three percent had used the center many times. About as many (27%) staff reported using the Cross Cultural Center, with five percent doing so once, 15% doing so a few times, and seven percent doing so many times. Of those who had not used the Center, male staff members were more likely than female staff members to say that they had no plans to ever use the Cross Cultural Center (79% versus 48%). About a third (34%) of undergraduates told us that they had used the Cross Cultural Center, and 25% had done so more than once. About half (48%) reported that they had not used the Center and had no plans to while 18% had not used the Center but did plan to in the future.

Of those faculty who had used the Cross Cultural Center, 42% found it “very useful,” 52% “somewhat useful,” and seven percent “not useful.” Staff were similar to faculty in how useful they felt the center was. Undergraduates were slightly more likely to believe the Center was “very useful,” at 50%. Nine percent of students thought it was “not useful at all.”

Eight percent of the faculty respondents had participated in Inclusion 101, while 60% reported not doing so, 32% could not remember if they had or not. Of those who remembered participating, 31% found it very useful, 54% found it somewhat useful, and 15% could not recall how useful they thought it had been. Staff were more likely to have participated in Inclusion 101, at 28%, but a similar 30% could not recall if they had or not. Staff were a little more likely to feel that it had been very useful, at 42%, but 10% thought it was not useful at all. Only four percent, however, could not recall if it had been useful or not. Undergraduates reported an 11% participation rate, and 35% could not recall if they had or not. Of those who did participate, 52% thought the concepts introduced were “very useful.”

Almost 1 in 4 (27%) faculty participated in Safe Zone training, with another 20% who could not recall if they had or not (53% reported not participating). Some participants

found the training very useful, at 34%, and 56% found it somewhat useful. Two percent thought it was not useful, and seven percent could not recall how they felt. It was more likely that staff would have participated in Safe Zone training, at 54%. They also tended to think it was more useful, with 46% reporting it “very useful” and 49% “somewhat useful.” Female staff were more likely than male staff to believe it had been useful (54% versus 31%). Twenty-six percent of students reported attending a Safe Zone training, and 31% could not recall if they had or not. Of those who attended, 40% thought it was “very useful” and 43% thought it was “somewhat useful.”

Students were asked about two additional programs, BEST (BIAS Education Support Team) and WISE. Most students, 87%, were not familiar with BEST, and only three percent of undergraduates reported having participated. Seven percent of undergraduates had participated in WISE.

We also asked about speakers that had been at Stetson (not of course an exhaustive list). The following percentages reported attending:

Table 37. Attending Speakers

	Undergraduates	Staff	Faculty
Ndaba Mandela - Multicultural Student Council Spring Speaker, author of <i>Going to the Mountain: Life Lessons from my Grandfather Nelson Mandela</i>	7%	11%	8%
Anthony Ray Hinton - Spring Social Justice Speaker, author of <i>The Sun Does Shine: How I Found Life and Freedom on Death Row</i>	5%	11%	8%
Tia McNair - Teaching and Learning Day Speaker - <i>Making Excellence Inclusive: Becoming a Student-Ready College</i>	3%	11%	21%
Tim Wu - Social Justice Lecture, Speech title: <i>Is the First Amendment Obsolete?</i>	3%	5%	8%
Lian Najami ,Äi Hillel Speaker - <i>Life at the Intersection: The Journey of Being the First Arab-Israeli Road Scholar</i>	3%	3%	4%
Heather Hackman - Teaching and Learning Day Speaker, <i>What is Racial Equity? What is a Racial Equity Lens? How does Racial Equity Impact the Classroom?</i>	2%	22%	23%
Roger Worthington - <i>Inclusive Hiring Practices for Search Committees</i>	2%	7%	17%
Ibram Kendi - Social Justice Lecture Speaker, author of <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i>	2%	7%	6%

In general, many of the participants felt that the concepts presented by the speakers were very useful. Because of the small numbers in many of the subgroup populations, comparisons are not reliable. A few comments later in the survey related to the speakers:

Some are offered at times when it isn't possible to go, and when it would be possible, but a supervisor doesn't support it, it's hard to feel OK about asking to participate. Staff need to know up front that we are welcome. It's not so obvious for an event called Teaching and Learning Day. And it would be great if there was a consistent message from supervisors across campus that supported our participation in these events.

Table 38. “Very Useful” Concepts from Speakers: Those Attending the Speakers

	Undergraduates	Staff	Faculty
Anthony Ray Hinton - Spring Social Justice Speaker, author of <i>The Sun Does Shine: How I Found Life and Freedom on Death Row</i>	73%	73%	45%
Tim Wu - Social Justice Lecture, Speech title: <i>Is the First Amendment Obsolete?</i>	65%	55%	27%
Ndaba Mandela - Multicultural Student Council Spring Speaker, author of <i>Going to the Mountain: Life Lessons from my Grandfather Nelson Mandela</i>	57%	52%	27%
Roger Worthington - Inclusive Hiring Practices for Search Committees	56%	33%	33%
Heather Hackman - Teaching and Learning Day Speaker, <i>What is Racial Equity? What is a Racial Equity Lens? How does Racial Equity Impact the Classroom?</i>	55%	67%	42%
Ibram Kendi - Social Justice Lecture Speaker, author of <i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i>	50%	65%	75%
Tia McNair - Teaching and Learning Day Speaker - <i>Making Excellence Inclusive: Becoming a Student-Ready College</i>	50%	44%	38%
Lian Najami ,Äi Hillel Speaker - <i>Life at the Intersection: The Journey of Being the First Arab-Israeli Road Scholar</i>	47%	71%	20%

The presence of gender-neutral bathrooms at Stetson was fairly well known amongst faculty (78%), staff (81%) and undergraduates (88%). Although not many people reported actively seeking out gender-neutral bathrooms (faculty, 7%; staff 3%; undergraduate, 5%), most (80%) reported that they will use them. Only about 15% of people on campus would prefer not to use a gender-neutral bathroom.

Stetson has implemented a policy by which anyone could have their preferred name on their ID for no additional fee. While most faculty were unaware of this (71%), more staff (53%) and undergraduates (52%) did know about the policy. Eight percent of both staff and undergraduates had taken advantage of this opportunity, as did five percent of the faculty.

Stetson and the Surrounding Community

Respondents were asked if their experiences on campus were different from those they experience in the community surrounding campus. Here are some illustrative comments which discuss the relatively unsafe environment that is perceived off campus, many of which describe negative interactions with an off-campus population they view as less diverse and actively hostile to people different from themselves. On the other hand, Stetson members who are a part of the surrounding community feel that their conservative values are dismissed by those at Stetson and not treated with the same kind of tolerance that they think other groups are.

DeLand is a historic city and has not progressed much in their ways of thinking. I've seen a lot of religious intolerance and homophobia. There are people that stand in downtown Deland condemning people with signs. I think campus is a much safer, inclusive place in comparison.

DeLand has a "Stetson bubble," meaning that Stetson's campus is much different than the surrounding DeLand area. Going to DeLand High School, I never encountered Stetson until I became a student here. DeLand could definitely benefit from more involved outreach from Stetson, since there's a pretty large socioeconomic disparity between the University & the town it's a part of.

I feel a lot safer on campus than off. When I am out with friends I feel uncomfortable and unsafe. When I was out with friends I have been honked at on multiple occasions and have been approached by strangers.

In DeLand, I sometimes feel unsafe due to the strong presence of residents who are Trump supporters and have confederate flags. In addition, the Friday people who are on the corners of Woodland and New York can make me uncomfortable with their signs about being saved.

Yes. On campus I feel safe and free to walk around by myself. But off campus I do not feel that way and do not plan to do that any time soon.

Yes. I do not feel the most comfortable in the Deland community, and make it a point to always travel with others. Notable experiences include that I've experienced cat calling a few times, which never occurs at Stetson. The "N-word" has also been stated in my presence, and though this may not have been on campus, like at a local bar, they were stated by Stetson students.

Outside of campus, Stetson is viewed in a fairly negative light by the majority of the community and I have been harassed many times while walking to nearby shops and restaurants while wearing Stetson branded shirts. I have been grabbed and screamed at more times than I can count by individuals stating that if "You can afford Stetson, you can afford to ... give me money, buy me food, buy me cigarettes, etc..." Students are seen as gullible, lacking awareness of outside dangers, or trouble makers that will never get in trouble and the reason that housing prices are going up and deserve to be harassed.

Another point of view, although much less prominent, has to do with Stetson not being seen as welcoming to conservative viewpoints:

Campus is totally "liberal" and not open to "conservative" ideas, speakers, or conversations...

This university is a bad place to be a conservative person. Anywhere else outside Stetson you can freely speak of your political and economic views. Here, you can't.

Recommendations from Survey Respondents

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

Students

By far, the most comments received on a specific topic were those on affordability, with both tuition and housing seen as too expensive. Some suggested more scholarship money, and one specifically mentioned increasing financial aid for study abroad. Other recommendations were to have more and better training for everyone at Stetson, increase awareness of programs that are offered, and to generally be more inclusive. Some students wanted less of a focus on diversity and more on academics. Although not as many people mentioned it, several wanted there to be a focus upon understanding and providing aid for people with mental health issues at Stetson and saw that as a diversity issue that was not often discussed. Another small, but vocal, crowd were commuter students, who felt as if they were not really included in many things that might increase a positive campus climate for them.

Make Stetson more affordable. Students have to deal with pressure from paying their bills affecting their moods.

Please make the school more affordable. If you aren't willing to do that, at least give us more financial aid or find a way for us to keep EASE.

Stetson should offer some scholarships to minority students. Most of the time, these students' household incomes are not great and the scholarship money would really help pay part of the tuition here. Also, having more scholarships to study abroad would help with diversity here. A lot of students aren't able to study abroad because of financial barriers but being able to go on ONE trip could be a wonderful experience for that student.

Allocating money more toward student life including renovating dorms by replacing old furniture and additional dormitories to avoid overcrowding or conflict with placing students in dorms for on-campus living.

Force every student to take diversity training. I say "force" because privileged students will not take it unless it is required. Teach every student how to read and understand other people's situations.

For faculty— require them to take classes or have an idea of how to avoid bias. I'm in the racial majority (white), but I'm below the poverty line...Most faculty assume I have a higher socioeconomic status, therefore telling me to purchase extra materials for class, or telling me I should be studying rather than working. Even though Stetson is progressive, there are more meaningful ways to continue being progressive.

Implement a Chief Diversity Officer, don't just do training on staff and faculty but everyone that is part of the community, offer financial assistance to all the underrepresented students you bring. Just because you bring them doesn't mean you know how to keep them.

Focus on supporting students and raising graduation rate. There's a reason so many people transfer out of here.

I want a focus to be placed on academics, not on painting the grass green, not on the football team but providing the best quality education that is possible.

There should be more effort that goes into de-stigmatizing mental health problems, so more students would seek out help.

The academic success center needs to be more accommodating to commuter students. Last semester I needed tutoring with business statistics and the only times they were available would require me to stay give or take anywhere between 4 hours and 6 hours after my last class to get the help I needed. Which for a campus student is no problem, but for a student with a long commute, it's miserable. When I reached out the student success center never responded. When I finally found the contact info for the tutors, they told me that they couldn't/wouldn't do anything. So, I missed out on tutoring and the help I needed because I was a commuter student and no one in the academic success center cared because I was a commuter student.

I wish there was easier access to Stetson information. If I hear of things, I may look into it, but otherwise clubs, events, and resources may be hard to find by accident. Specifically, I'd like to have more access to information regarding other clubs and their events that doesn't require hearing about it or running into a flyer by chance (as a commuter, getting information on what's happening on campus is especially difficult for me as well. I rely mostly on emails from my adviser and flyers).

Staff

Staff noted there was tension and mistrust between various groups at Stetson. Some referenced the upper administration and faculty, and others described communication issues between others that was more rooted to a department. Another point that had also been made previously was the perception that actions that were against Stetson policies were sometimes not dealt with, creating an atmosphere in which people felt as if they did not have to act according to policies.

I would like to see the rift between upper administration and faculty be healed.

Many students, staff, and faculty have told me that there is great toxicity within certain offices and departments here on campus, and it is often due to a lack of communication, failure to understand difference, unconscious (or conscious) bias, and, sometimes, a total shunning of ethical workplace practices. Supervisors take advantage of the time of those they supervise, talk behind the backs of their employees, and sometimes take active steps against their employees being hired elsewhere in the future. This rings true for both staff and student employees here at Stetson. If greater strides were taken in ensuring ethical standards in the workplace, and if complaints to HR were taken seriously and genuinely heard, I believe we could begin to overall improve the climate here at Stetson.

Several things: First, somehow trust and respect needs to be restored at Stetson. In particular, there is a subset of the faculty who don't respect the work their colleagues do, the work being done by administration, or the work done by worker-bee staff. Second, administration needs to work on more transparency and greater communication, to help facilitate the building of trust and respect. Third, much of the negative issues, to me, feel like they come from us-vs.-them situations (one group or unit vs. another group or unit); somehow, we need to come together and learn about each other so as to hopefully break those barriers down...Finally, staff need to be given ways to grow (and potentially be promoted - real promotions, not just the option of applying for a different position) and supported (compensation, consideration for increased staffing in some areas); we are, after all, the "cheapest" members of the community of university employee.

Provide real diversity and equity training that encourages dialogue across difference that we supposedly support but when push comes to shove the message is more or less if you don't agree with me you're wrong and you don't belong here. Our messaging around diversity and equity has become more digressive and threatening which seems to be turning people off and less interested in it.

My biggest frustration is having a policy or procedure, that doesn't have a consequence if it is not followed. Parties not guilty of the violation are often times "punished" even though administrators above them are the ones that violated the policy/procedure.

Improve communication, remove roadblocks and barriers, outline expectations and standards and hold staff accountable to those standards. I think Stetson is very siloed and fearful to share limited resources.

I believe we need to make structural changes. The interpersonal climate issues will remain or not based on the changing faces and personalities of our students, faculty, and staff. While it is important to address those issues, the priority for the institution should be to focus on increasing representational diversity, particularly of decision makers at the institution both faculty and staff; implementing more socially just support structures for students financial, social, and academic, targeted to combat inequities; and implement clear and meaningful rewards and punishments in the hiring and evaluation process that demonstrate a commitment to both representational diversity and intercultural competence.

Faculty

Two major themes emerged from the recommendations from faculty. Communication is a big issue: between faculty and administration, faculty and staff, faculty and adjuncts, and faculty-to-faculty. Tenure-track faculty tended to think there were too many adjuncts being used instead of more of them, and that there were too many administrators.

Faculty feel disenfranchised - quality of education and support for teaching seems to not be of importance. We are administration heavy, which doesn't seem to best serve our needs.

Increase interaction between senior administration and faculty and staff. We are all striving to make the place a better one, and when ideas are listened to with intentionality and good faith, we can move mountains rather than getting hung up on molehills.

There needs to be more openness as well as respect between faculty and administration. The faculty seem to want more openness from the administration, while what the administration says seem to yield much pushback from the faculty. Also, not all faculty agree but are hesitant to speak out in disagreement with the more outspoken faculty in fear of it negatively influencing the tenure process.

Faculty members should be kind and respectful to the administration. They should not default to "the administration is the enemy." The administration should respect the subject-matter expertise of faculty members and ask for their input when appropriate. However, they should not abdicate their responsibility to administer the institution. People should actually talk to each other instead of engaging in endless spiteful e-mail wars.

There is major tension between faculty and staff, which is often blamed on faculty disrespecting staff. I believe that at least some of the tension should be attributed to the over-investment in staff and the culture in CLaSS, where it is common to hear that faculty don't care about diversity or this University. I have heard those things myself many times and have also heard secondhand that those things are said among very high-ranking staff members, even at meetings and in formal settings. This makes me very resistant to working with staff members on initiatives, and probably in turn worsens their perception that faculty are disrespectful to staff.

*I can't speak for all faculty, and for sure, some of us need help with inclusivity, equity, and managing diversity! But actually, lots of *what we teach every day* is about precisely this--how we deal with diversity, with a community, why communities do and don't work. We teach this, we do it. In various ways, disciplines. but we do this work. I wish we felt more valued and respected by the administration. We're pretty good at our jobs and we love our students. We work so hard for them. We are committed to this institution for the long haul, we have moved our lives and careers to a small town in Florida because we believe in this university and we believe in the power of education. Let us do our jobs. Believe in us, support us. There is so much tension and I wish someone could just come in and let the faculty know we are heard and understood. I'm not saying there aren't problems,*

but I am saying we are not the only problem and in many ways we are the solution. I'm just so tired of being undervalued.

I would like better communication between senate and administration and between faculty and administration. A hostile environment was created between the previous administration and Senate leadership. This hostility was regularly on display and negatively affected faculty trust in both Senate and Administration. I would expect to see more mature, open, transparent, honest, discussion between the two.

More support (\$, more faculty, not just adjuncts) for liberal arts education. Reevaluate both football and the administrative bloat (offices such as Student Success) which have not improved the retention rate of our students and have soaked up tons of money that could have and should have gone to support academics.

The school has so much administrative bloat that I'm certain one day soon it will collapse under its own weight.

Less visiting and adjunct lines and more tenure lines.

Conclusions and Recommendations

Results from the Rankin survey tell us a few things. One is that not much has changed with respect to campus climate at Stetson in the past four years. Many of the 2020 results are very similar to those in 2016. Some of this is likely due to there actually being few changes at Stetson, and some if it probably has to do with small numbers in subpopulations answering the survey.

What is also clear is that there is a crisis of communication and respect at Stetson. Time after time respondents told us about a toxic culture at Stetson. They described faculty who belittled them, staff who seemed to go out of their way to create chaos, upper level administrators who did not respect or value faculty opinions, and students who were not at all interested in the life of the mind. There is a very strong rift between conservatives and liberals at Stetson, which seems to predate the current similar rift in the United States and been inflamed by it. This rift not only exists internally at Stetson but is mirrored in encounters people have with the surrounding conservative community.

On the other hand, respondents often noted that despite these incidents, they stayed and tried to make Stetson a better place. They believe in the good that Stetson can do, and, despite the promise of jobs and careers elsewhere, they stay because they hope for and work for a better day.

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 needs is systemic change. There will be only very small areas of progress unless Stetson 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 lack of adequate childcare that is available. Many are not sure that certain types of assistance programs and policies exist at Stetson, and those that do need to be more visible in their outreach. And not only more visible, but the culture in the department should be respectful enough that it allows people to participate in these programs without disdain or obstruction.

Students have similar issues. They feel the tension between conservative and liberal ideologies and practices, especially when interacting with the surrounding community of DeLand. They need help navigating these issues, but instead see the faculty and staff at Stetson in the middle of the same struggles. They struggle economically as well. Tuition is too high, and financial aid is too low. Students feel that housing is substandard. These issues reflect higher education in the United States for the most part and are not unique to Stetson, but they do impact campus climate. Students who are struggling economically feel badly about not being able to afford to spend as much on books, food, and extracurricular activities as they would like and students with a greater ability to do so feel guilty. One plus in the survey results was that fewer students felt economic difficulties in the way of participating in co-curricular and social events at Stetson in 2020 than did in 2016.

But to only address those other issues would be ignoring the biggest issue at hand. Stetson will only achieve a more positive campus climate if the communication and respect issues are confronted and addressed. The rift between the faculty senate and the upper administration is a priority to address and fix. An incoming president is a perfect opportunity to start addressing the need for respect, positive communication patterns, and to work together. At the same time, intercommunication at the department and program level needs to also work on communication and respect. Once the atmosphere improves, some of the other concerns will be much easier to address.

Recommendation #1: Stetson DeLand should embark upon a year-long consideration of communication and respect for others in the university 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 DeLand are better able to communicate with respect, many of the other issues of concern in this report will likely improve.

Recommendation #2: Acknowledge accomplishments in the past four years.

Despite all the work that needs to be done, and the lack of changes in some areas, there were significant positive changes in the climate at Stetson. Reporting of exclusionary conduct was up almost 50% from 2016 to 2020, while incidents of experiencing such conduct remained the same. This reflects a positive change in the ability to report

exclusionary conduct and the belief that it will be acted upon appropriately. DeLand undergraduates were more likely to have positive views of their academic experiences than in 2016, such as their interest in ideas and intellectual matters and the increased belief that they would graduate from Stetson. There are other such positive changes reflected in the results from this survey.

Recommendation #3: Promote greater awareness of current existing initiatives that people at Stetson already believe can improve campus climate.

A number of faculty, students, and staff were unaware of initiatives Stetson DeLand already has in place to improve campus climate. For instance, about 40% of the campus is unaware that there are diversity and equity trainings available for faculty, staff, and students. Communications plans about these initiatives should be improved.

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 helpful, as would improvements to the physical plant in terms of accessibility in campus and refurbishing in residence halls in particular.

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.