STETSON UNIVERSITY

Two-Year Plan: September 2021 – May 2023

GOALS FOR THE NEXT STAGE OF THE CLIMATE SURVEY PROCESS

1) Building a culture of respect
2) Cultivating strong and collaborative relationships
3) Fostering opportunity and sustainability
4) Planning for our future

Phase 1 – Fall 2021: Building a culture of respect

PHASE 1 COMMUNITY PROCESS (September 2021 – December 2022)

Climate Study Progress Report and Phase 1 Community Collaboration Process

1. Meet with the co-chairs all three working groups - President and Cabinet

2. Virtual Community Update - University-wide webinar led by President

3. Community Feedback Process - Online feedback forms along with virtual and in-person office hours held by the Executive Officer for Diversity, Collaboration, and Inclusion

Phase 1 Community Participation / Listening Series

4. Widely communicate Phase 1 action items, plus ways to follow and contribute to progress

PHASE 1 ACTION ITEMS (October 2021 – January 2022)

Note: More comprehensive updates to Phase 1 action items will continue throughout January/February 2022 as they are gathered from and refined by our University partners.

1. Potential Addition: Applicable Action Items in collaboration with the Multicultural Student Council and the Student Government Association [DeLand] – To Be Determined – **Will be moved to Phases 2-3 if and once finalized.**

   Status: In development. Stetson University is committed to serving the needs of our students to support and promote their wellbeing and belonging within the Stetson community, as well as their academic achievements and professional development. It is also our mission to empower and amplify the voices of students as leaders and professionals, as well as others who are committed to promoting inclusion and the collective advancement for everyone throughout our Stetson community, including community members with identities that are historically minoritized and underrepresented.

As we continue to collaborate with MSC and SGA around these important topics, we are looking forward to adding some action items to the Campus Climate Action Plan, with a focus on Phases 2 and 3 where possible.

2. Continue implementation of a Culture of Respect: Use of "Community Conversation Principles and culture of respect" [Office of the Provost in collaboration with Communications, Human Resources, Faculty Senate, SAC, and Student Government]

   Status: Ongoing and will continue into Phase 2/Spring 2022

   Developments:

   - Values Day October 2021 (DeLand Campus): Led by the Office of Community Engagement and Inclusive Excellence on the DeLand campus, Values Day 2021 focused on "Building Cultures of Respect and Empathy" in concert with the Campus Climate Action Plan's focus for Phases 1 and 2. The day comprised of presentations and community conversations centered around these concepts. This served as an avenue to begin these conversations within our community on the key components and definition of a Culture of Respect.

   - College of Law: Through a Faculty Conversation and Staff Advisory Council Initiative, led by the College's Diversity Committee and SAC, faculty have discussed the priorities for Culture of Respect ideals, including a discussion of feedback provided in the 2020 Campus Climate Survey Report and how to better reflect Stetson's ideals. The Staff Advisory Committee at the College of Law also held a Culture of Respect presentation with faculty and is drafting a campaign proposal to share with the greater College of Law staff community, as well as faculty and students, for input.

   - For Spring 2022: Expand on the Values Day conversations, with the inclusion of the College of Law, and engage community members around their ideas and definitions of what a Culture of Respect looks like at Stetson and in their respective areas around the three campuses.

   - For Spring 2022: As we continue to hear from the community about what a Culture of Respect looks like at Stetson, we will collect this information to prepare a campaign proposal that identifies and promotes these ideals.
     - Ex: Community-wide campaign: "50 Things You Can Do to Help with Campus Climate"
     - Ex: Campaign that widely promotes/affirms community's right to speak freely and civil discourse standards *(Communications Report, p. 11)*

3. Consolidate and enhance online inventory of Stetson's historical and existing DEI initiatives & support structures *(Culture Report, p. 8)* [Sue Ryan and Roy Balleste (Library) in collaboration with the Office of the Provost, Community Engagement and Inclusive Excellence, and Colleges/Schools]

   Status: Ongoing with anticipated completion by February 2022

   Developments: Under the leadership of Dean Sue Ryan (DeLand) and Professor Roy Balleste (College of Law), Executive Director Savannah-Jane Griffin (Office of Community Engagement and Inclusive Excellence) and Director Cory Lancaster (Internal Communications), Stetson will soon launch a preliminary webpage that features several highlights in Stetson's historical diversity initiatives, and will promote and provide a central location of links to Stetson's existing structures, commitments, and resources. This webpage will be available directly from Stetson's homepage and will be monitored by

the office of the Executive Officer for Diversity, Collaboration, and Inclusion in close collaboration with campus partners. Once this preliminary work is complete, we will engage in a community feedback process (online form and email platforms) for the continued improvement and growth of this online resource.

4. Evaluate opportunities to update our website to better reflect inclusive values: Recruit external consultant/architect to discuss development of DEI website strategy *(Culture Report, p. 8; Communications Report, p. 4)* [Communications Office in collaboration with University partners]

   Status: Ongoing and will continue into Phase 2

   Developments:

   • In Fall 2021, Stetson began a partnership with EAB (formerly known as the Education Advisory Board). This partnership includes inclusive website strategies to promote diversity and equity, with a preliminary focus on website strategies for prospective and incoming students prior to consultation on the DEI webpage we are developing internally.

   • As mentioned in the above Action Step, Stetson is developing a DEI webpage structure that will be available directly from the homepage and will aim to reflect inclusive values. As our relationships with EAB and other consulting partners continue to develop, in concert with feedback from Stetson community members, we anticipate opportunities to improve this resource throughout Phases 2-3.

5. Evaluate and enhance DEI Orientation for new students & faculty/staff *(Culture Report, p. 11)* [Office of Diversity and Inclusion, CLaSS and Human Resources in collaboration with Faculty Senate, SAC, Student Government and Student Bar Association, Community Engagement]

   Status: Ongoing and will continue into Phase 2

   Developments:

   • DeLand: In addition to the Office of Diversity and Inclusion's ongoing efforts to help enrich Stetson's Orientation offerings in collaboration with CLaSS and others, ODI is planning to form a small committee of campus partners to evaluate existing DEI orientation structures and expand as needed under the leadership of ODI's Interim Director, Akeem Todman. The ongoing efforts from other offices will be released in a future update.

   • College of Law: Starting in December 2021, Human Resources collaborated with the Office of Diversity, Collaboration, and Inclusion to relaunch an introduction and training session during New Employee Orientation. During Phase 2, the development of this training session will continue in consultation with the College of Law's SAC, faculty, and the SBA Diversity Committee and other student organizations. For 1L Orientation, Student Affairs is working in collaboration with the FLSCRJ and the Diversity and Inclusion Committee to expand orientation offerings around DEI topics.

6. Begin development of voluntary DEI Leadership Training Program for students & faculty/staff *(Culture Report, pp. 10 and 11)* [Community Engagement and Office of Diversity and Inclusion in collaboration with Faculty Senate and Human Resources, CLaSS and Student Affairs; Stetson Law's Florida Law School Consortium for Racial Justice and SHPERE]

Status: Ongoing and will continue into Phase 2

Developments:

- DeLand: In addition to its ongoing efforts, the Office of Diversity and Inclusion will form a small committee with a focus on continuing to enrich and expand the reach of existing trainings and conversation structures on campus. As this develops, these efforts will then shift towards leadership training program development. The ongoing efforts from other offices will be included in a future update.

- College of Law: Under the leadership of Professor Judith Scully and others, Stetson Law is a member of two Consortiums: The Florida Law School Consortium for Racial Justice (FLSCRJ), which was co-founded by College of Law Dean Michèle Alexandre, and the St. Pete/Pinellas Higher Education for Race Equity (SPHERE), a consortium of higher education institutions in St. Petersburg under the TRHT umbrella. Stetson Law has several student fellows serving with each consortium and Professor Scully is creating a racial justice training curriculum that, once developed, will be incorporated into leadership program for interested students. Opportunities to also extend this offering to faculty and staff will be evaluated at a later date.

7. Audit inclusion gaps within existing communication channels *(Communications Report, p. 10)* [Communications Office]

   Status: Ongoing in concert with the Phase 1 Action Steps focused on auditing Stetson's DEI website strategy and the Step focused on enhancing Stetson's DEI initiatives online, along with other Action Steps in Phases 1 and 2.

8. Begin to review reporting/grievance infrastructures for any opportunities to update, consolidate, and enhance community education where needed *(Communications Report, p. 10)* [Human Resources and Dean of Students/Jason Bent in collaboration with Community Standards (Barbara Hawkins), Title IX, Community Engagement, BEST, Faculty Senate, SAC, and Communications]

   Status: Will begin this review in January 2022 and will continue into Phase 2

9. Continue the development of the inclusive hiring guidelines ("Stetson University Guidelines for Equity, Diversity, and Inclusion in Search, Selection, Hiring, Onboarding and Retention") and develop and communicate plan to engage community feedback *(Culture Report, p. 8)* [Human Resources, Faculty Senate, ALANA-IA and SAC]

   Status: Ongoing and will continue into Phase 2

   Developments:

   - Under the leadership of Drew Macan, Human Resources is revisiting and editing the existing draft of the inclusive hiring guidelines. This initial draft was developed in Fall 2019 in consultation with the University of Maryland's Center for Diversity and Inclusion in Higher Education. Once complete, the updated draft will be shared with University partners for additional editing. A subsequent community engagement structure is being considered, including options to form a few voluntary focus groups of community members.

10. Begin exploring publication models of demographic data of <u>existing</u> faculty and staff at Stetson University *(Communications Report, p. 10)* [Human Resources and Institutional Research, in collaboration with Faculty Senate, SAC, and Colleges/Schools as needed]
Status: Planned to begin in January 2022 with an anticipated release by March 2022 as we wait for, evaluate, and organize the data

    Developments:
    - In collaboration with the Office of Institutional Research, we are evaluating the existing <u>Stetson Stats</u> reports ("Just the Facts Brochure"), which the Office of Institutional Research compiles and publishes each academic year. We are evaluating avenues to sustainably expand the faculty and staff section (page 8 of the 2020-2021 report) to include more demographic data beyond the current Female/Male identities in DeLand and at the College of Law.

11. Evaluate and update the communications structure and guidelines for national crises/events where needed *(Communications Report, p. 8)* [Communications Office in collaboration with University partners, including student leaders]

    Status: Ongoing and will continue into Phase 2, with a focus on community feedback, including from students and student leaders

    Developments:

    - Currently reviewing the crisis communication structures that were expanded and developed by the Safer Stetson Taskforce and others during the COVID-19 pandemic in 2020-2021. The goal is to expand these structures into a protocol that addresses a variety of circumstances and communicate these protocols to the community for input.

    - In November 2021, feedback from SGA leadership in DeLand emphasized the importance of evaluating these protocols for difficult, internal events, crises, and conversations that occur on our campuses, in addition to external and national events. The analysis above is also being applied and we look forward to collaborating with SGA as these protocols are finalized.

12. Begin to evaluate any needs and appropriate options to further highlight eligible DEI courses in a centralized location *(Culture Report, p. 7)* [Office of the Provost and Registrar]

    Status: Will begin in January 2022 and will continue into Phase 2

13. Evaluate university-wide DEI evaluation structures *(Culture Report, pp. 6)* [Cabinet in collaboration with DEI Leadership, Faculty Senate, and Human Resources]

    Status: Will begin in January 2022 and will continue into Phase 2

14. Explore expansion of cultural credit and leadership development opportunities externally within the community *(Relationship with DeLand Report; Culture Report, pp. 11-12)* [CLaSS and College of Law Student Affairs]

    Status: Will begin in January 2022 and will continue into Phase 2

END OF PHASE 1

Phase 2 – Spring 2022: Cultivating strong and collaborative relationships

PHASE 2 COMMUNITY PROCESS (February 2022)

Progress Report on Phase 1 for Community

Phase 2 Community Participation / Listening Series (two weeks)

PHASE 2 ACTION ITEMS (February 2022 – July 2022)

- Continue implementation of a Culture of Respect: Use of "Community Conversation Principles and culture of respect" [Office of the Provost in collaboration with Communications, Human Resources, Faculty Senate, SAC, and Student Government]

- Collaborate with stakeholders on diversity and inclusion goals to incorporate in the overall Stetson University Strategic Plan [Cabinet]

- Better communicate structure for high-level policy planning and communication with community feedback *(Culture Report, p. 9)* [Cabinet]

- Evaluate and enhance DEI Orientation for new students & faculty/staff *(Culture Report, p. 11)* **[**CLaSS and Human Resources in collaboration with Faculty Senate, SAC, Student Government and Student Bar Association, and Community Engagement]

- Continue development of voluntary DEI Leadership Training Program for students & faculty/staff *(Culture Report, pp. 10 and 11)* [Community Engagement in conjunction with Faculty Senate and Human Resources]

- Discuss and conceptualize administrative trainings on Eurocentrism vs. "Multi-Centrism" *(Culture Report, p. 6)* [Community Engagement in collaboration with Faculty Senate/Associate Deans and other University Partners]

- Begin development of crisis communication training for relevant faculty/staff/students *(Communications Report, p. 8)* [Communications and Marketing in collaboration with Public Safety, Human Resource, Dean of Students, BEST, Title IX]

- Propose to the City of DeLand comprehensive diversity, equity, inclusion, and accessibility training opportunities for city leadership and community members (*Relationship with DeLand Report/Action Plan*) [Cabinet and DEI Leadership]

- Evaluate diversity attrition among faculty, students, and staff *(Culture Report, p. 9)* [Registrar and Human Resources]

- Launch expansion of cultural credit and leadership development opportunities externally within the community *(Relationship with DeLand Report; Culture Report, pp. 11-12)* [Community Engagement and CLaSS, in collaboration with Provost, Faculty Senate]

END OF PHASE 2

Phase 3 – Fall 2022: Fostering opportunity and sustainability

PHASE 3 COMMUNITY PROCESS (September 2022)

Progress Report on Phase 2 for Community

Phase 3 Community Participation / Listening Series (two weeks)

- Widely communicate Phase 3 action items, plus ways to follow and contribute to progress

PHASE 3 ACTION ITEMS (October 2022 – January 2023)

- Revisit administrative/departmental and faculty DEI evaluation structure [Human Resources]

- Evaluate communication structures of high-level policy planning to promote transparency and community feedback opportunities where possible *(Culture Report, p. 9)* [Cabinet]

- Evaluate models for publishing faculty/staff compensation data *(Communications Report, p. 10)* [Human Resources and Faculty Senate]

- Launch communications structure and guidelines for national crises/events (*Communications Report, p. 8)* [Communications in collaboration with relevant University partners]

- Launch voluntary DEI Leadership Training Program for students/faculty/staff *(Culture Report, pp. 10 and 11)* [Community Engagement in conjunction with Faculty Senate and Human Resources]

    - Launch crisis communication training for relevant faculty/staff/students *(Communications Report, p. 8)* [Communications and Marketing in collaboration with Public Safety, Human Resource, Dean of Students, BEST, Title IX]

- Update and report diversity attrition among faculty, students, and staff *(Culture Report, p. 9)*

END OF PHASE 3

Phase 4 – Spring 2023: Planning for our future

PHASE 4 COMMUNITY PROCESS (January 2023)

Progress Report on Phase 3 for Community

Phase 4 Community Participation / Listening Series

- Widely Communicate Phase 4 action items, plus ways to follow and contribute to the progress

PHASE 4 ACTION ITEMS (February 2023 – July 2023)

- Evaluate and implement models for continued climate surveying and community conversations
- Implement new structures for the next stage of inclusion

Resources

Communications Working Group Report
Culture Working Group Report
Cabinet Commitments