

Stetson DeLand Campus Climate Survey

2020 Executive Summary

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Campus Climate Survey

Survey Instrument created by Rankin & Associates

- 2016 Administered by Rankin & Associates
- 2020 Administered by Pryor Education Insights
- All faculty, administrators, staff, and students on all campuses were invited to take the web-based survey 2/3 to 3/14.
- Response rates at DeLand
 - 2016: 26%
 - 2020: 35%



Campus Climate Survey

Respondents by position

	N	Response Rate
Undergraduates	893	(30%)
Graduate Students	61	(25%)
Staff/Administration	268	(51%)
Faculty	204	(57%)

Reporting

While there are enough respondents to reliably break out position by sex (i.e., male faculty versus female faculty), due to small numbers in race and ethnicity categories, race and ethnicity by position is not examined. Racial breakouts are for the full group, as they were with the 2016 results.

Due to low numbers, graduate student results are not broken out.

Campus Climate Survey

Selected Demographics

	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%

Survey respondent race and ethnicity approximate the total population, although the groupings used for the population and in the questionnaire differed slightly.

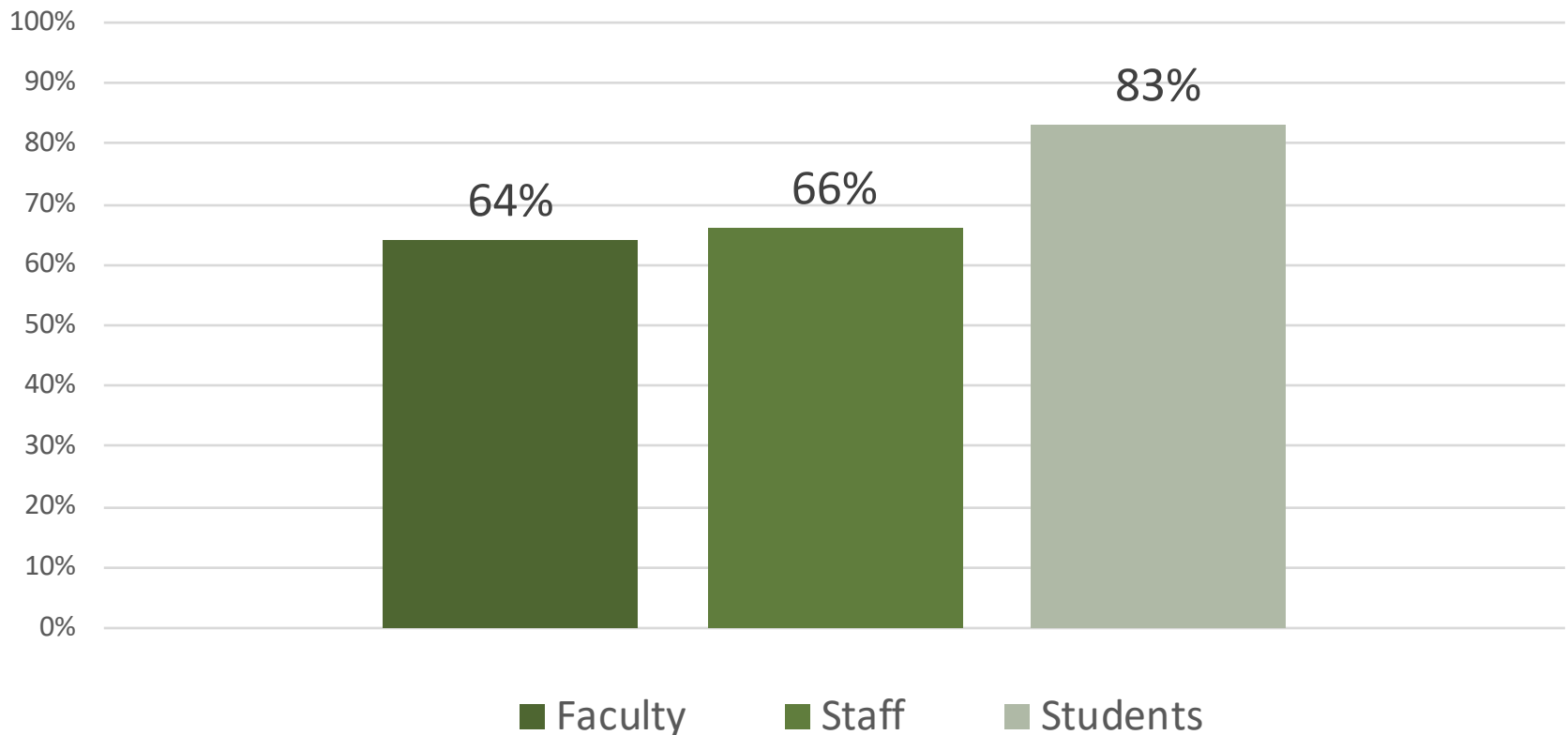
	Undergraduates Population	Undergraduates Survey	Staff Population	Staff Survey	Faculty Population	Faculty Survey
Female	55%	68%	55%	63%	47%	55%
Male	45%	32%	45%	37%	53%	45%

Survey respondent sex, as with most surveys, tends to skew female.

General Campus Climate

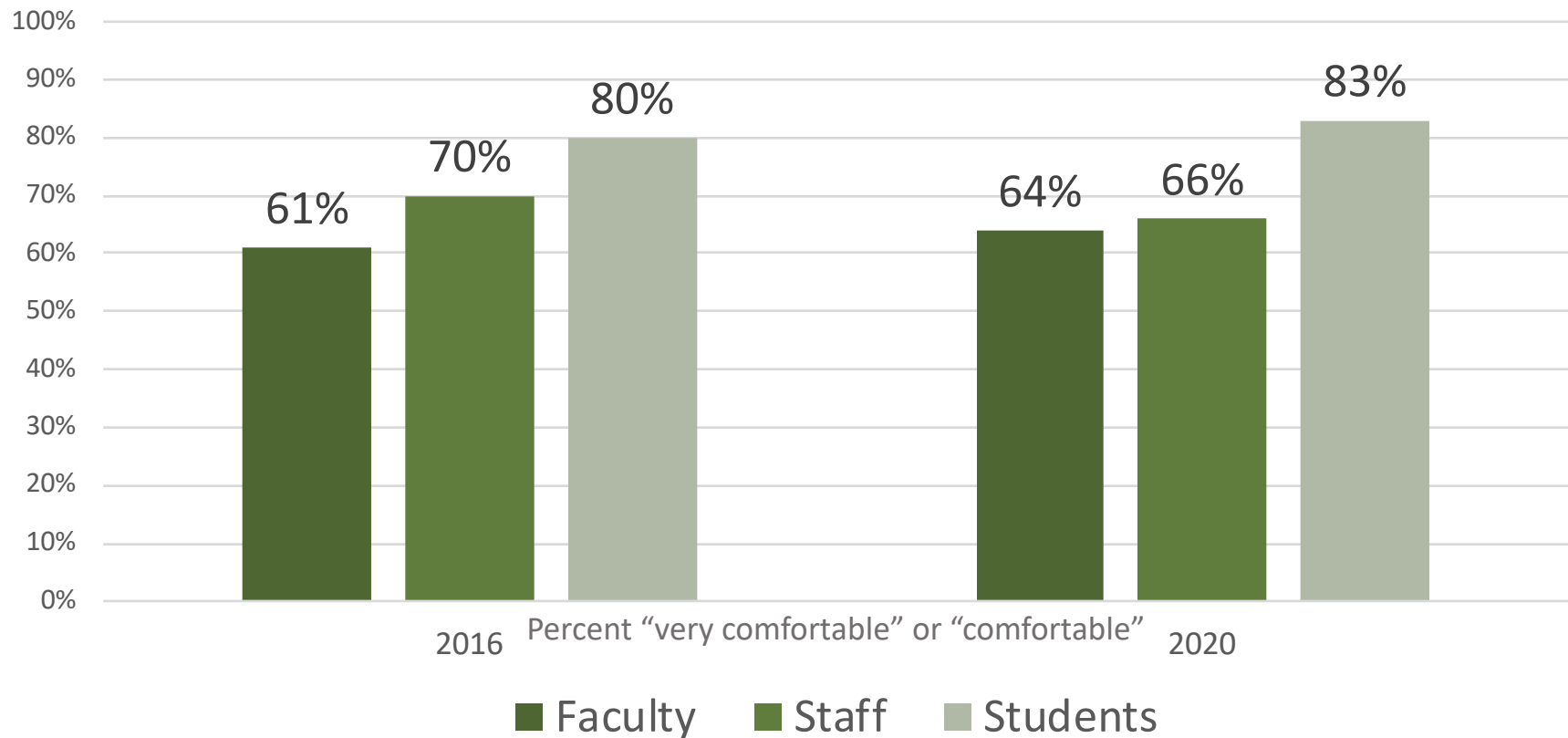
Campus Climate Survey

Most Were “Very Comfortable” or “Comfortable” with
Campus Climate



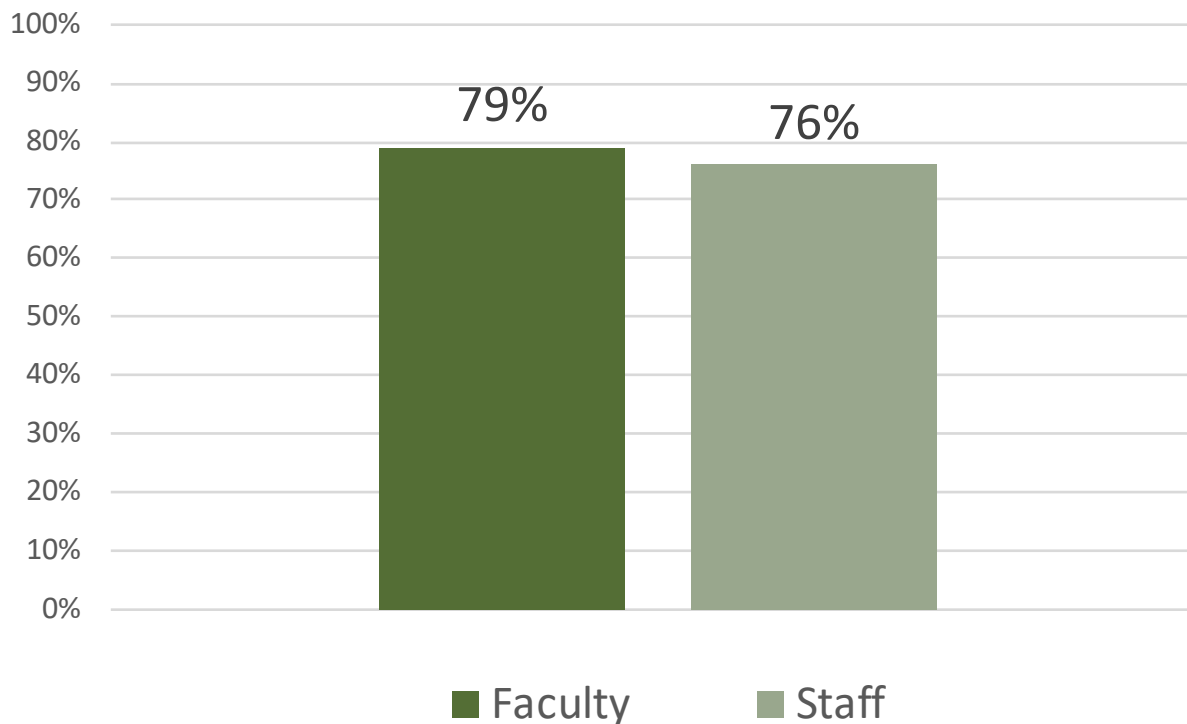
Campus Climate Survey

No differences from 2016 to 2020
in General Campus Climate



Campus Climate Survey

Most Were “Very Comfortable” or
“Comfortable” with
the Climate in their Department

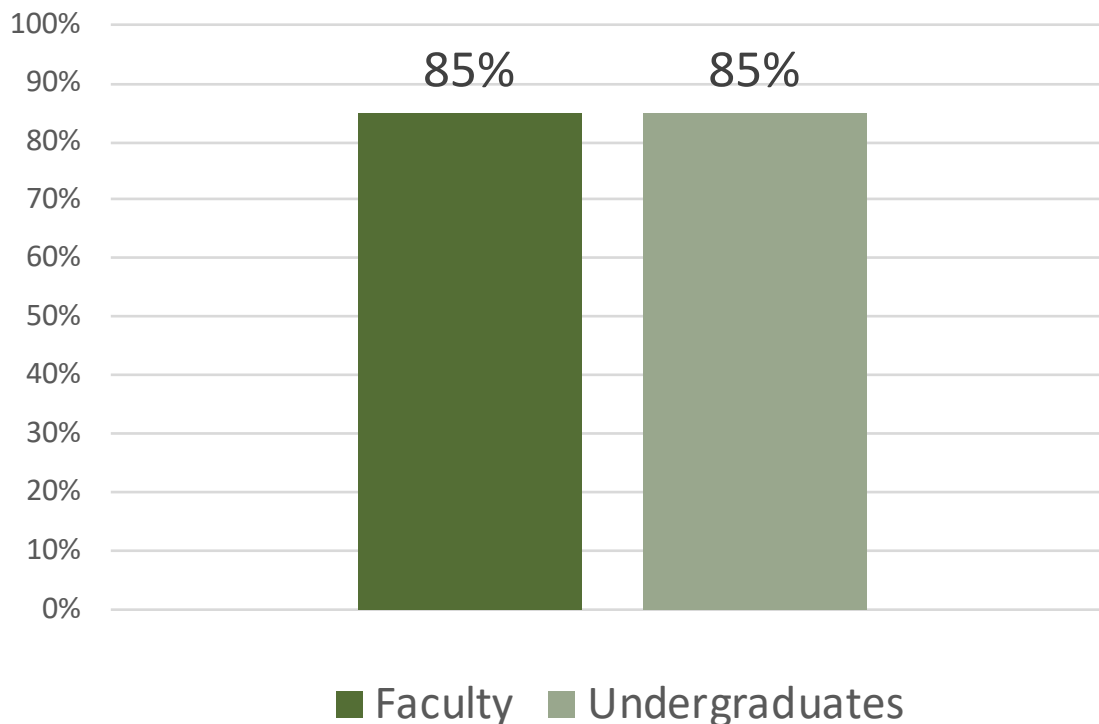


Black respondents (10%) were much less likely than White (36%), Latinx (36%) and Asian respondents (57%) to be “very comfortable” with the departmental climate.

Note: Students were not asked this question

Campus Climate Survey

Most Were “Very Comfortable” or
“Comfortable” with
Climate in the classroom



Faculty (40%) were more likely than Undergraduates (30%) to report being “very comfortable” with classroom climate.

Black respondents (20%) were much less likely than White (35%), Latinx (39%) and Asian respondents (33%) to be “very comfortable” with the classroom climate.

Campus Climate Survey

Have you ever seriously considered leaving Stetson?

- 40% of Undergraduates
- 53% of Staff
- 56% of Faculty
- Many who considered leaving did so because they felt the campus was not welcoming or comfortable.
- Faculty and staff felt finances led them to think about leaving.

"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."

"The toxic culture inside my department is so thick you can almost see it in the air."

"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."

Exclusionary Behavior

Campus Climate Survey

Have you personally experienced any exclusionary behavior¹ that has interfered with your ability to work or learn at Stetson?

- Overall population in 2020 (23%) showed no change from the 23% found in 2016.
 - 30% for Faculty in 2020
 - 23% for Staff in 2020
 - 21% for Undergraduates in 2020

“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.”

1. Exclusionary behavior was described as “exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed)”

Exclusionary Behavior

Although there was no change in experiencing exclusionary behavior, there was an almost **50% increase in reporting** such behavior, from 21% in 2016 to 30% in 2020.

This indicates improvements in either understanding the mechanics of reporting, the stigma of reporting, or the belief that reporting would be acted upon appropriately.

Observing Exclusionary Behavior

In addition to experiencing exclusionary behavior, respondents were asked if they had observed such behavior taking place.

Overall, 28%² had observed such behavior:

- 33% Faculty
- 32% Staff
- 26% Undergraduates

2. These figures are almost identical to those in 2016.

Campus Climate Survey

Percentages who experienced...

	Faculty	Staff	Students
Unwanted sexual contact	1%	1%	6%
Unwanted sexually-related experiences ³	2%	1%	10%
Relationship violence	0%	1%	2%
Stalking	1%	0%	5%
None	96%	96%	76%

3. cat-calling, repeated sexual advances, sexual harassment.

Workplace Climate

Workplace Climate

Staff

- 22% of staff reported that they “strongly agree” that Stetson is a good place to work; another 64% “agreed.”
- 46% agreed that staff opinions are valued by Stetson faculty and administration.
- Over half (54%) disagreed that Stetson provides adequate resources to help them manage work-life balance.
- Four out of five (81%) staff disagreed that staff salaries are competitive.
- 38% were unable to complete assigned duties during work hours.
- 45% reported their workload was permanently increased without additional compensation due to other staff departures.

Faculty

- Most (82%) felt that Stetson is a good place to work; however, only 26% “strongly agree” 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%).

Campus Climate Survey

Faculty

Tenure-track faculty:

- 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.
- Male faculty were much more likely than female faculty to “strongly agree” that the criteria for tenure are clear (51% versus 18%).
- Female faculty were more likely than male faculty to believe that the tenure standards are applied equally to faculty in their academic unit (42% versus 13%).

Non tenure-track faculty:

- Felt teaching was valued in their academic unit (96%)
- Felt there were clear expectations of their responsibilities (82%)
- Felt the criteria used for contract renewal was clear (58%)
- Only about half (47%) thought that non tenure-track faculty opinions were taken seriously by senior administrators.

Hiring Practices

Campus Climate Survey

Unjust Hiring Practices

- 16% of staff and 18% of faculty had observed unjust hiring practices
 - 32% of Black respondents
 - 15% of White respondents
 - 15% of Latinx respondents
 - 7% of Asian respondents

Unjust Promotion Practices

- 16% of staff and 26% of faculty had observed unjust promotion or reclassification practices
 - 21% of Black respondents
 - 18% of White respondents
 - 22% of Latinx respondents
 - 8% of Asian respondents

Accessibility

Conditions that Influence Learning, Working, or Living

- 18% indicated that they had a condition/disability that influences their learning, working, or living activities
 - Barriers at Stetson
 - 28% Parking/transportation
 - 26% Campus buildings
 - 24% Residence halls
 - 23% Construction
 - 22% Doors
 - 21% Elevators

Dimensions of Campus Climate

Campus Climate Survey

Dimensions of Campus Climate

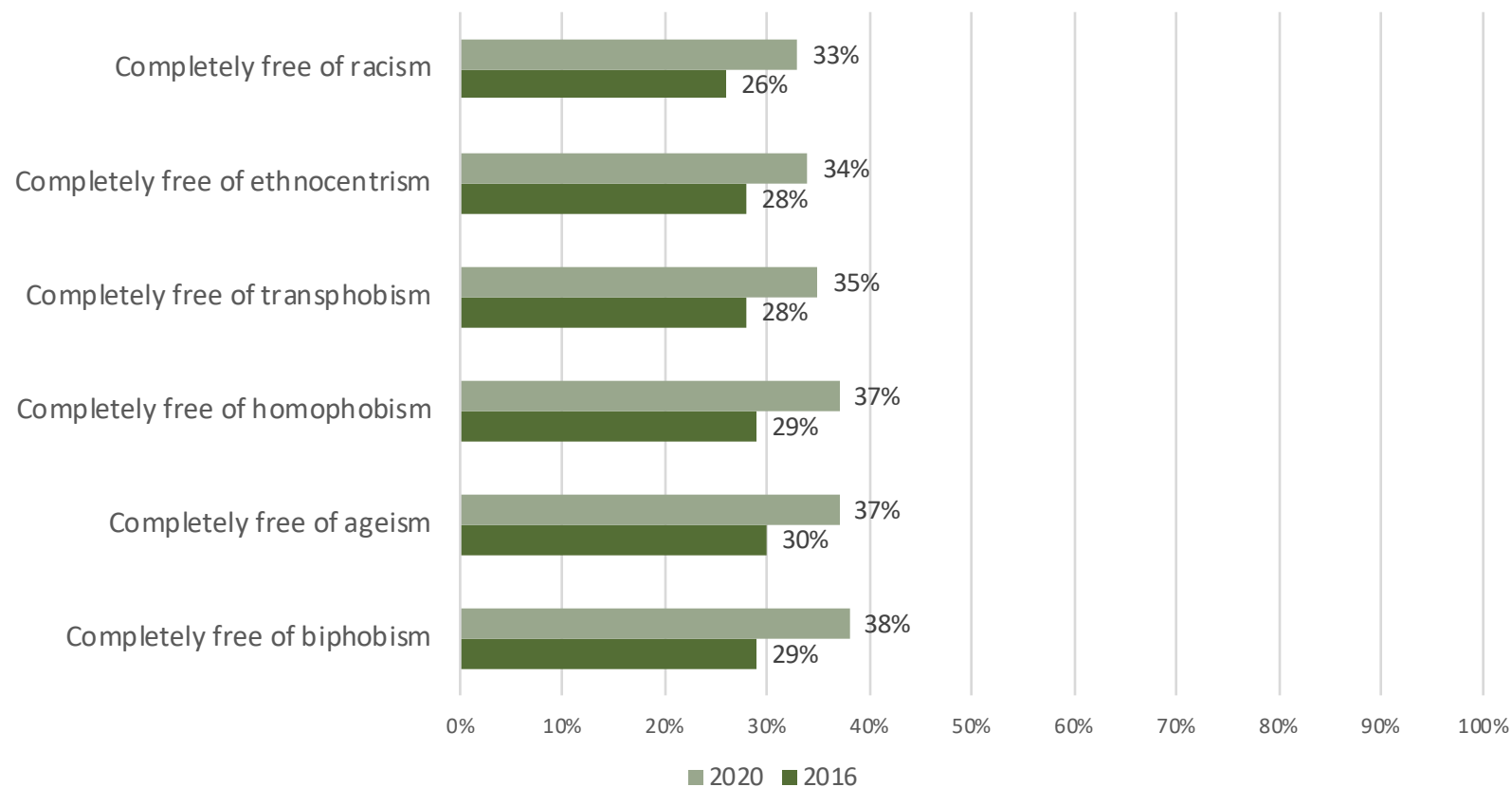
- In general, Stetson was seen as welcoming, friendly, inclusive, and improving.
- Socioeconomic status was a key issue, as the perception of Stetson as being positive for people of high socioeconomic status was rated most highly, at 58%, and the most negatively rated was for people of low socioeconomic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

Dimensions of Campus Climate

- 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.
- When asked about the climate being positive or negative for women, male faculty were more likely to answer with a “1” (very positive), 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.

Ratings on Aspects of Campus Climate

Campus Climate Ratings Changed from 2016 to 2020



Campus Climate Survey

Dimensions of Campus Climate

- 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”).

Campus Climate Survey

Student Ratings on Feeling Valued and Appreciated

- Students (34%) were much more likely to “strongly agree” that they feel valued by Stetson faculty than were staff (14%).
- 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.
- 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.
- 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.

Campus Climate Survey

Staff Ratings on Feeling Valued and Appreciated

- 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.
- 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.

Campus Climate Survey

Faculty Ratings on Feeling Valued and Appreciated

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 to “strongly agree” that they:

- feel valued by faculty in their department (64% versus 39%)
- feel valued by their department or program chair (71% versus 51%)
- feel valued by other faculty at Stetson (49% versus 27%)
- feel valued by staff at Stetson (49% versus 27%)
- “strongly agree” that their teaching was valued (49% versus 26%).

There were no differences between the 2016 and 2020 responses for faculty.

Institutional Priorities

Institutional Priorities Rated “Highest Priority”

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

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.

Stetson and the Surrounding Community

Campus Climate Survey

Views on the Surrounding Community

- Respondents were asked if their experiences on campus were different from those they experience in the community surrounding campus.
- The following slides provide 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.

Campus Climate Survey

Views on the Surrounding Community

“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.”

Campus Climate Survey

Views on the Surrounding Community

“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.”

Campus Climate Survey

Views on the Surrounding Community

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

Campus Climate Survey

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

- 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.

Campus Climate Survey

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

“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.”

Campus Climate Survey

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

“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.”

Campus Climate Survey

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

“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.”

Campus Climate Survey

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

- Staff echoed points that had been made previously: that 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.”

Campus Climate Survey

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

"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."

Campus Climate Survey

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

“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.”

Campus Climate Survey

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

“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.”

Campus Climate Survey

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

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.”

Campus Climate Survey

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

“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 say 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.”

Campus Climate Survey

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

“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

Conclusions

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.

Conclusions

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.

Conclusions

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.

Recommendations

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 fundamental 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.

Recommendations

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

Recognition of the 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.

Recommendations

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 the Stetson DeLand campus 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.

Recommendations

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.

A salary study could be helpful, as would improvements to the physical plant in terms of accessibility on campus and refurbishing in residence halls in particular.

Recommendations

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 more frequently, 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.