11-17-2016

Minutes, College of Liberal Arts Faculty Meeting, Thursday, November 17, 2016

College of Liberal Arts Faculty, Rollins College

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College of Liberal Arts Faculty Meeting
November 17, 2016
Agenda

I. Call to Order

II. Announcements
   a. Please RSVP to the Faculty Holiday Party
   b. Strategic Planning Update from President Cornwell

III. Approval of Minutes

IV. New Business
   a. Proposed Amendment to the CLA Bylaws
      i. Correction to CLA Bylaws Article V
      ii. Revision to CLA Bylaws Article VII

V. Other Business
   a. Discussion of Diversity Council’s Recommendations from the Campus Climate Survey (Greg Cavenaugh with Amy Armenia)
   b. Update on Title IX Federal Guidelines (Oriana Jimenez and Abby Hollern)

VI. Committee Reports
   a. Curriculum Committee (Mario D’Amato)
   b. Faculty Affairs Committee (Eric Smaw)
Call to Order
Faculty President Dexter Boniface called the meeting to order at 12:34 pm.

Announcements
Boniface: Please RSVP to the Faculty Holiday Party. Dinner and cocktails will be served. We have 119 confirmed.

Grant Cornwell: I will spare you my political opinion about the election, but I will share with you my professional opinion. If we thought we had a hard case to make for the value of liberal education focused on global citizenship and responsible leadership in the last eight years, our work has just gotten more difficult. My work in Washington is important and strategic and I will get to it. I am concerned about our recruitment of international students. We have more applicants than at any other time, but Ed Bustos and Brandy Franson are coming back from the field and reporting that students’ families are expressing concern about the consequences of a Trump administration. So Canada is looking pretty good . . . for international students. Since this summer we have been on a quest to identify a peer group against which we might benchmark for the purposes of institutional research. Udeth Lugo has been
drilling down into this data and looking at different ways to approach the problem. He’s also been working with Dan Sullivan in a consulting capacity. We are close to a proposal that we will deliver to the Faculty Affairs Committee for their vetting and discussion. It is important to reach a consensus on the methodology so that we can begin to do the work of benchmarking. Salary review is a key task for FAC in strategic planning.

If you go to the strategic planning web site, we are continuing to build it out, thanks to the efforts of Toni Holbrook, Carol Lauer, and Lorrie Kyle. You’ll see a revised timeline and notices of open forums held by task groups. We’ve also put out a template for the reports from the task forces, which will be due December 1. I have heard concern that this timeline is too rushed to conduct careful research. But there is urgency; we have important places to go and we need to get moving. But we should also not work in haste, and this process will unfold at different speeds. And that’s appropriate. Dec 1 is a good date for an interim report, for some task forces this will be a final report, for others it will be an update with more work to be done. And that’s okay.

Launching today, each task force will have a discussion board on Blackboard. Please visit the site and contribute.

Sharon Carnahan: It would be helpful if you could offer an example of the kinds of strategic choices that are on the table. What are some of these groups working on?

Cornwell: For example: there’s a task force that is looking at the stewardship of data campus wide. We don’t currently have a rigorous approach to managing data on campus. Toni Holbrook and Pat Schoknecht are leading a task force that has developed a road map to do this work more effectively. After they submit the report and we refine it, we will begin to implement that plan.

Approval of the Minutes

Approval of the CLA faculty meeting minutes from October 27, 2016.

Susan Montgomery moved. Seconded.

Minutes approved by voice vote.

New Business: Amendments to the Bylaws

Boniface: The first amendment is simply to correct an error. You’ll remember that in the process of revising the proposed bylaws, we held multiple forums that went up right to the date at which we circulated the final draft. We held a robust conversation about whether chairs of the standing committees should be tenured faculty members. It was the will of this body that they should be. We made that change, but failed to notice an inconsistency earlier in the document.

Robert Vander Poppen moved to revise Article V, Section 4 according to the language distributed. [See attachment #1]

Paul Reich: I want to note as an English professor that “members” should be singular, not plural.
Boniface: You might not be able to see it, but there is a tiny crossed out s there. Even political scientists can get that right.

100% approval by clicker vote.

Mario D’Amato: I move that we make the proposed change to the Bylaws that the phrase “the library and media services” shall be removed from Article VII, Section 1 of the CLA Bylaws. [See attachment #2]
In the bylaws, this section lists the duties and responsibilities of the Curriculum Committee. When we reviewed the charge of the committee at our first meeting, Mackenzie Ryan asked “what does the phrase library and media services mean?” We consulted with Dexter and agreed that it’s likely an artifact of earlier college structures.
Sharon Carnahan: Does FEC retain jurisdiction over the library faculty?
D’Amato: Yes
Carnahan: Does the library produce curricula? They do a lot of teaching. Who retains oversight over that teaching?
D’Amato: That teaching moves through other programs and departments, so those programs and ultimately the Curriculum Committee would retain authority over curricular questions.
Jonathan Miller: The library has no designation within the curriculum. All of our instruction operates in partnership with existing courses, which are governed through the curriculum committee. If that were to change, it would still be governed by the phrase “all undergraduate academic instruction and programs.”

91% approval by clicker vote.

Report from Diversity Council (Greg Cavenaugh)
Greg Cavenaugh offers a report on the current work of the Diversity Council, particularly recommendations stemming from the Faculty/Staff climate survey. [See attachments #3 and 4]
Susan Montgomery: Thank you. I did find the Diversity Council web page. I wonder if we could put the PowerPoint on the web page?
Cavenaugh: Yes.
Jennifer Cavenaugh: Can you explain the phrase “beneficence dialogues”?
G. Cavenaugh: The phrase comes out of truth and reconciliation commissions in South America and South Africa. The idea is to bring people together, not to make decisions, but to talk about experiences. We often do this in the classroom and on an ad hoc basis, for example, after the recent election, but we could also imagine them being more campus wide.
Kim Dennis: I would like to advocate again for a person whose job it is to connect faculty, staff, and students to on these issues. There is a lot of siloing going on. We need someone who can act as a gadfly with power to make change.
Cavenaugh: we’ve talked about some of those models, and there are pros and cons. For example, if you create a Dean of Diversity, it can create the sense that that’s only that person’s job. But your point is well taken.
Margaret McLaren: We did have an effective Office of Multicultural Affairs that addressed concerns of faculty, students, and staff. It had power and its own budget. We had a model that worked and we should bring back that model.

Cavennaugh: We’re thinking fondly of Mahjabeen.

General: And Donna Lee.

Jay Pieczynski: We need to make efforts to make our campus ADA compliant.

Dan Chong: I’m curious about making diversity more central in the curriculum, a priority that is emerging from at least two other task forces. Perhaps we’re anticipating revising our gen ed curriculum or RCC. If these recommendations may be emerging from multiple committees, will the review of gen ed happen more quickly, or be expedited in some way?

Cornwell: I’ll offer some thoughts. If the faculty has the will to review our general education, that is the purview of the faculty and solely the purview of the faculty. I don’t have the authority to commission that work, but we do have a curriculum committee. A scheduled review of the rFLA begins this spring. There can be things that will come out of multiple committees, how will they percolate up and become consolidated is part of the next phase of planning. We are going to have that moment. It will be interesting to see where there are areas of intersection. That will be helpful because it will indicate an area of emerging consensus. This may be one of those areas.

Cavennaugh: We have talked about models for how we could work with the curriculum. Mamta Accapadi has presented some options.

Matthew Nichter: In terms of reaching goals, for so many other things we’re trying to accomplish on campus, there’s some kind of numerical goal. In inclusion and diversity, you need to be able to set numerical goals and concrete timetables. And you need to make estimates of how much it will cost to achieve these goals. I am persuaded that we need to be as concrete as possible.

Cavennaugh: I will definitely take this to the Diversity Council. This comes back to the point that Kim made: who is in charge of this? Who is accountable for this? We are an advisory body, not a governance body.

Carnahan: I’d like to respectfully say that we’ve been talking about these issues for years. Now is the time to act. We don’t have time to wait for a year and a half. We have an office of diversity and inclusion that is primarily student-facing, but could that office be tasked with developing a faculty training program that could be deployed next semester? Could their purview be expanded quickly and less expensively?

Cavennaugh: One of the challenges reflected in the report is that people simply don’t have enough awareness about what is going on. Margaret McLaren and Kathryn Norsworthy have recently held workshops on “difficult dialogues” (including training for all faculty teaching RCC this year); we have Safe Zone; Diversity Infusion grants, we funded a round of them last year, and the call is out now. Another problem we have at Rollins is overscheduling, we’re not pulling in a hard core of folks, but are grabbing in a few folks here and there. Some of that work is being done, but it’s perhaps not focused enough.

Update on changes regarding Title IX (Abby Hollern and Oriana Jimenez)
Aby Hollern: We'd like to review some changes that you may have already noticed and some projects that are in the works to ensure that Rollins is in compliance with Title IX standards, particularly to serve our transgender students. Over the summer there were some changes to rosters to reflect students’ preferred name. Those changes have already been implemented.

Oriana Jimenez: We received information from the Office of Civil Rights, the office that enforces Title IX and assists colleges in remaining in compliance with the law. They notified us that we needed to be taking steps to protect students and their private information when they self-identify as transgender. I focus on that last phase because the onus is on students to self-identify. Once they come forward, we cannot “unknow” that information and we want to protect and support students. Preferred names are used on rosters, but Blackboard was incapable of using preferred names, so the roster mechanism has been turned off on Blackboard. Pronouns should be consistent with student self-identification. Title IX also covers elements outside of the classroom, including housing, restrooms, and student involvement. We just did a walkthrough of the campus and ordered 26 new gender neutral bathroom signs. We also did an assessment of whether they were ADA accessible and will have signs to reflect that. We've also been working with admission. The Common Application is being updated to be more gender inclusive. We are updating Sharepoint to direct students to people and offices to provide support. Practically, what this has looked like is that in the past 7 years we’ve had one student identify as transgender, in the incoming class we have 4. So the number is growing and we need to be ready to support students.

McLaren: For other students in the past who have self-identified as transgender, I’ve been approached by a student, but have heard disturbing stories of what has happened in other classes. I’m wondering about what kind of training is available.

Hollern: SafeZone has been revised to be more current on transgender issues. We’ve also discussed the possibility of additional training, perhaps with Gina Duncan from Equality Florida who conducted a workshop about 3 years ago. I know there are mixed arguments about the success of workshops and their reach, but we’re on the same page that training is important.

Jimenez: From the perspective of student care, your role as a faculty member isn’t to “verify” a student’s declaration of their gender identity, your role is to refer to student care and support. You may or may not know that a student is transgender or in a transitioning process unless they tell you. The significant guidance from OCR suggests that faculty do not need or have a right to know sex assignment at birth. A person could come forward at any time with information about name change. The expectation for us as educators is to respect that request and to update records. We would model that change inside and outside of the classroom.

Hollern: The feedback that we’ve gotten from campus after sending the e-mail announcing these changes has been positive and people have been very supportive.

Committee Reports
Curriculum Committee, Mario D'Amato (chair)
D’Amato: I met with Giselda Beaudin, the Director of International Programs, and we have a clear process in place for the approval of any new study-abroad programs: Giselda meets with the International Programs Faculty Advisory Committee, which will always include a member of the Curriculum Committee; if a new study-abroad program were to be added, it would come to CC for approval; and the same process would occur if a program were to be terminated. Giselda has developed a comprehensive program review process that will occur every 3-5 years for each of the semester-long study-abroad programs, and the review will be shared with IPFAC. If any possible concerns about a program are raised in these reviews, these would be brought to CC for input.

A reminder that with our new CLA bylaws, CC will conduct a first-pass review of Faculty Position Requests, which will then be returned to departments with comments, so that they might be revised before being submitted for review by EC. (From the Bylaws: “The Committee reviews departmental proposals for faculty lines with supporting information from the Dean of the Faculty and offers comment to the Dean of the Faculty and departments with a period of optional revision.”) One focus of CC here will be to consider curricular needs (“The Committee monitors the alignment of staffing and enrollment within and across departments”). We are working with Robin Mateo on some autocompletion of the position request form so that the information is both accurate and less onerous to fill out for the department chair.

We’ve been continuing to dedicate the bulk of our efforts this semester to the Strategic Planning Task Force on the Curriculum (two colloquies, online survey, gathering feedback from dept. chairs). Department chairs will be meeting with CC in the coming weeks to report on what has been successful in their programs to manage the number of their majors. Various documents are posted on the Bb site.

Faculty Affairs Committee, Eric Smaw (chair)

Smaw: The FAC is working on the subcommittee on salaries and compensation as part of the strategic planning process. We are expecting to receive from the President a proposed methodology and list of peer and aspirant schools, which our committee will vet, send along to Dexter, and then distribute to all of you for review. Our membership is happy to attend any divisional or cohort meetings to discuss the methodology that developed of the list. I am also happy to meet with small groups or individuals as well.

After we’ve reviewed the list, the college will go on break, but Udeth Lugo, Provost Singer, Matt Hawks, President Cornwell, and myself will meet to determine next steps. We’ll be conducting institutional research and then will plan a series of meetings to present and discuss these results. At least, you can expect two sets of meetings: one to discuss the methodology for determining our peers, and two to discuss where we fall among those peers.

Adjournment

Dexter Boniface adjourned the meeting at 1:47 pm.
ARTICLE V
GOVERNANCE STRUCTURE

Section 1. Governance Structure

The Faculty has delegated certain of its responsibilities to the Executive Committee of the Faculty and to two standing committees. These bodies shall act on behalf of and report to the Faculty. The normal legislative process is from committee to Executive Committee to the Faculty. Service on standing committees is a professional duty of any faculty member selected.

Section 2. Elections

For divisional representatives to governance committees of the College of Liberal Arts, the President of the Faculty shall solicit self-nominations and conduct an electronic vote within the divisions to determine these representatives. At-large faculty representatives shall be elected to the standing committees at the regular meeting of the Faculty in March, or in no case later than April. The Executive Committee of the Faculty prepares at-large nominations and publishes the slate at least seven days prior to election, but additional nominations may be tendered from the floor. The Executive Committee of the Faculty will nominate a slate of members at the rank of Full Professor to the All-Faculty Appeals Committee (two members, two alternates) and the Faculty Evaluation Committee (FEC). Elections shall also be held for faculty membership to All-College advisory committees. All nominations require consent of the nominee.

Section 3. Vacancies

Should unforeseen at-large vacancies occur, the Executive Committee of the Faculty nominates a replacement at least seven days prior to approval by the Faculty of the College of Liberal Arts. Such elections may be accomplished by electronic ballot or during a special meeting of the Faculty. Should unforeseen divisional vacancies occur, replacements shall be nominated and elected from within the divisions by electronic ballot distributed by the President of the Faculty. A majority of the electoral unit represented by any faculty committee member may recall the representative at any time.

Section 4. Procedures

The College of Liberal Arts divisions and their constituent units are:

Expressive Arts: Art and Art History, Music, and Theatre and Dance;

Humanities: English, Modern Languages and Literatures, Philosophy and Religion, and Critical Media and Cultural Studies;

Science and Mathematics: Biology, Chemistry, Environmental Studies, Mathematics and
Computer Science, Psychology, and Physics;

**Social Sciences**: Anthropology, Economics, History, Political Science, and Sociology;

**Social Sciences (Applied)**: Communication, Graduate Studies in Counseling, Education, Olin Library, and Health Professions;

**Business**: Business

The President of the Faculty shall be a tenured member of the Faculty of the College of Liberal Arts. The Vice President/Secretary and the chair of each standing committee shall be a tenured or tenure-track member of the Faculty.

Unless otherwise specified in these bylaws, each faculty representative normally shall be elected for a two-year term of office that shall begin June 1. Terms of office shall be staggered. No faculty member shall serve more than two consecutive terms on any standing committee. No member of the Faculty shall serve concurrently on two standing committees.

The standing committees shall elect a chair and recording secretary from the faculty membership of their respective committees at their first meeting. The chair of each standing committee shall be a tenured member of the Faculty. The secretaries shall keep the minutes of each meeting and submit approved minutes to the College archives.

All standing committees shall minimally meet each month during the academic year. The chairs of standing committees will report the activities of their committees to each meeting of the Faculty and are responsible for communicating the agendas, concerns, and work of their committees to the appropriate administrators in a timely and systematic fashion.

Commented [DB1]: The faculty approved the change highlighted below so this inconsistent text needs to be deleted.
Hi Dexter,

In the Curriculum Committee meeting today, we unanimously endorsed the proposed change to the Bylaws of the College of Liberal Arts: that the phrase “the library and media services” be deleted from Article VII (1) The Curriculum Committee – Responsibilities and Duties. This change was presented to CC by Jonathan Miller (see below), and he provides a rationale that CC was in full agreement with.

[Jonathan also mentions upgrading the Library Advisory Council to a formal All College Committee, and while members of CC supported this in our deliberations, we understand that this is beyond our purview, and so offer no formal statement here.]

Grazie,

Mario

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We discussed this previously, and I have since spoken to the Library Advisory Council and to the Provost. On behalf of the librarians, I propose an amendment to the College Liberal Arts (CLA) faculty bylaws. Specifically:
The phrase “the library and media services” be deleted from Article VII (1) The Curriculum Committee – Responsibilities and Duties.

Rationale: this phrase is a holdover from the previous A&S Faculty bylaws and it remains problematic. In this section the Curriculum Committee of the College is charged with reviewing and approving all policy matters concerning the library. The Library at Rollins reports to the Provost because the library supports the information needs of both the CLA and Crummer. This section privileges the CLA over Crummer (whose bylaws do not mention the library.) It is possible to imagine circumstances in which approval, or not, of a policy may inhibit our ability to support the information needs of Crummer. On a minor point, there is no office called ‘media services.’ We understand this is a residual holdover that goes back to the 1970’s. Finally, we anticipate that the Curriculum Committee, like AAC before it, will be very busy. AAC rarely found the time to consider library issues. This did not help the faculty oversee the library, or help the library gain faculty input into important policy issues.

If you and the Curriculum Committee agree, please forward this proposed amendment to the CLA Executive Committee for appropriate action. I would be happy to discuss this further with the committee if it would be helpful.

While this amendment is being considered I am also planning, through the Provost, to ask the All Faculty Executive Council to consider upgrading the existing Library Advisory Council, which includes representation from each CLA division, the Honors Program, the Holt School, Crummer, IT, and SGA, but currently has no formal standing in faculty governance, to a formal All College Committee and to charge it with review and approves all policy matters concerning the library.

Please keep me informed of any progress on our proposed amendment. Thanks

Jonathan

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ARTICLE VII
STANDING COMMITTEES OF THE FACULTY
OF THE COLLEGE OF LIBERAL ARTS

Section 1. The Curriculum Committee (CC)

Responsibilities and Duties
The Curriculum Committee reviews and approves all policy matters concerning curriculum for all undergraduate and graduate academic programs (regular, summer session, and special programs, e.g. intersession), general education requirements, student academic standards and honors, academic advising, continuing and graduate education programs of Rollins College including the Hamilton Holt School, the library and media services, and all matters pertaining to academic schedules and calendars.

The Committee reviews departmental proposals for faculty lines with supporting information from the Dean of the Faculty and offers comment to the Dean of the Faculty and departments with a period of optional revision. The Executive Committee of the Faculty makes the final recommendations to the Dean of the Faculty and Provost about line allocation.

The Committee monitors the alignment of staffing and enrollment within and across departments and ensures that academic policies are clearly and unambiguously stated and consistent with the mission of the College.

Membership
The Curriculum Committee is constituted of eleven voting members and two non-voting members. The voting membership shall be one faculty representative from each division of the College of Liberal Arts (elected by division), four faculty representatives elected by the Faculty at-large, and one student selected by the Student Government Association. The non-voting membership includes the Dean of the Faculty and the registrar(s).
2016 Faculty-Staff Climate Survey
Rollins College Diversity Council
In consultation with Dr. Amy Armenia
Who is the Diversity Council?

- Faculty and staff members concerned with issues of diversity, inclusion, and social justice.
- Serve as an advisory group at the pleasure of the President of the College.
- Will be holding elections for faculty positions at the end of next term.
- Provide funding in support of D&I initiatives, such as the Diversity Infusion Grants.
- Charged with doing a Student Climate Survey in Spring of 2017—please help!
2016 Faculty and Staff Campus Climate Survey on Diversity and Inclusion

- Survey designed by Diversity Council
- Use of in-house analyst
- 71% response rate
- Initial report of findings for Summit 2016
- Recommendations by the Council in completed report submitted to the President
Faculty and staff with marginalized identities experience visible and less-visible forms of discrimination and devaluation as they participate in the work of our community.

Faculty and staff feel there is a disconnect between our avowed mission of “global citizenship and responsible leadership” and our observed practices of inclusion and exclusion within the community.

Faculty and staff are frustrated by the lack of diversity in our faculty and student population, especially in terms of domestic racial/ethnic diversity and diversity of socioeconomic status.

Faculty and staff have noted that our campus is not inclusive in several pragmatic and visible ways, such as making buildings accessible for those with disabilities.
For your consideration...

- Central, well-publicized, frequently consulted source of information about D&I initiatives
- “Beneficence dialogues” to create opportunities to voice experiences
- Incorporate D&I into the strategic planning process
- Institute a yearly, campus-wide “State of the College” address
- Implement a strategy for increasing underrepresented student enrollment and retention
For your consideration…

- Implement a well-publicized strategy for recruiting and retaining faculty from underrepresented groups.
- Create opportunities for faculty and staff to interact on significant campus-wide activities and initiatives.
- Reward professional training and experience with issues of diversity, inclusion, and social justice.
- Develop an organizational-level mission statement that addresses issues of accessibility on our campus.
- Make diversity, inclusion, and social justice central to the Rollins College curriculum in visible ways.
Campus Climate at Rollins College: 
Results from the 2016 Faculty/Staff Survey
Sponsored by the Office of the President and the Rollins Diversity Council

Analysis and Report prepared by:
Amy Armenia, Ph.D.
Associate Professor of Sociology
Rollins College

Recommendations developed by the
Rollins College Diversity Council
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Introduction

In December of 2015, President Grant Cornwell charged the Rollins Diversity Council with the task of conducting a climate survey of faculty and staff perceptions and experiences with regard to diversity and inclusion. The last such study done on Rollins’ campus was in 2009. The survey was designed to assess faculty experiences and perceptions of issues of equality and inclusiveness of work and campus environments. A sub-committee of the Diversity Council was selected to design the survey instrument. The committee discussed various options with President Cornwell including his desired outcome, timeline and feasibility. From the outset, it was the President’s charge that data from this study would be presented at the 11th Annual Summit on Transforming Learning at Rollins on March 18, 2016, with a report to be shared with constituents on campus. Taking that timeline into account, individual committee members were assigned to conduct research on various options for surveying including utilizing an external resource or consultant for various stages of the survey process versus utilizing in-house resources. This research led to the decision that it was more feasible and cost effective to keep the development, administration and data analysis of the survey in-house and that the College had such expertise in-house to produce a high-quality output.

As such, the survey instrument was developed utilizing questions, or variations thereof, from the 2009 Faculty/Staff Climate Survey and the 2014 Student Climate Survey as well as an extensive review of survey instruments from external sources. Language in the instrument was tailored to ensure relevance and understanding with the Rollins culture and context. Data and subsequent discussions regarding the findings will be used to develop strategic goals regarding diversity and inclusion at Rollins, with recommendations detailed in this report.

Executive Summary of Findings

1. Overall, faculty and staff at Rollins report high levels of comfort with the campus climate, and even higher levels of comfort with department/work area climate. In both closed-ended and open-ended responses, faculty and staff shows appreciation for Rollins’s inclusive environment. They also report low levels of expected turnover due to diversity and inclusion issues.

2. There is still work to be done. A significant minority report discomfort, and those who feel uncomfortable or anticipate wanting to leave are more likely to be in marginalized groups (e.g., women, people of color, those in lower-classes).

3. Perceptions of the importance and success of diversity/inclusion efforts are high, though also significantly related to one’s own employment/demographic characteristics. Respondents of color, younger respondents, more liberal respondents, those with more longevity on campus, and those with higher education rate Rollins’s efforts lower than other groups.

4. Faculty and staff report low levels of uncomfortable incidents experienced, though somewhat more are observed. Incidents are more likely to be experienced and observed by marginalized groups. Open-ended reports of inappropriate incidents suggest that many respondents perceive serious social and professional consequences based on their identity/characteristics. Despite this, most who experience or observe such incidents do not report them in official channels.
5. A large group of faculty and staff see disconnect between Rollins’s values and practice related to diversity and inclusion, especially with regard to faculty/student/staff diversity and the processes that hinder greater diversity.

6. Across discussions of problems on campus and possible solutions, faculty and staff show concerns about the lack of diversity among faculty and student populations, and strongly endorse efforts to increase this diversity.

7. Respondents showed high levels of support for a range of proposals to increase diversity and inclusion. Again, efforts to increase diversity of faculty/student body seem to be the highest priority.

8. While most support the College’s focus on diversity and inclusion, there is a sizeable minority who feel targeted or isolated by diversity/inclusion efforts, especially those with Christian affiliation or conservative political views. Quantitative data suggest that this group does not experience undue hardship, but these perceptions might certainly hinder buy-in from some people on campus. This is also reflected in the response to the question about whether one feels that “diversity applies to them,” where those groups that are traditionally in the majority were more likely to say no or that they were unsure.

9. Other issues emerged about campus climate not related to diversity and inclusion, including budgets, governance, and student culture.

Recommendations for the President

Based upon our review of the survey data and the subsequent analysis presented later in this report, the Diversity Council would summarize the following areas of concern to be addressed in academic year 2016-2017:

A. Faculty and staff with marginalized identities experience visible and less-visible forms of discrimination and devaluation as they participate in the work of our community.

B. Faculty and staff feel there is a disconnect between our avowed mission of “global citizenship and responsible leadership” and our observed practices of inclusion and exclusion within the community.

C. Faculty and staff are frustrated by the lack of diversity in our faculty and student population, especially in terms of domestic racial/ethnic diversity and diversity of socioeconomic status.

D. Faculty and staff have noted that our campus is not inclusive in several pragmatic and visible ways, such as making buildings accessible for those with disabilities. This lack of access is perhaps our most visible failure of inclusion on the campus.

Such concerns can be understood as being concerned with our public image, with our actual practices related to diversity, and with the perceived lack of fit between the two.

Responding to these concerns will therefore require both public relations activities designed to increase dialogue and heighten awareness of issues, practices, and remediation activities, on the one hand, and the development of specific policies and practices to transform the campus, on the other hand. As a result, the Diversity Council recommends the following ten (10) strategies for responding to the results of the 2016 Faculty/Staff Climate Survey:
1. In many cases, faculty and staff are unaware of activities in our community related to diversity, inclusion, and social justice, and as a result, many faculty and staff fail to appreciate and utilize existing resources. In some cases, faculty and staff may misunderstand existing programs such as Title IX or the Diversity Council interviews for new faculty candidates; these misunderstandings may discourage open participation in these programs from some faculty and staff. We urge therefore the College to institute clear formal mechanisms for storing, communicating, and publicizing information regarding issues of diversity, inclusion, and social justice on our campus. We must create a centralized web location for information about best practices in these areas that can be easily accessed by community members. We must also establish formal links between our internal and external marketing personnel, on the one hand, and our faculty and staff associated with diversity issues, on the other hand. Social justice work must, by definition, be visible in order to be inclusive, which requires greater efforts to manage our communication resources. One example of web-based approach to this concern can be found at http://inclusive.unc.edu/.

2. Conduct small group discussions or workshops for faculty and staff that create opportunities to voice specific concerns; these dialogues should be facilitated by experienced leaders (internal and external) on each topic. Topics will include race and ethnicity, socioeconomic status, religious affiliation, and dis/ability. Drawing upon the model applied by Ball State University, we can frame these conversations as “beneficence dialogues” that are intended to create spaces for community members to share their experiences in an effort to move toward greater understanding of ourselves and our community. We should hold at least one such event each month during the 2016-2017 academic year.

3. As part of an overall strategic planning process for Rollins College, conduct a series of small meetings that culminate in a larger public discussion that articulates the Rollins College vision of diversity. These dialogues, and the fruits of these dialogues, should be publicized using all the communication tools at our disposal, as described in action item #1, including Blackboard, the Rollins website, and social media tools. Integrate questions of diversity, inclusion, and social justice directly into the process of strategic planning that should be a central element of academic year 2016-2017. We would recommend 1-2 focus group meetings with campus leaders followed by one larger meeting that includes all faculty and staff.

4. Institute a yearly presidential “State of the College” address which is given to the entire college community and which articulates (in addition to other concerns) an assessment of our campus climate and the efforts we are making to improve and enrich that climate. We are aware that the President gives something similar to this address at the start of the academic year to the faculty at the annual faculty retreat. Our call here is to have such an address made to the community at large so as to include staff, students, and other stakeholders in the conversation.

5. Develop and implement a strategy for increasing underrepresented student enrollment and make certain that this strategy is highly visible throughout the Rollins community. The word “strategy,” as used here, involves more than simply creating staffing positions; the goal is not only to have an officer at the college dedicated to this task (which has already been done, and which we endorse); rather, the goal is to work with faculty and staff to develop a strategy for this officer’s work that every segment of the Rollins community can participate in actively and visibly.
6. Likewise, senior administration should develop and implement a well-publicized strategy for recruiting and retaining faculty from underrepresented groups. This process should not be housed with the Diversity Council, and it should extend beyond the existing strategies that have been implemented by the Diversity Council and our Human Resources staff. All senior administrators should participate in this planning process, and all departmental chairs should be educated in the practices to be implemented as a result of this process. Moreover, we should develop a formal system of guidelines that articulates the practices associated with this recruitment and retention strategy. These guidelines can then be shared to new leaders on campus as they take those leadership roles (such as when a faculty member becomes chair of a department). These guidelines should be available via a central information storehouse as described in action item #1 and should be regularly updated with new best practices.

7. Create intentional opportunities for faculty and staff to interact on significant campus-wide activities and initiatives. The goal here is to break down the Faculty/Staff barrier by increasing interaction. The Faculty/Staff barrier is significant because the two groups exemplify and embody many key social barriers, such as socioeconomic status, race and ethnicity, gender, and educational background. We should position faculty and staff as collaborative partners in important programs that affect the college as a whole. One example of such a program would be to develop and implement a program that encourages faculty and staff to collaborate on scholarly research similar to the existing faculty/student research collaboration program.

8. Reward professional training and experience with issues of diversity, inclusion, and social justice. Reward faculty through the process of promotion and tenure for relevant activities, and reward staff on yearly reviews for such work.

9. Develop an organizational-level mission statement that addresses issues of accessibility on our campus. Such a mission statement should address building access, gender neutral restrooms, learning technologies in and out of the classroom, and accessibility of co-curricular events. The team which develops this mission statement should then offer specific practical ways to address concerns in these areas and oversee the implementation of these responses. Public attention should be directed to the changes on the campus and the motivation for these changes.

10. One key means of developing a more diverse faculty would be to make diversity, inclusion, and social justice central to the Rollins College curriculum. As one example, we could develop specific, programmatic ties between the rFla general education program and scholarship on diversity, inclusion, and social justice. Doing so will bring light to these issues for faculty and staff that have not attended to such issues in the past, reward faculty and staff who are engaged in such work already, create support for hiring faculty of diverse backgrounds in order to facilitate the related coursework, and encourage dialogue among faculty, staff, and students regarding the role of diversity, inclusion, and social justice in our community. The Diversity Council is aware that a formal program of this sort would require a significant outlay of resources for new faculty lines in order to address these courses, and this is our intent. We are not simply recommending that we complicate the rFla program by adding another requirement that makes staffing that program even more challenging; rather, we would recommend that the entire general education curriculum be explicitly framed as a key means of bringing new faculty onto our campus who will have more diverse backgrounds and who will make diversity a core element of the Rollins brand. Doing so will, in turn, make our college more attractive to students from minority and marginalized backgrounds.
Methodology

The Rollins College Diversity Council designed and administered the 2016 Campus Climate Survey on Diversity & Inclusion. The survey was administered via Qualtrics and advertised to all faculty, staff, and administrators via email. The survey was open from February 1 – February 19, 2016. In order to facilitate their participation, paper surveys were administered to Facilities Management staff in English and in Spanish to Spanish-speaking staff. They were later translated, and entered manually into the survey database.

Sample Size

The survey invitation was sent to all faculty, staff, and administrators, a total population of 778. Six hundred and one respondents began the survey, but a number of respondents answered only the initial demographic/employment questions at the beginning of the survey, and stopped before the climate questions. A total sample of 556 (or 71.4%) answered at least one climate question. There is some evidence of survey fatigue, with 475 (or 61% of the population) completing the majority of the questions. For future iterations of the survey, the Committee might consider removing questions where there was repetition or little variation for a shorter survey experience.

For the purposes of this report, results are presented for the sample of 556 who answered at least one climate question. Given missing data on later questions, sample sizes are presented on all tables/figures.

I did examine the relationship between incomplete surveys and demographic/employment characteristics using the initial sample of 601. There were only a few significant predictors of incompletion. Non-white respondents were significantly more likely to drop out of the survey (once started) than white respondents (18% to 11%). One particular age group, the 31-40 year olds, had a dropout rate of 19%, compared to other age groups that averaged 10%. Finally, non- citizens (permanent residents and non-resident visa holders) were more likely to dropout than citizens (14% to 3%), but the sample size of this group is small.

Respondent Demographic and Employment Characteristics

The demographic and employment characteristics of the 556 respondents in the analytic sample are presented in Table 1. Population values related to most of these characteristics are not known, but the representation between faculty and staff/administrator respondents mirrors the institutional breakdown.

It should be noted that the survey provided many opportunities for non-traditional choices regarding gender identity and sexual orientation, including categories for intersex, transgender, gender/sexual identity fluidity. These categories were chosen very rarely, but considering the age group of the population, the committee may want to keep some version of these categories for future surveys as they are more likely to be chosen by younger cohorts.
Analysis Strategy

The survey elicits perceptions of climate via both global and specific measures, and closed and open ended questions. The closed ended questions are presented in the sections below, first with a univariate description for an overall measure of climate. Where sample sizes are large enough, bivariate analyses were also performed (with appropriate significance tests) to look for relationships between respondent demographic/employment characteristics. Significant bivariate relationships are presented in the appropriate section. Relationships between dependent variables (climate) and the following independent variables and values were examined:

- **Role**: Faculty v. Staff/Administrator
- **Longevity**: Five or fewer years v. Six or more years at Rollins
- **Gender**: Male v. Female
- **Race/ethnicity**: White v. Non-white
- **Sexual Orientation**: Heterosexual v. LGB
- **Age**: 21-30, 31-40, 41-50, 51-59, 60 or older
- **Citizenship**: U.S. Citizens v. Permanent resident/Non-resident VISA
- **Disability status**: No v. Yes
- **Socioeconomic Status**: Working poor/Working class, Lower-middle, and Upper-middle/Wealthy
- **Education**: H.S./GED or less, Some college/AA, Bachelor’s, Master’s/Professional, Doctorate.
- **Political ideology**: Very Conservative/Conservative, Independent/Moderate, Very Liberal/Liberal.
- **Religious Affiliation**: Atheist/Agnostic/None, Catholic, Christian, Other

Value sets above diverge from the original survey categories when sample sizes are too small to analyze. All quantitative analyses were completed in Stata13.

Responses to open-ended questions were examined separately from demographic/employment characteristics to preserve anonymity. These responses were coded based on common themes that were developed inductively. After developing coding categories, all responses were re-read and coded where they fit in particular categories. In the results section below, I present the most common categories, with examples of quotes that illustrate the concerns.

Results

Global measures of campus climate

Closed-ended questions

The survey contained three global items measuring campus climate, with closed-ended questions followed by options for respondents to clarify or explain in open-ended answers. The results for these three questions are presented in Table 2. Respondents report high levels of comfort in the College as a whole, with 68% very comfortable or comfortable, and only 12% very uncomfortable or uncomfortable. Comfort levels are even higher within departments, as
75% report being very comfortable or comfortable within their specific department/unit, and 11% very uncomfortable or uncomfortable. Given these responses, potential turnover is a bit higher than expected, with 22% reporting that they have seriously considered leaving Rollins in the past year due to the campus climate.

Comfort at the college as a whole showed little relationship with demographic/employment characteristics. The exception to this was longevity; those who have worked at the college for six or more years are significantly more likely to report being uncomfortable than newer employees (40% to 22%).

Despite the higher levels of comfort in specific departments, feelings of discomfort within a department/work area were more likely to be associated with membership in a marginalized group. Notably, women are more likely than men to report discomfort (27% to 19%), non-whites more than whites (35% to 21%), employees in their 40s and 50s more than those in their 20s, 30s, or over 60 (31% to 20%). Those respondents identifying as working class or working poor report higher levels of discomfort than those in the middle/upper classes (37% to 20%).

Potential turnover also appears to be related to comfort, as the question about considering leaving shows some of the same correlations noted for the other two questions above. Those who have been at Rollins for six or more years are more likely to have considered leaving (25% to 18%). Women are more likely than men to say they have considered leaving (25% to 15%), and those who identify as working-class or working poor more than the higher classes (31% to 20%).

Open-ended questions

Analysis of the open-ended responses related to campus climate provide considerable depth of explanation to the answers provided above. As clarification to the question about college-wide climate, more than 300 respondents provided additional information. Notably, the largest group of these were to commend the college for its inclusive environment. This included more than 110 respondents who provided unqualified positive feedback on college climate, and another 16 who specifically lauded recent college efforts to increase diversity and inclusion.

Exemplar quotes from this group include the following:

At Rollins I have never been treated any differently for being my gender, race, age, or status.

By and large I find the Rollins work climate among faculty and staff to be very respectful and inclusive of the many identities that make up our employee community.

I appreciate a diverse and inclusive work environment that is respectful and allows for individual expression, and I feel like that is the climate at Rollins.

I feel that everyone in this community goes out of their way to be very kind and accepting of others.
The campus culture encourages critical thinking and does not shy away from difficult questions.

My general experience on campus is one of warmth and inclusion. I feel respected and valued by my immediate team and those from other departments that I interact with on a regular basis. I feel deeply that the people who work here are invested in the intellectual growth of the students as well as the quality of their life as it pertains to their emotional health and physical wellbeing. It isn't a perfect world and conflicts happen, but for the most part, this is the healthiest workplace I've ever been a part of in terms of employee culture.

The smaller size of the College makes communicating with a wide variety of people in different positions possible in a more informal way.

I see increased attention to issues re: diversity and inclusion, campus-wide, and while this will need ongoing and maybe even increased attention, it is gratifying to note the increased attention.

Another group (17 respondents) notes, however, that their comfort is also related to their level of privilege. Some of these respondents suggested that their privilege led to a lack of knowledge about the experiences of others, like the respondent who wrote, “[I] feel most people are open and accepting of me. However, I fall into most every majority group.” Others suggested that they themselves had the privilege of comfort, but that they witnessed or heard more negative experiences from others:

I am comfortable, but I also identify as a heterosexual, white female. I know that isn’t the experience of everyone on this campus based on conversations and interactions I have had.

The next most common set of comments (83 respondents) reflected observation or experience of discrimination against traditionally marginalized groups (e.g., women, people of color, LGB communities, lower classes). Many of these comments were often qualified, to suggest that while campus climate was not oppressive, there was still much work to be done. For example, one respondent suggests:

As much as Rollins attempts to include every possible group and make all feel welcome, I think the culture is still such that not everyone belongs.

Another respondent writes:

Day-to-day I am comfortable, but there are times when I see distinctions based on race and class that make me feel uncomfortable. Strangely, these times have become more frequent, rather than less so, in my times at Rollins.

Others suggest that discomfort is the result of unintentional bias:

Some of my co-workers are uncomfortable with their own racial acceptance levels. Some try to pretend they are okay working with other minorities, but obviously internalize feelings of racial prejudices. I think a lot of it is ignorance and not knowing how to act or not familiar with being around
minorities in their "normal" setting, thus forced to interact with people they would not choose to interact with and it shows.

Some respondents make more straightforward criticisms of the inequalities they see on campus. Throughout these comments, respondents mostly refer to bias related to race/ethnicity, gender, and class, with fewer references to sexuality, age and disability related bias.

My experience with my current staff has made me very uncomfortable when it comes to the topics of diversity and inclusion. I have witnessed some of my staff members treat myself and other students and staff of color with racial microaggression. Some prejudice behaviors have been more overtly expressed and it is embarrassing. I have documented these behaviors, but unfortunately I have not felt empowered or supported to reach out to HR.

There are many times I have heard casual racism in comments from colleagues.

Others take the college to task for talking about inclusivity, but doing less to address problems:

On a larger level, Rollins is making strides for an inclusive voice for all. On a smaller level, I see policies and practices that tend to exclude diverse voices.

The Rollins culture lacks diversity and inclusion on all levels (employees and students). However, the term is used frequently around campus as if it's a part of the Rollins climate.

Some write that Rollins succeeds in its goal of inclusion, but still severely lacks diversity. One notes:

While the majority of my experiences have indicated that Rollins is very open and inclusive, I also see the demographics of the institution (students, faculty, staff) along with isolated issues that make me not feel entirely comfortable with the climate at Rollins.

Similarly, other respondents write:

Rollins is not very diverse racially in general, and not diverse economically among the students. This puts a burden on those in racial and economic minorities that I don't see the college equipped to deal with, especially since the closing of the Office of Multi-Cultural Affairs.

It is important to note that the Office of Multi-Cultural Affairs was renamed, rather than dissolved, but there remains a negative perception of this change on campus (as it came up in multiple responses).

While I am comfortable, what limits me from being more comfortable is the experience of minority populations and identities on campus. Given recent student surveys, it seems the campus does not do enough to support marginalized groups, including attracting and accepting more minority candidates. The college has flaunted diversity in its admissions materials and marketing--without it being a reality on campus--and needs to make an effort to attract minority students and make their attendance a possibility.
Finally, there was a small but sizable group (37 respondents) who suggested that the campus efforts around diversity have resulted in an inhospitable environment for other groups, notably those of conservative political ideology and Christians.

Some typical examples of these comments are below:

\[\text{Being a right leaning moderate and Christian on campus is taboo. I would NEVER discuss my politics or religion freely on this campus. This campus is not inclusive nor are we respected.} \]

\[\text{I am encouraged by efforts surrounding inclusivity and awareness but definitely feel a hostility directed toward Christians on this campus. It has often made me uncomfortable and unlikely to attend functions sponsored by some groups on this campus.} \]

\[\text{Over the years, this campus has become very hostile to anyone who doesn't fit the "mold" preferred by certain groups of bullies on campus. If you are a Christian or Jew, Conservative or Libertarian, or member of another proscribed group, you are subjected to (at best) ridicule and humiliation, or (at worst) intimidation and bullying. I've known several people who either left because they were treated unfairly based on their beliefs, or whose departure was made easier because of their shoddy treatment. This has become a common concern, but most of us are too afraid of retaliation to say anything.} \]

It should also be noted that there were a set of respondents who commented on climate issues unrelated to diversity and inclusion, especially recent changes to college structure (the A&S/CPS split), the effect of budget cuts, and complaints about management of specific departments. These issues lie beyond the scope of this Committee’s interest, but it should be noted that these issues are certainly perceived as part of the “campus climate.”

Given the opportunity to clarify their feelings of comfort within one’s own department, respondents answered in ways similar to above, except that there was a far higher proportion of comments that were solely positive. Especially within departments, respondents discussed feelings of support and caring from those around them. The few responses that involved criticisms of department climate involved very specific (and likely identifying) situations with supervisors or co-workers.

Those who had considered leaving the College in the past year were also asked to explain or clarify their answer. The vast majority of responses to this question (about two-thirds of the 80 responses) referred to non-diversity issues of workplace morale, like pay, budget cuts, governance or college structure issues, or disagreements with managers. About a dozen respondents cited diversity and inclusion issues as central to this consideration. For example, a few noted that they would prefer to work in more diverse environments. Others suggested that they felt mobility was limited for women and people of color on campus. Others spoke more generally of an uncomfortable climate or microaggressions as a motivation to leave. A smaller number of respondents (approximately 8) suggested that political correctness or “reverse discrimination” motivated them to consider leaving the College.
Perceptions of inclusion and diversity at Rollins

To measure perceptions of correspondence between values and policies, respondents were asked to indicate their agreement or disagreement on a series of items about demonstration of values and accommodation of diverse populations. These results are presented in Table 3.

For most of the items, respondents showed high levels agreement that Rollins is a place that values diversity and inclusion. Especially high levels of agreement were shown regarding Rollins accommodations for people with children/families, sensitivity to sexual orientation, and that the mission of the College requires special attention to diversity and social justice. On the only item showing more disagreement, asking whether it was more difficult for individuals from underrepresented groups to navigate the workplace, approximately equal sized groups agreed, disagreed, or were neutral.

Given the lack of extensive variation on these items, I constructed an index measuring positive assessment of Rollins’s inclusion practices. The index is constructed as the average score given across the first thirteen items (with the score for two negative items reversed), and then I tested for the effect of demographic/workplace characteristics on this score. I removed the last item (about whether the mission requires diversity/inclusion) since this reflects ideals rather than perceptions of inclusivity. Cronbach’s alpha was .89, which indicates a high level of index reliability, and meets the usual standard for use of such an index.

There are significant differences in scores on this index by several demographic and employment characteristics. Those who have been at Rollins for five or fewer years show more positive assessment than those who have been here longer. Whites rate Rollins more highly than non-whites. Younger employees generally give less positive scores to Rollins, with the lowest scores among those in their 30s. Education is also significant along a gradient; respondents with more education rate Rollins more negatively. More liberal respondents also rate Rollins less favorably on diversity/inclusion than conservative or moderate respondents.

Respondents were also asked outright whether they had seen or experienced any disconnect or incongruities between Rollins’ professed values and actual practices. Of the 485 respondents who answered this question, 40% responded yes.

Open-ended comments: Disconnect between values and practice

Respondents were also given the opportunity to clarify or explain their answer about disconnect in an open-ended response, and 154 respondents took this opportunity.

The most common set of themes that emerged from these comments, by far, related to the lack of diversity in the faculty, staff, and student body. Sixty-five respondents discussed the demographic makeup of the campus, and discussed some of the processes that lead to, as well as the consequences of, a lack of diversity on campus.

Respondents noted the patterns of representation across campus, especially the contrast between a largely affluent and white student body and faculty, and a mostly minority lower-level staff; for instance:
I don’t see many people of color in faculty positions. I do notice and appreciate the number of female and LGBTQ faculty members, but I think Rollins would attract more racially diverse students if they were represented on the faculty. Most minority employees hold staff positions, and the majority work for Facilities. What message does this send to our minority students?

Others noted the effect of faculty homogeneity on students:

*I don’t see faculty that look like me and I know that must affect minority students.*

A number of respondents spoke to the challenges of recruiting a diverse faculty and staff, including both resources and cultural challenges:

*I have attempted to hire a more diverse staff, but did not receive assistance in how to reach candidates. Yes, if someone applied and provided information on their race or ethnicity, it was shared with me. But there doesn't seem to be a way to target a diverse audience of job seekers.*

*We need to educate some departments on the value of having a diverse faculty in their departments.*

*I do think that Rollins does a good job of stating that we value diversity but I'm not sure it is as widely "demonstrated." For example, I think there is a difference between saying we want to hire a diverse faculty and staff and actually putting into place strategies that would allow us to hire a more diverse faculty and staff.*

Others noted particular processes, like internal hires for faculty positions that may hinder diversity efforts:

*Internal candidates on national searches for faculty are more likely to be middle class white people and we are likely to hire internal candidates. I understand this but it keeps us from growth. I've been part of two recent searches where this has been an issue.*

A handful of respondents specifically noted nepotism in faculty hiring as an obstacle to more diverse hires.

Prominent in many of these comments about diversity are the potential financial cost to the college of such diversity efforts, and the lack of willingness of administrators to dedicate resources to it, on both faculty and student recruitment:

*I have been here for over a decade, and the entire time, we have talked in circles about our need to be more diverse while actually doing almost nothing effective to move in that direction. On one particular issue, I personally met with every administrator from the Dean to the President and was told that although they all agreed that issue was extremely important, they didn't have the budget to do anything about it, so I should go talk to someone else. Once I had literally talked to everyone in the chain of command I gave up. With respect to student diversity, I have heard that it is 'too expensive' to have a more diverse student body. Admissions has also historically had a very*
secretive/closed off environment. I have talked to people in admissions about diversity concerns, and they have smiled and given me the answer they knew I wanted to hear but then continued the same recruitment practices.

The changes to the Office of Multicultural Affairs, and the increase in staff support for Fraternity and Sorority Life, was cited by a few respondents as evidence of the different valuing of minority and white students on campus.

Similarly, other respondents used examples of practices and policies as evidence that the college was not putting resources into diversity efforts:

_How can we say we value faculty diversity and yet not include service related to diversity (working with under-represented student groups) as part of the formal promotion and tenure process._

_Very little to no funding committed to advancing this work on campus / No training for senior leadership on diversity and inclusion (mandatory) / Lots of faculty and staff who want to be in charge-- only a few willing to do the work / No diversity targets in admission / No diversity training for admission staff and tour guides / Little fundraising for scholarships for students of color (only a few)_

_Take a look at our campus. Better yet, take a look at our budgets. Budgets will tell you what we value. Do we value the work of the Diversity Council? Do we value student identity groups? Do we have total campus buy-in and belief in the importance of diversity? I don't think we are there yet but I am excited about new leadership specifically from Dr. Cornwell and our new VP of Enrollment Management._

_There are many [examples of disconnects], but one is that Holt is our most diverse student population on campus, but the school, faculty, and students are constantly having to beg for recognition and a voice at the table. To me, this is the most obvious and addressable problem regarding diversity on campus--Holt and its people are treated like 2nd class citizens--so not necessary!! Why? Poorer (class)? Minority (race)? Educational background (privilege)? Come on--we can do better! When has a minority faculty member won a teaching award? How many Cornell scholars are minority or from an underrepresented group?_

Other respondents noted other resource deficits (especially pay) which prevent the College from recruiting and retaining a diverse faculty/staff, as in this one respondent’s comments:

_I'm concerned a bit with the staff turnover, which I believe is a result of low pay comparable to other institutions. If we're committed to retaining a diverse staff, I'd like us to consider how we do so more effectively._

Respondents to this question also brought up very specific policies and practices that seemed to undermine inclusion efforts on campus. Three respondents noted that the celebration of Christian religious holidays was off-putting to non-practitioners. One respondent noted that significant college events were often held on Jewish holidays.
Several respondents noted that the campus was lacking in terms of wheelchair accessibility. Even when meeting the standards of the law, the campus seemed to be difficult to navigate, and changes were less than proactive:

In regards to the campus being accessible to people with disabilities, there are many buildings across campus with little to no accessibility for people with disabilities. If someone is in a wheelchair, they cannot access the president’s office or the rest of the Warren building.

The disability services is located in the oldest building on campus; I have personally seen the elevator out of service and have seen a disabled staff member have to wait for long periods of time to enter and exit the building, get onto the second floor to his office; wait long periods of time to enter rooms.

The entrance and exit doors at Olin Library are completely handicap inaccessible. There is a doorbell outside the entrance door that, when pressed, will prompt someone at Circulation to open the door for them and someone at Circulation can be asked for assistance opening the exit door but the library is supposedly open 24 hours for staff and students but this basically doesn't apply to staff/students with physical disabilities that prevent them from opening the doors on their own, essentially excluding them from this service/benefit.

Several respondents discussed family-friendly policies and their connection between gender inequalities on campus. Such challenges included formal issues like benefits for part-time work, scheduling of classes and other activities, and informal cultural challenges, like pressure to be available.

We have been recognized as being family friendly, but yet our science lab courses run until 6 PM (because our scheduling matrix leaves that as the only institutional option) so we have issues picking up our kids, our building has no places to change a diaper (Bush), there are no feminine hygiene machines in Bush, and our CDC ends at a ridiculous 3 PM (if you are lucky enough to gain access). I also wish we had a backup childcare option, and I wish older faculty/childless faculty would be more understanding about the challenges of having children.

Rollins want to value families, but insists the faculty and staff mothers spend Mother's Day celebrating the accomplishments of other children. The CDC is celebrated, but you can only utilize it if your child only needs care between the hours of 9 and 3. Meanwhile, we need to teach at 8am and run labs until 5 or 6. Administration wants me to attend evening functions and activities, but without recognizing that that takes away from my role as a mother. I spend 60-70 hours a week at this job, but to be fully "immersed" in the culture here, I'm expected to be present more... In short, the message I get from Rollins is that it values my experience as a mother, but not the actual space and time it takes to be a mother.

Today it is extremely rare for someone to have [a part-time position with benefits] and I petition now for Rollins to rethink it....I think if Rollins were to be a leader in job sharing or the creation of part-time professional positions
capitalizing on our years of institutional knowledge, education, skills and other strengths by offering new parents or other employees who might need to go part-time for a year or so (finishing a degree, caring for an aging parent, extra time needed to heal and redefine oneself after suffering an unexpected death, divorce, illness etc.) we would truly become FAMILY friendly.

Just as in the earlier set of open-ended comments, there is a small but sizable group (18 or so respondents) who argue that increasing diversity efforts has led to reverse discrimination against typically privileged groups (e.g., whites, Christians) or has hampered open discussion. A couple of respondents specifically mentioned the exclusion of the Intervarsity Christian group, and others spoke more generally.

Yes, Rollins is supposed to value diversity but it definitely does not value actual diversity of thought. Sadly, Rollins has become a mill for liberal propaganda.

Finally, despite much critique, several respondents suggested that this was a critical moment for change at Rollins, with the beginning of a new Presidential administration on campus, and saw hope in President Cornwell’s arrival and early priorities.

I am excited to hear that increasing Diversity and Inclusion is a top priority of our President and see that he is not just talk as evidenced by the Summit. He is planning to help us come develop solid strategies as a community on these issues. We have talked the talk for years about Diversity but we have not walked the walk. Now I sincerely believe we will.

I am more hopeful about the state of diversity and inclusion at Rollins under the leadership of Pres. Cornwell than I have been since I arrived. That said, however, we have a deep gulf to climb out of. While we "show" we value diversity in our rhetoric and marketing materials, our hiring choices for faculty and the demands we place on students of color and LGBT students to represent their marginalized groups fails to deliver on our public promises.

Reaction to “diversity”

Respondents also provided their reaction to hearing the term “diversity” on campus. These results are presented in Table 4. The majority (57%) of the respondents report feeling positive or very positive when they hear “diversity” on campus, and only 10% feel negative or very negative. These reactions are significantly different by two characteristics: gender and political views. Women are significantly more likely to be positive than men (63% to 51%) and those with liberal political views are more likely to be positive than conservatives or moderates (67%, 50%, and 53%, respectively).

There is somewhat more variance in whether respondents feel that “diversity” applies to them, both overall and by group. Approximately 52% of respondents say yes or definitely yes, 32% say no or definitely no, and 16% are unsure. A number of different significant associations emerged here by group. Employees with five or fewer years were more likely to say yes than those who worked at Rollins for longer (59% to 46%). Women are more likely to say yes than men (58% to 43%), and nonwhites more than whites (70% to 48%). People who identify as LGB are more likely to say yes than heterosexuals (71% to 51%). Age is negatively associated with identifying
with diversity; 66% employees in their 20s say yes, compared to about 50% of those employees between 31-59, and 35% of those over 60. Finally, those employees with liberal political views are more likely to say yes than conservatives or moderates (61%, 45% and 48% respectively).

Specific incidents of insensitivity or discrimination experienced or observed

Respondents were also asked how often in the past year they had experienced or observed insensitive treatment that they perceived to be based on particular characteristics. As follow up, they were also asked what they did about the incident, and asked in an open-ended question to describe the incidents.

Reports of these experiences are presented in Table 5. Incidents by category are quite low, with fewer than 10% of respondents reporting experiencing these incidents sometimes/often/very often in most categories. Taken together, however, approximately 40% of the respondents report experiencing insensitivity related to at least one of these categories “sometimes” or more often. The categories reported most often (by more than 10% of the respondents) are incidents related to age (17%), sex (15%), political views (12%), and education level (11%).

Reports of observations are somewhat higher for each category, as shown in Table 6. However, the percentage of the sample who report observing ANY of these behaviors (sometimes or more often) is also approximately 40%. Higher levels of observed incidents (by more than 10% of the respondents) occur in the following categories (from highest incidence to lowest): race/ethnicity (21%), sex (20%), socioeconomic status (17%), political views (17%) age (16%), religion (16%), country of origin (14%), sexual orientation (14%), gender identity/expression (12%), education level (11%)

Sample sizes in these questions are too small to analyze categories separately, but there are some significant relationship between demographic characteristics and whether one has experienced or observed any such incidence in the last year.

In terms of personal experience, women are significantly more likely than men to report experiencing insensitive treatment at least sometimes (43% to 31%). Nonwhite respondents are more likely to report this than white respondents (50% to 35%). Respondents who identify as lesbian, gay, or bisexual are more likely than heterosexual respondents to report experiencing this treatment (62% to 37%).

In terms of observing such incidents, the following comparisons showed significant differences in observing at least sometimes: women v. men (45% to 32%), nonwhites v. whites (49% to 37%), LGB v. heterosexual (61% to 41%), age groups (with the highest incidence, 50%, for those in their 20s, down to 29% of those over 60), and education levels (with the highest incidence, 48%, for those with doctorates, down to 24% among those with H.S. diploma or less).

Open ended responses on incidents of insensitive behavior

Both those that experienced and observed incidents of insensitive behavior were asked in an open-ended prompt to describe that experience. Over 100 respondents who had experienced such behavior provided an answer, but there are some caveats to understand in
the analysis and interpretation of these responses. Approximately one quarter of these responses were quite vague—referring to general discomfort for marginalized groups, or that we “have a long way to go.” Another dozen or so specifically refused to divulge detail for fear of being identified for fear of retribution. As a result of this, the remaining responses do not provide a representative picture of those who reported incidents in the closed-ended questions. In addition, for those who did provide detail, those details are likely identifying in many cases, as such, will be withheld to preserve anonymity. Due to all of these factors, the analysis below should be interpreted as selected illustrations of the quantitative findings, and not as representative findings per se. Furthermore, given the very low percentages of people in marginalized groups (especially related to race/ethnicity), we should not interpret the absolute number of these stories as an indicator of importance or lack thereof; a handful of stories about racial discrimination, for example, means that a large proportion of racial minorities on campus are experiencing such incidents.

The vast majority of incidents described in this section refer to interactions between members of the Rollins community, primarily coworkers and supervisors, though a small group specifically mention students. Respondents also often referred to a generalized other of the Rollins community, rather than a specific actor. A handful of people referred to interactions with outsiders, like community members or subcontractors.

The type of incident referred to primarily involved social or professional consequences, though there was at least one incident involving graffiti that was related to a social characteristic. The largest group of responses referred to social consequences, including experiences of being excluded or ignored in interactions, being singled out in interactions for one’s characteristics, feeling “invisible,” being condescended to or disrespected, being subjected to micro-aggressions, or having others make inaccurate (and uncomfortable) assumptions.

A smaller, but still sizable, group related stories of professional consequences, typically involving lack of opportunities, difficulty with upward mobility, being excluded from governance processes, or lacking say over one’s work environment.

The basis for these incidents varied over the traditional markers for discrimination, including gender, age, race/ethnicity, national origin, class, sexuality. The most common complaints involved age discrimination, though the vast majority of these respondents described facing social or professional consequences related to their youth (or youthful appearance). Gender was the second most common basis for these incidents, and was sometimes combined with age, suggesting that young women on campus are frequently feeling socially and professionally isolated on campus.

Those who observed (rather than experienced) incidents reported a similar range of situations as above. Notably, the largest group of these responses referred to observing interactions among students, including inappropriate jokes, language, or slurs directed at women, people of color, or LGB individuals. Though student culture was not specifically asked about, its emergence here suggests that it can have an impact on faculty/staff climate as well. Several respondents also made note of the inaccessibility of many buildings and offices on campus.
Response to incidents of insensitivity or discrimination

According to the follow-up questions about action taken, it seems that very few of these incidents of insensitive behavior are being reported to official channels, as shown in Table 7. Only 7% of those who experienced, and 9% of those who observed, insensitive treatment reported the incident. The most popular action was ignoring the incident; this route was taken by 67% of those who experienced and 49% of those who observed incidents. Fear of retaliation was present for 22% of those who experienced and 15% of those who observed incidents. Those who took action into their own hands and followed up with the person who initiated the behavior include 16% of those who experienced and 24% of observers. In addition, approximately 1/3 of observers followed up with the person affected by the behavior.

Given the opportunity to list “other” actions taken, those who had experienced incidents reported emotional reactions like anger or sadness, informal “venting” with colleagues, or feeling that the incident did not rise to the level of reporting. Observers reported similar “other” actions, and in addition, some reported that the person affected did not want a report.

Observations of other discriminatory behavior

Respondents were asked how often, during their employment at Rollins, they observed employment decisions (e.g., hiring, firing, promotion) that they perceived as unfair or discriminatory. The results for these questions are presented in Table 8. The vast majority of respondents who answered these questions reported that they rarely or never saw this sort of discrimination. However, higher percentages of respondents reported that they very often, often, or sometimes saw decisions they perceived as unfair or discriminatory related to hiring (25%), firing (19%), and promotion (21%). Fewer respondents reported observing the use of coded language by search committees and administrators (12% for both items).

Solutions/Strategies

Respondents were given the opportunity to react to a number of suggestions for solutions. They were asked to rate each of thirteen proposals as “important, somewhat important, or not important” to accomplish the mission of Rollins. The results are presented in Table 9. Respondents gave the highest level of support (rating “very important) to efforts to increase diversity, by recruiting and retaining more students and faculty from underrepresented backgrounds (58% for each). There was also strong support for optional workshops for students (48%), a diversity course added to the general education curriculum (45%), and attempts to make hiring committees racially diverse (45%). The proposals that received the least amount of support were providing more optional workshops for faculty/staff, and requiring faculty to incorporate diversity/inclusion into the curriculum.

Open ended suggestions for diversity and inclusion efforts

Given the opportunity to make open-ended suggestions for diversity and inclusion efforts, 185 respondents shared ideas. These ideas range from general to specific, and address diversity and inclusion at all parts of the College. These data were analyzed to pull out unique ideas and remove repetition. In the spirit of the brainstorming exercise, Table 10 presents a list of the 53 unique suggestions that emerged from the raw data.
Positive moments of inclusion

Near the end of the survey, respondents were asked an open-ended question to “describe an experience and/or general feeling of belonging on campus because of some aspect(s) of your identity.” Given the context of the survey, many respondents found this question confusing, and there was a good amount of repetition of the themes of exclusion from other questions. However, more than 40 respondents took this opportunity to highlight the things and moments when they have felt most included and welcome in the Rollins community. These responses provide a hopeful window into the aspects of Rollins that successfully contribute to diversity and inclusion on campus.

Most prominent was a theme of feeling connections to others at Rollins, or feeling like their coworkers or supervisors looked after them “like family.” Respondents referred to difficult events including grief, illness, and injury when they found themselves fully supported by those around them.

Others made mention of specific diversity and inclusion practices that take place on campus, and noted the good feelings they had about cultural events (like heritage celebrations and celebrations of International Students Week), particular offices or organizations (like the groups at the Lucy Cross Center), and trainings (notably, Safe Zone training). One respondent noted the rainbow flags on office doors as a visible sign of welcome during a campus interview visit.
### Table 1: Demographic and Employment Characteristics of Respondents (n = 556)

<table>
<thead>
<tr>
<th>Primary Affiliation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>28%</td>
</tr>
<tr>
<td>Staff/Administrator</td>
<td>72%</td>
</tr>
</tbody>
</table>

For staff only (n = 398), percentage of time spent interacting with students

<table>
<thead>
<tr>
<th>Interaction Time</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25%</td>
<td>25%</td>
</tr>
<tr>
<td>At least 25%</td>
<td>11%</td>
</tr>
<tr>
<td>At least 50%</td>
<td>13%</td>
</tr>
<tr>
<td>75% or more</td>
<td>22%</td>
</tr>
</tbody>
</table>

How long at Rollins

<table>
<thead>
<tr>
<th>Years at Rollins</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years</td>
<td>22%</td>
</tr>
<tr>
<td>3-5 years</td>
<td>23%</td>
</tr>
<tr>
<td>6-10 years</td>
<td>19%</td>
</tr>
<tr>
<td>11-15 years</td>
<td>17%</td>
</tr>
<tr>
<td>16-20 years</td>
<td>7%</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>12%</td>
</tr>
</tbody>
</table>

Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>37%</td>
</tr>
<tr>
<td>Female</td>
<td>60%</td>
</tr>
<tr>
<td>Refused/No answer</td>
<td>3%</td>
</tr>
</tbody>
</table>

Race/ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>74%</td>
</tr>
<tr>
<td>Non-white</td>
<td>20%</td>
</tr>
<tr>
<td>Refused/No answer</td>
<td>6%</td>
</tr>
</tbody>
</table>

Sexual orientation

<table>
<thead>
<tr>
<th>Sexual Orientation</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heterosexual</td>
<td>83%</td>
</tr>
<tr>
<td>Lesbian, Gay, Bisexual</td>
<td>6%</td>
</tr>
<tr>
<td>Refused/No answer</td>
<td>11%</td>
</tr>
</tbody>
</table>

Age

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>13%</td>
</tr>
<tr>
<td>31-40</td>
<td>24%</td>
</tr>
<tr>
<td>41-50</td>
<td>24%</td>
</tr>
<tr>
<td>51-59</td>
<td>21%</td>
</tr>
<tr>
<td>60 or older</td>
<td>16%</td>
</tr>
<tr>
<td>Refused/No answer</td>
<td>1%</td>
</tr>
<tr>
<td>Citizenship status</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>U.S. Citizen</td>
<td>95%</td>
</tr>
<tr>
<td>Resident or Non-resident visa</td>
<td>3</td>
</tr>
<tr>
<td>Refused/No answer</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has disability that affects major life activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>92%</td>
</tr>
<tr>
<td>Yes</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reported socioeconomic status</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Working poor</td>
<td>4%</td>
</tr>
<tr>
<td>Working class</td>
<td>16</td>
</tr>
<tr>
<td>Lower-middle class</td>
<td>27</td>
</tr>
<tr>
<td>Upper-middle class</td>
<td>37</td>
</tr>
<tr>
<td>Wealthy</td>
<td>1</td>
</tr>
<tr>
<td>Refused/No Answer</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest level of education</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H.S. diploma/GED or less</td>
<td>6%</td>
</tr>
<tr>
<td>Some college, Associate’s or Technical</td>
<td>15</td>
</tr>
<tr>
<td>Bachelor’s</td>
<td>23</td>
</tr>
<tr>
<td>Master’s or Professional</td>
<td>30</td>
</tr>
<tr>
<td>Doctorate</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Political orientation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very conservative</td>
<td>3%</td>
</tr>
<tr>
<td>Conservative</td>
<td>15</td>
</tr>
<tr>
<td>Independent/Moderate</td>
<td>27</td>
</tr>
<tr>
<td>Liberal</td>
<td>25</td>
</tr>
<tr>
<td>Very liberal</td>
<td>15</td>
</tr>
<tr>
<td>None</td>
<td>6</td>
</tr>
<tr>
<td>Refused/No answer</td>
<td>10</td>
</tr>
</tbody>
</table>

\( a \) Totals may not equal 100% due to rounding
\( b \) Refused/No answer reported only when it comprises more than 1% of sample.
\( c \) Additional options were given for these questions, but too responses in these categories were rare (<1%)
\( d \) Categories other than white are too small to be analyzed separately.
Table 2: Global measures of campus climate

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, how comfortable are you with the climate at Rollins College? (n= 556)</td>
<td></td>
</tr>
<tr>
<td>Very comfortable</td>
<td>23%</td>
</tr>
<tr>
<td>Comfortable</td>
<td>45</td>
</tr>
<tr>
<td>Neither comfortable nor uncomfortable</td>
<td>20</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>10</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>2</td>
</tr>
<tr>
<td>Overall, how comfortable are you with the climate in your specific department or work area? (n=555)</td>
<td></td>
</tr>
<tr>
<td>Very comfortable</td>
<td>42%</td>
</tr>
<tr>
<td>Comfortable</td>
<td>33</td>
</tr>
<tr>
<td>Neither comfortable nor uncomfortable</td>
<td>15</td>
</tr>
<tr>
<td>Uncomfortable</td>
<td>8</td>
</tr>
<tr>
<td>Very uncomfortable</td>
<td>3</td>
</tr>
<tr>
<td>In the past year, have you seriously considered leaving Rollins College due to the campus climate? (n = 551)</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>78%</td>
</tr>
<tr>
<td>Yes</td>
<td>22</td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly agree or agree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Rollins demonstrates that it values a diverse faculty</td>
<td>56%</td>
</tr>
<tr>
<td>Rollins demonstrates that it values a diverse staff</td>
<td>60</td>
</tr>
<tr>
<td>Rollins demonstrates that it values a diverse student body</td>
<td>59</td>
</tr>
<tr>
<td>Rollins has visible leadership from upper-level administrators who foster diversity.</td>
<td>63</td>
</tr>
<tr>
<td>The workplace climate at Rollins is accommodating to faculty/staff from underrepresented groups.</td>
<td>58</td>
</tr>
<tr>
<td>As a whole, Rollins is accommodating for people with disabilities.</td>
<td>65</td>
</tr>
<tr>
<td>The workplace climate at Rollins is accommodating for people with children/families.</td>
<td>80</td>
</tr>
<tr>
<td>There are certain unwritten rules one must learn in order to successfully navigate workplace politics at Rollins</td>
<td>61</td>
</tr>
<tr>
<td>It is more difficult for individuals from underrepresented groups to navigate Rollins’s workplace than it is for others.</td>
<td>33</td>
</tr>
<tr>
<td>I believe that the Rollins community is sensitive to issues relating to religion</td>
<td>61</td>
</tr>
<tr>
<td>The Rollins community is sensitive to issues relating to race and ethnicity.</td>
<td>67</td>
</tr>
<tr>
<td>The Rollins community is sensitive to issues relating to sexual orientation</td>
<td>75</td>
</tr>
<tr>
<td>The mission of Rollins to educate students liberally requires a special attention to diversity and social justice.</td>
<td>80</td>
</tr>
</tbody>
</table>
Table 4: Reaction and identification with “diversity”

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>When you hear the word diversity used on campus, is your initial reaction… (n= 505)</td>
<td></td>
</tr>
<tr>
<td>Very positive</td>
<td>16%</td>
</tr>
<tr>
<td>Positive</td>
<td>41</td>
</tr>
<tr>
<td>Neutral</td>
<td>34</td>
</tr>
<tr>
<td>Negative</td>
<td>7</td>
</tr>
<tr>
<td>Very negative</td>
<td>3</td>
</tr>
<tr>
<td>When you hear the word diversity used on campus, do you feel that it applies to you? (n=504)</td>
<td></td>
</tr>
<tr>
<td>Definitely yes</td>
<td>16%</td>
</tr>
<tr>
<td>Sometimes yes</td>
<td>36</td>
</tr>
<tr>
<td>Sometimes no</td>
<td>11</td>
</tr>
<tr>
<td>Definitely no</td>
<td>21</td>
</tr>
<tr>
<td>Unsure</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Very often or often</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>In the past year, how often have you personally experienced insensitive treatment or uncomfortable behavior at Rollins College that you believe was based on:</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>3%</td>
</tr>
<tr>
<td>Country of origin</td>
<td>2</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td>4</td>
</tr>
<tr>
<td>Religion</td>
<td>2</td>
</tr>
<tr>
<td>Sex</td>
<td>4</td>
</tr>
<tr>
<td>Gender identity/expression</td>
<td>1</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>1</td>
</tr>
<tr>
<td>Physical characteristics</td>
<td>7</td>
</tr>
<tr>
<td>Physical disability</td>
<td>1</td>
</tr>
<tr>
<td>Mental disability</td>
<td>0</td>
</tr>
<tr>
<td>Education level</td>
<td>2</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>2</td>
</tr>
<tr>
<td>Family status</td>
<td>2</td>
</tr>
<tr>
<td>Political views or affiliation</td>
<td>4</td>
</tr>
</tbody>
</table>
Table 6: Observations of insensitive treatment

<table>
<thead>
<tr>
<th></th>
<th>Very often or often</th>
<th>Sometimes</th>
<th>Rarely or never</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past year, how often have you observed insensitive treatment or uncomfortable behavior at Rollins College that you believe was based on:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>3%</td>
<td>12%</td>
<td>84%</td>
<td>500</td>
</tr>
<tr>
<td>Country of origin</td>
<td>2</td>
<td>12</td>
<td>86</td>
<td>491</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td>6</td>
<td>15</td>
<td>79</td>
<td>506</td>
</tr>
<tr>
<td>Religion</td>
<td>3</td>
<td>12</td>
<td>84</td>
<td>502</td>
</tr>
<tr>
<td>Sex</td>
<td>4</td>
<td>15</td>
<td>80</td>
<td>501</td>
</tr>
<tr>
<td>Gender identity/expression</td>
<td>2</td>
<td>10</td>
<td>88</td>
<td>495</td>
</tr>
<tr>
<td>Sexual orientation</td>
<td>2</td>
<td>11</td>
<td>86</td>
<td>498</td>
</tr>
<tr>
<td>Physical characteristics</td>
<td>2</td>
<td>8</td>
<td>90</td>
<td>494</td>
</tr>
<tr>
<td>Physical disability</td>
<td>1</td>
<td>4</td>
<td>94</td>
<td>490</td>
</tr>
<tr>
<td>Mental disability</td>
<td>1</td>
<td>3</td>
<td>96</td>
<td>488</td>
</tr>
<tr>
<td>Education level</td>
<td>3</td>
<td>8</td>
<td>89</td>
<td>491</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>6</td>
<td>11</td>
<td>83</td>
<td>498</td>
</tr>
<tr>
<td>Family status</td>
<td>2</td>
<td>7</td>
<td>91</td>
<td>491</td>
</tr>
<tr>
<td>Political views or affiliation</td>
<td>5</td>
<td>12</td>
<td>83</td>
<td>493</td>
</tr>
</tbody>
</table>
Table 7: Actions taken by those who experienced or observed insensitive treatment.\(^a\)

<table>
<thead>
<tr>
<th>Action</th>
<th>Percent of those Experienced (n=296)</th>
<th>Percent of those Observed (n=)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I reported it</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>I ignored it</td>
<td>67</td>
<td>49</td>
</tr>
<tr>
<td>I did not report for fear of retaliation</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>I followed up with the person who initiated the behavior</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>I followed up with the person affected by the behavior</td>
<td>--</td>
<td>35</td>
</tr>
<tr>
<td>I followed up with the person affected by the behavior (for observations only)</td>
<td>--</td>
<td>35</td>
</tr>
<tr>
<td>Other</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

\(^a\) Respondents could choose multiple options, so percentages do not total 100%
Table 8: Observations of discriminatory practices

<table>
<thead>
<tr>
<th>Observation</th>
<th>Very often or often</th>
<th>Sometimes</th>
<th>Rarely or never</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring decisions that you perceived were unfair or discriminatory</td>
<td>7%</td>
<td>18%</td>
<td>75%</td>
<td>446</td>
</tr>
<tr>
<td>Firing decisions that you perceived were unfair or discriminatory</td>
<td>6</td>
<td>13</td>
<td>81</td>
<td>440</td>
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<tr>
<td>Promotion decisions that you perceived were unfair or discriminatory</td>
<td>9</td>
<td>19</td>
<td>71</td>
<td>438</td>
</tr>
<tr>
<td>Coded language used by search committee members in reference to diverse candidates or hiring decisions</td>
<td>4</td>
<td>8</td>
<td>88</td>
<td>410</td>
</tr>
<tr>
<td>Coded language used by administrators in reference to diverse candidates or hiring decisions</td>
<td>4</td>
<td>8</td>
<td>88</td>
<td>409</td>
</tr>
</tbody>
</table>

*a Higher numbers of “don’t know” answers to the last two questions likely reflect different access to search processes.
Table 9: Importance of new diversity/inclusion efforts to accomplish the mission of Rollins, in order of support.

<table>
<thead>
<tr>
<th>Effort</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not important</th>
<th>n</th>
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</thead>
<tbody>
<tr>
<td>Recruit and retain more students from underrepresented backgrounds.</td>
<td>58</td>
<td>33</td>
<td>8</td>
<td>496</td>
</tr>
<tr>
<td>Recruit and retain more faculty from underrepresented backgrounds.</td>
<td>58</td>
<td>33</td>
<td>9</td>
<td>497</td>
</tr>
<tr>
<td>Provide more optional workshops/programs relating to issues of</td>
<td>48</td>
<td>40</td>
<td>12</td>
<td>500</td>
</tr>
<tr>
<td>diversity/inclusion for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt to make hiring committees racially diverse.</td>
<td>45</td>
<td>40</td>
<td>16</td>
<td>496</td>
</tr>
<tr>
<td>Include a general education course that is focused on issues of</td>
<td>45</td>
<td>37</td>
<td>18</td>
<td>498</td>
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<tr>
<td>diversity/inclusion and social justice for students.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require faculty to participate in educational programs on diversity,</td>
<td>39</td>
<td>39</td>
<td>21</td>
<td>501</td>
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<tr>
<td>inclusion, and cultural competency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate faculty according to, among other criteria, their demonstrated</td>
<td>36</td>
<td>38</td>
<td>26</td>
<td>494</td>
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<tr>
<td>sensitivity and commitment to principles of inclusion.</td>
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<td></td>
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</tr>
<tr>
<td>Make diversity a criterion in hiring practices for faculty positions.</td>
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<td>38</td>
<td>27</td>
<td>490</td>
</tr>
<tr>
<td>Require staff to participate in educational programs on diversity,</td>
<td>34</td>
<td>43</td>
<td>23</td>
<td>500</td>
</tr>
<tr>
<td>inclusion, and cultural competency.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluate staff according to, among other criteria, their demonstrated</td>
<td>34</td>
<td>41</td>
<td>25</td>
<td>494</td>
</tr>
<tr>
<td>sensitivity and commitment to principles of inclusion.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Make diversity a criterion in hiring practices for staff positions.</td>
<td>34</td>
<td>39</td>
<td>27</td>
<td>492</td>
</tr>
<tr>
<td>Provide more optional workshops/programs relating to issues of</td>
<td>32</td>
<td>49</td>
<td>19</td>
<td>501</td>
</tr>
<tr>
<td>diversity/inclusion for faculty and staff.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Require faculty across disciplines to incorporate diversity/inclusion</td>
<td>31</td>
<td>38</td>
<td>31</td>
<td>495</td>
</tr>
<tr>
<td>into their curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 10: Aggregated list of suggestions for diversity and inclusion efforts.

- Require department training on conflict management, organizational behavior.
- Make use of faculty strengths in areas of diversity and inclusion training, and train more faculty as effective facilitators.
- More transparency in budget and strategic planning.
- If the students are willing to disclose it, knowing the diverse make up of students in our classes might help faculty be more cognizant of diversity issues in the classroom.
- Structural commitments to diversify faculty, staff, students.
- Support (recruitment, marketing, spotlighting) academic programs centered on diversity and inclusion.
- Adequate funding for diversity initiatives.
- Require cultural competency training for students/faculty/administrators/staff.
- Hire more professors of color.
- Continue conversations beyond upcoming Summit.
- Develop a financial aid model that would support diversification of student body, by race/ethnicity and socioeconomic status.
- Have student groups do more than cultural/food parties.
- Campus plays with diverse topics, and diverse casts.
- More exchanges with international students.
- Make campus leadership more diverse.
- More transparency in hiring, promotion decisions.
- Put diversity/inclusion efforts on performance appraisals.
- Incorporate diversity statement into mission.
- Add curricular focus on diversity.
- Mentoring program for faculty, students.
- Accountability and higher expectations for racial equity and justice within Fraternity and Sorority Life and athletic programs.
- Need blind admissions.
- Diversity/inclusion essays for entering students.
- Encouragement of junior faculty in governance.
- Encourage conversation about diverse faiths.
- Have HR present at discussions of candidates.
- Make membership of DAC more diverse in terms of political/religious backgrounds.
- Higher pay for faculty and staff.
- Reduce nepotism in hiring.
- Increase conversations/training with regards to diversity of people on campus.
- Change the evaluation process so that a variety of pedagogical approaches (especially as it relates to teaching issues of race, racism, gender, class) are valued.
- Reframe diversity issues to be more about inclusion, to avoid tendency to see it as just "political correctness." Constructive rather than critical approaches.
- Increase accessibility to buildings.
- Orient all new managers to the culture of Rollins.
- More campus-wide events in which everyone - students, faculty, staff - participates.
- Celebrate existing diversity on campus.
- More collaborative activities. Fewer silos.
More hiring of underrepresented groups as administrators/faculty/staff.
Optional workshops on cultural competency, with incentives.
Deeper discounts to staff/faculty to eat in Campus Center (to increase community interactions).
More opportunities for student involvement outside of FSL/athletics.
Increase involvement of local community on campus (e.g., RCLL)
Involve members from all employee groups in committees/governance.
Data driven decisions on programs, assessment.
Cluster hiring of underrepresented groups of faculty.
Establish specific faculty positions for underrepresented groups.
Recruit students from the South (other than Florida).
Change CIEs to include best practices to avoid gender and race bias.
Offer professional certification for faculty/staff on diversity.
Revive the Office of Multicultural Affairs.
Reward (don't require) efforts to increase diversity and inclusion.
Create Ethnic Studies department, and Women/Gender Studies department, and incentivize,
through funds-matching from president/provost, for faculty who could teach in these
departments in addition to other departments, but have the tenure home be in Ethnic or
Women/Gender studies.
Support staff and faculty relationships by valuing both equally.