Q2—Please specify any additional suggestions/comments regarding workload within your immediate work environment or at CSU

292 No work/life balance
- Workload too heavy
- Staffing shortage, positions left unfilled
- Tedious hiring process
- More work for less pay
- Too much responsibility passed down from central offices to departments
- Workload unfairly distributed
- Assigned to other areas due to staffing issues leaving my area short staffed
- Quality suffers
- Unable to take accrued time off
- Feelings of burnout and frustration
- Lean/mean institutional culture unhealthy

17 Work/life balance encouraged

43 Lack of accountability
- Employees not held accountable for poor job performance
- Employees not held accountable for unprofessional behavior
- Strong employees are overburdened
- Inconsistency in how staff is treated (salary, benefits, fringe benefits)
- Preference given by employee classification = Faculty/Administrative Professional/State Classified
- Favoritism/nepotism

43 Lack respect
- Marginalized
- Not appreciated
- Unable to share ideas or suggestions
- Lack of raises suggests lack of respect

37 Supervisor/manager concerns
- Weak management skills
- Unclear about priorities, goals and objectives
- Exhibits unprofessional behavior
- Unrealistic expectations
• Delegates too much
• Provides little or no communication
• Does not help take pressure off employees
• No advocacy

8  Supervisor/manager strengths

• Excellent management skills
• Supportive/advocate
• Communicates well and frequently
• Helps staff achieve work/life balance
• Encourages and provides growth opportunities

24  Service work/teaching

• Unfair distribution of service work/teaching load
• Service work not assessed or rewarded
• Service work primarily assigned to women
• Service work is a waste of time

15  Budget

• Can’t pay competitive wages to hire or retain talented employees
• Expectation to do more with less is getting old
• Too many budget cuts
• Required to implement new programs without additional resources
• Compensation not equally distributed
• Administration gets raises while faculty/staff salaries remain stagnant
• Job description rewritten resulting in lower pay with same responsibilities

11  Lack efficiency

• Outdated policies and procedures
• Outdated facilities
• Outdated equipment and tools
• Outdated technology
• Too many meetings or meetings without clear purpose
• Poorly written procedures

10  Communication concerns

• Don’t have time to communicate
• Hierarchical and concerned about who communicates with whom
• No opportunity to provide input
• Not open to diverse opinions

4 No advancement opportunities

33 Positive experience

• Love working at CSU
• Great colleagues
• Enjoy the variety of my job
• Everyone carries their weight
• Appreciate training opportunities
• Extra hours are part of the job
• Extra work is by choice

Q5—Please specify any additional suggestions/comments regarding respect within your immediate work environment or at CSU

126 Lack of respect

• Do not feel respected
• Marginalized
• No advocacy
• Teaching not valued
• Salary inequity and lack of raises
• No advancement opportunities
• Lack of respect for women
• Leadership source of disrespectful behavior
• Faculty source of disrespectful behavior
• Overworked culture contributes to hurried behavior which may give impression of disrespect

77 Inequity

• Inequity based on classification hierarchy = Faculty/Administrative Professional/State Classified
• Inequity based on division, college, department or office
• Inequity based on gender
• Inequity may include one or more of the following: salary, raises, distribution of work, benefits, fringe benefits, value and acknowledgement
• State classified are treated like second class citizens
• Concern regarding move to change state classified positions to administrative professional
• Favoritism
• Poorly defined job descriptions that contribute to uneven distribution of duties

43 Supervisor/manager concerns
• Poor management skills
• Fosters negative environment
• Always gone
• Assigns duties outside job description without promotion, salary increase or training
• Takes credit for employee work
• Unethical behavior
• Unprofessional behavior (i.e. divisive, secretive, disengaged)
• Does not advocate for employees

17 Supervisor/manager strengths

• Strong advocate
• Positive role model
• Clear communicator
• Creates positive environment
• Encourages professional growth
• Wonderful to work with
• Supervisor is a strong advocate but undermined from above
• Supervisor provides positive environment even when surrounded by negativity

30 Lack of accountability

• Accountability inconsistent or lacking for poor job performance
• Accountability inconsistent or lacking for unprofessional/unethical behavior
• Evaluation methods vary within department
• Favoritism
• Anger and frustration that unethical behavior and poor job performance issues are not dealt with

18 Toxic environment

• Bullying
• Made to feel humiliated
• Inappropriate physical contact
• Sexist arrogant behavior
• Senior faculty support male colleagues who abuse women and non-tenure track faculty
• Racist/sexist comments
• Inappropriate language

13 Non-tenure track, adjunct, special, contract employee concerns

• Salary inequity
• No advocacy
• No benefits
• No job stability
• Not given a voice

9 Communication concerns

• Poor or lack of communication
• Discouraged from providing input
• Suggestions overlooked and ignored
• Inappropriate email conversations
• Communication is getting worse as workload increases

38 Feel respected and CSU is supportive and positive

Additional suggestions/comments/requests for guidance

• Need anti bullying policy that protects against faculty and leadership which is the source of demeaning behavior
• Need to deal with unprofessional behavior and poor job performance quickly and with consequences to reduce incidence
• Need more rigorous evaluation of tenured faculty
• Now that there is movement towards equity, diversity and inclusion, senior faculty need to get on board with the mission
• Need guidance regarding expectations for responding to emails during the evening and weekends

Q7—Please specify any additional suggestions/comments regarding leadership within your immediate work environment or at CSU

108 Lack of accountability

• No or minimal accountability for poor job performance
• No or minimal accountability for unprofessional, uncivil or unethical behavior
• Favoritism/nepotism
• Inconsistency on how people are treated (salary, benefits, fringe benefits, work assignment)
• Policies and procedures to deal with poor performance/behavior are cumbersome and time consuming
• Tenured faculty have little or no accountability

101 University leadership

• Focus on wrong priorities
• Do not improve mission of higher education
• Have no clear strategy or direction to meet mission
- No shared governance
- Not transparent
- Not accountable
- Get raises while faculty/staff salaries stagnate
- Only concerned about increasing enrollment and tuition dollars
- Does not consider input from on or off campus constituents
- Exhibits unprofessional/unethical behavior

75 Supervisor/manager
- No shared governance
- Not transparent
- Inconsistent in evaluation methods
- Makes decisions without input
- Creates negative work environment
- Favoritism
- Indecisive and ineffective
- Exhibits unprofessional/unethical behavior

47 Inequity
- Inequity is not being addressed
- Salary and benefits inequity exists by gender, race/ethnicity, job classification and department
- Fringe benefits (i.e. working from home, flex schedule) inequity exists by job classification
- Pay not commensurate with workload or level of responsibilities

19 Communication
- Weak or minimal communication
- No communication
- Input discouraged
- Emails too long
- Uncomfortable political discussions in workplace

41 Positive feedback
- Leadership is good, logical and organized
- Solid, visionary leadership
- Diligent effort to communicate
- Provides a safe and open place for all people
- Making improvements regarding equity
- More transparent
Additional suggestions/comments/requests for guidance

- Need more efforts toward equity for women
- Provide feedback and statistical information about corrections made regarding concerns raised on survey
- Email communication needs to be direct—bullet points followed by easily understood descriptions
- Evaluate who has been chosen for leadership positions taking into consideration diversity, inclusiveness, ethical behavior, job knowledge and performance, model behavior and contributions
- Bigger is not always better—quality education at a reasonable price is more important

**Q12—Please specify any additional suggestions/comments regarding search committee/process within your immediate work environment or CSU**

**90 Search process conduct**

- Biased and unfair
- Favoritism/nepotism
- Can’t speak out about bias
- Opinions not valued
- Candidates coached
- EO coordinator does not understand their role
- Inconsistency among EO coordinators
- Concerns not raised when applicant pool lacks diversity
- Minimum qualifications may ensure a limited applicant pool
- Minimum qualification are written to target a specific person
- Where position announcements are posted may limit diverse applicants
- Positions are not advertised and are filled based upon favoritism/nepotism
- Correspondence not sent to unsuccessful candidates

**62 Search procedures/process**

- Broken
- Cumbersome and time consuming
- Take too long to complete
- Positions take too long to fill causing the burden to be taken up by already overworked staff
- Exceptional candidates are lost because the process takes too long

**23 Hiring authority**

- Does not take search committee recommendations into consideration
- Search committee list of qualified candidates rejected and told to start over
• Hires a much less qualified candidate
• Feels like a total waste of time when recommendations are ignored
• Refuse to be on a search committee because search committee recommendations are ignored

27 Positive feedback

• Good process with good outcomes
• Strong chair and committee ensured a fair search
• Strong training program
• Positive experience with EO coordinator
• Effective and fair
• Search committee respectful in disagreement

Additional suggestions/comments/requests for guidance

• Include external community on search committees
• Need more training to avoid bias/discrimination in search process
• Implement blind review methods to counter bias
• Allow State Classified to serve as EO coordinators
• Reward search chair/committee members

Q12—Please specify any additional suggestions/comments regarding physical campus environment within your immediate work environment or CSU

110 Building and grounds

• Entire building needs to be demolished and rebuilt
• Needs updating
• Roof leaks, paint is peeling, carpet worn and buckling
• Poor lighting in hallways
• Feels unsafe at night
• Inadequate for a R1 institution
• Inaccessible buildings (i.e. no elevators, doors too heavy)
• Old, unkempt buildings are demoralizing to staff and present a negative public image
• Hallways and corridors are crowded
• Lack exits at end of building or stairwell
• Need breakrooms
• Need better upkeep of roads and sidewalks
• Improve snow removal
• Snow season adds additional risks to all people and more so for people who use wheelchairs, crutches and other devices
• Lack of lighting on south and west side of campus
• Some areas of campus feel unsafe because there is inadequate or no outdoor lighting
Office space

- Lack of office space
- People are crowded into cramped and noisy spaces
- Lack of privacy
- No or minimal confidentiality (problematic for positions/situations requiring confidentiality)
- Lack of space requires department staff to be spread out across campus causing inefficiency and isolation
- No permanent work space and must move around continually
- Congested work space is inaccessible to people with disabilities
- Poor lighting
- Lack of natural lighting
- Substandard furniture
- Ergonomic needs not being addressed
- Equipment, tools, software, hardware is outdated and unreliable
- Quality of office space and furniture and equipment needed to preform job duties depends on status (classification/college/department/office)
- Feel undervalued due to poor work environment

Parking

- Not enough parking
- Parking permit too costly
- Pay premium price for permit and still can’t find parking
- Must park too far
- Safety concern after dark when parking far away from office
- Need better lighting in parking lots

Heating, ventilation and air conditioning (HVAC)

- HVAC system old and ineffective
- Climate control problems - too hot or too cold
- Air quality poor
- Air vents not cleaned
- Noise from HVAC makes it hard to concentrate

Bathrooms

- Inadequate number of bathrooms
- Need updating
- Some bathrooms are not set up to meet the needs of people with permanent or temporary disabilities
- Need more gender neutral bathrooms
22 Safety concerns

- Concern about asbestos abatement
- Concern about toxic black mold in work area
- Mouse droppings on desk
- Performing job duties with unsafe equipment
- Bike/pedestrian/car collisions a constant risk

19 Lactation facilities and policy lacking

14 Construction

- Disruptive
- Dangerous
- Creates problems for handicap access
- Stop new construction and take care of existing facilities

24 Positive experience

- Creating physical environment that is inclusive and collaborative
- Positive work space
- All tools needed to perform job are provided

Additional suggestions/comments/requests for guidance

- Send text/email messages about street closures due to construction or other events
- Encourage alternative transportation by providing shower/locker rooms, secure bike parking (too many bikes are stolen) and the ability to buy a daily parking pass at a reasonable price
- Design work space to promote collaboration for teaching, learning and working

Q16—Please specify any additional suggestions/comments regarding diversity and inclusion within your immediate work environment or at CSU

183 Diversity and inclusion concerns

- Not enough diversity on campus
- Diversity initiatives seen only as politically correct, all talk and no action
- Witnessed or experienced discrimination
- Inequity and bias against women in salary and leadership opportunities
- Age basis of unfair treatment
- Intolerance based on religion
- Intolerance based on conservative views
- Job classification basis of unfair treatment
- Parental status basis of unfair treatment
- Bias based on socioeconomic status

10
• Some of campus inaccessible to people with disabilities
• Concerned about performing job duties for fear of being seen as discriminating against diverse populations
• Supervisor/manager fosters a hostile environment, not a safe place to bring up concerns
• Lack of accountability for unprofessional behavior
• Diversity defined too narrowly
• Appreciate diversity training but workload prohibits participation
• Plenty of training but little role modeling of true inclusion
• Reverse discrimination a problem
• Topic is overdone, tired of subject

31 Positive feedback
• Positive and supportive immediate work environment
• CSU does a good job of ensuring diversity and inclusion
• Strong diversity training

Additional suggestions/comments/requests for guidance
• Diversity classes fill up quickly—need to add more classes
• Faculty needs to participate in diversity training
• Experienced faculty with knowledge in these areas (i.e. ethnic studies, anthropology, history, language, literature and cultures, international studies, sociology) need to be consulted
• Diversity training of anyone who wants to become a supervisor should be mandatory

Q30_1—What experience at CSU has had the greatest positive impact on you with regard to diversity?

137 Diversity training
• Numerous training opportunities offered
• Excellent internal and external speakers
• Learned about many aspects of diversity
• Exposure to different experiences, cultures, thinking, lifestyles

115 CSU culture
• Atmosphere of inclusion
• Able to have open and frank discussions about diversity
• Diversity is broadly defined
• Emphasis on social justice
• Supportive and positive
• Takes care of employees
• Creates a Ram Family
Diverse environment/experiences

- Energized and enjoy working, learning and interacting with diverse colleagues
- Commitment to diversity demonstrated by creating and supporting positions, services, offices
- Focus on hiring and retaining diverse faculty and staff
- Appreciate working in a diverse environment
- Important to see female and/or diverse people in leadership positions

Work with talented, supportive and welcoming colleagues

Office, department, college

- Inclusive and welcoming
- Supportive
- Commitment to diversity

Appreciate educational opportunities and professional growth

Working with students and helping them to succeed

Leadership

- Commitment to diversity from the top
- Taking action to demonstrate commitment – hiring diverse faculty and staff, diversity in leadership positions
- Support of positions, programs and services that deal directly with diversity
- Clearly articulates and communicates commitment to diversity
- Creating an inclusive environment

Higher Education

- Enjoy working in higher education in general and CSU in specific
- CSU upholding land-grant mission
- Great experience working in my field
- Research opportunities
- Working with great minds
- Finding strong mentors
- Making a contribution

CSU benefits and advancement opportunities

Experience with international faculty, staff and students at home and abroad

Flexible work schedule

CSU degree
9 Cultural events and activities

Q30.2—What experience at CSU has had the greatest negative impact on you with regard to the diversity?

138 CSU culture

- CSU does not “walk the talk”
- Lack of diversity – leadership, faculty, staff and students
- Gender bias
- Unconscious and conscious bias
- Attitude that diversity and inclusion is not my responsibility
- Diversity the responsibility of support offices
- Favoritism and nepotism
- Fort Collins lack of diversity
- Difficult to recruit diverse population to CSU and Fort Collins
- CSU has problems with retention of diverse populations

112 Lack of respect

- Negative comments about multiracial background
- Rude behavior and negative comments by male colleagues
- Rude behavior and negative comments based on color, age, disability, gender, lifestyle, appearance, religious affiliation, country of origin, job classification
- Assumption of preferential treatment of diverse candidates in search process
- Bias in hiring process against diverse populations
- Assumption that being diverse makes you less capable
- Expecting higher job performance of women compared to men
- Assuming that you are the voice for anyone who looks like you
- Negative stereotypes
- Consistent Christian influence around campus
- Bias based on language skills

77 Supervisor/manager

- Provides no leadership
- Abusive
- Leads by fear
- No support or advocacy
- Creates a negative work environment
- Does not promote diversity and inclusion
- Allows sexist and racist comments to be shared
Toxic environment

- Sexual harassment
- Aggressive behavior
- Racist behavior and language
- Verbal assaults
- Bullying
- Prejudice
- Does not feel like a safe environment
- Lack of accountability in dealing with issues of discrimination and harassment
- Blaming the victim
- More concerned with covering CSU than solving the problem

Other experiences/attitudes toward diversity and inclusion

- Too much focus on diversity
- Moving toward reverse discrimination
- Bias against being white
- Bias against being a white male
- Bias against being a Christian
- Afraid to perform job duties with diverse people for fear of being accused of discrimination
- Preferential treatment for all diverse classifications
- Hidden forms of differences are ignored (i.e. economic status, health)
- Hiring unqualified candidates just to meet diversity numbers
- Lack of diversity in a program may be due to location in Colorado and clientele being served and should not be seen as a negative in the evaluation process

Experienced or witnessed discrimination

- Discrimination based on color, gender, sexual orientation, disability, age, job classification, religion, country of citizenship
- Hiring process
- Female in male dominated career

Training

- Faculty do not participate
- Same people at all the training sessions
- Need more diversity training
- More opportunity for open discussion
- Concern about blame and shame in training
- Too much diversity training
Leadership

- Discriminatory and unethical behavior not dealt with at the leadership level suggests acceptance
- Lack of diversity
- Not transparent
- Focus on wrong priorities
- Not accountable

Fort Collins community

- Lack of diversity
- Does not feel safe

Q31_1—What is the most important factor that contributes to your quality of life at CSU?

Colleagues

- Respectful
- Supportive and caring
- Welcoming
- Talented
- Intelligent
- Shared comradery

Work/life balance

- Flexible work schedule
- Time off
- Telecommuting
- Part-time schedule
- Job assignments

Benefits

- Employment
- Access to numerous resources
- Education benefit
- Working on degree
- Access to trainings, seminars, symposiums
- Ride Max/bus for free
- Time off
- Pay and benefits

Career
• Working with students
• Teaching
• Involvement in novel research projects in science and education
• Challenging and rewarding work
• Collaboration across units and colleges
• Autonomy
• Working with an outstanding mentor
• Intellectual stimulation
• Opportunities for growth
• Pride in job and place of work
• Public purpose

86   CSU culture

• Professional atmosphere and environment
• Diverse and inclusive
• Belief in the overall mission of the university
• Caring and respectful
• Sense of community
• Pride in the university

79   Campus environment/setting

• CSU in beautiful location
• Beautiful campus
• Fort Collins and Colorado
• Cultural opportunities
• Diverse
• Safe
• Bike friendly
• Close to family

77   Leadership/dean/director/supervisor

• Visionary
• Consistent and positive effort
• Creates a positive, safe work environment
• Makes me feel valued, respected and empowered
• Seeks and listens to input
• Recognizes a job well done

71   Work/life balance
• Encouraged and supported by supervisor
• Encouraged and supported by colleagues

Q31.2—What is the most important factor that detracts from your quality of life at CSU?

258  Work/life balance
• Overworked
• No work/life balance
• Must work evenings and weekends to get the job done
• Job never done
• Personal and family life is suffering
• High stress level
• Large enrollment growth without additional staffing or funding
• Expectation of availability by phone or email even during off hours
• Stressful to be on call 24/7
• Concern for quality of work given workload
• Required to initiate new programs without giving anything up
• Overburdened with teaching and service

193  Salary
• Inadequate salary
• No or low salary increases
• Salary does not keep up with cost of living
• Salary inequity by gender
• Salary inequity for non-tenured employees
• Salary inequity based on division, college, department, office
• No salary increases for State Classified
• Lack of merit raises
• Salary inadequate for level of responsibility
• Wages not comparable to similar institutions
• Wages not comparable to similar jobs outside the university
• Cost of living in Fort Collins in relation to low wages
• Can’t afford to live in Fort Collins

124  Supervisor/manager
• Ineffective
• Insensitive
• Unmotivated
• Unprofessional/Unethical
• Disrespectful
• Creates a hostile work environment
• Negative management style
• Micromanager
• Unqualified for position
• Does not address conflict
• Poor utilization of staff skills and knowledge
• Does not provide training for new employees
• Does not provide or support training and professional growth
• Not an advocate

80 Lack of respect and professional growth

• Unappreciated
• Unacknowledged
• Undervalued
• Unsupported
• Underutilized
• No professional growth opportunities
• No advancement opportunities

62 CSU culture

• Constantly working in state of emergency
• Lacks a sense of community
• High level of competition for dollars and recognition
• Lacks diversity
• Obsessed with diversity
• Too conservative
• Too liberal
• Conservative, outdated and unprogressive attitude
• Preferential treatment, pay, value, respect and opportunity is based on a hierarchy - faculty, administrative professional then state classified
• State Classified feel like second class citizens

61 Coworkers

• Do not perform their job responsibilities
• Disinterested
• Rude
• Complainers
• Unprofessional
• Job responsibilities of people not doing their job is passed on the hardworking and committed staff

50 Parking
• Parking permit is too expensive
• Pay a premium for parking and still can’t find a place to park
• Insufficient
• Concerned about safety when parking far away at night

42 University leadership
• Focus on wrong priorities
• No shared governance
• Lack transparency
• Lack accountability
• Build physical infrastructure but ignore human “infrastructure”
• Ignore input

35 Bureaucracy
• Slow progress
• Difficult to negotiate
• Lack clear steps and protocols for processes
• Too much emphasis on process and box checking
• Too many meetings
• Hiring process is cumbersome
• Takes too long to hire staff

32 Building and construction
• Building is old and in disrepair
• In serious need of updating
• Building needs to be torn down and rebuild
• Crowded
• insufficient classroom space
• No breakrooms
• HVAC system old and ineffective
• Too much new construction while ignoring buildings that are falling apart
• Construction is disruptive

30 Toxic environment
• Bullying
• Sexist arrogant behavior
• Yelled at in public and private
• Intimidating
• Fear tactics
• Abuse of power
• Hostile work environment

30 Benefits/fringe benefits

• Not eligible for benefits
• Poor benefits
• Not able to have flexible schedule
• Unable to telecommute
• Inflexible work hours that cause caregiver problems
• Lack affordable daycare

28 Faculty

• Nonacademic departments ignore demands of the academic year in planning programs and projects
• Internal service and administrative demands impacts ability to fulfill teaching, research and service missions of land-grant
• Lack academic freedom
• Lack support for sabbaticals
• Insidious and calculated people in the department
• Too many egos
• Rivalry among departments
• Do away with tenure as it causes complacency
• Inequity for women
• Inequity for non-tenure track faculty

21 Lack of accountability

• Minimal or lack of accountability for unprofessional, unethical or uncivil behavior
• Behaviors are/have been perpetrated by administrators, faculty and coworkers
• Minimal or lack of accountability for poor job performance
• Frustrated, angry that nothing has been done even when behaviors have been known and well documented
• Impression that you can get away with anything and there are no consequences
• Students may witness or be the victims of unprofessional behavior

18 Budget
• Overall lack of resources
• Poor funding
• Unstable funding
• Low travel budget
• No support between grants
• Competition for dollars
• Pay for work related expenses out of my own pocket
• TABOR/state funding issues

17 Off campus staff
• Ignored
• Lack benefits
• Lack support from central offices
• Unable to participate in main campus events

16 Office space
• Cramped
• Noisy
• No permanent office space and continually moved around
• Isolated
• Old, substandard furniture

16 Communication
• Lack of communication across campus
• Communication issues with other departments
• Hierarchy about who can communicate with whom
• Poorly developed information sites

12 Traffic
• Congested
• Fearful of bike/pedestrian/car accidents
• Limited access to campus
• Road closures
• Traffic signs ignored
• Cyclist who do not pay attention to lanes and signs

7 Tools/technology
• Outdated hardware and software
• Outdated tools
• Unable to perform duties efficiently
• Safety concerns about using outdated or broken tools and equipment
• Systems that do not interface well are labor intensive and inefficient

Additional suggestion/concerns/requests for guidance

• Concealed gun carry on campus
• Current political climate encourages discriminatory behavior
• Concern about rude student behavior
• Concern about job security
• Add Kaiser to benefits

Q32—Please offer any suggestions on how Colorado State University might improve the campus environment and climate for all employees

219 All CSU staff

• Living wage
• Raises that keep up with inflation
• Pay for a new employee should not be higher than the pay for a current employee at same job classification
• Pay equity
• A system to ensure that employees are paid fairly for job responsibilities
• Make merit-based raises more attainable and impactful
• Improved benefits package
• Access to benefits without regard to job classification
• More opportunities to work a flexible schedule
• More opportunities to work a part-time schedule
• More opportunities to work remotely
• More opportunities to job share
• Opportunity for career advancement
• Opportunity for professional development
• Provide a path for promotion that takes into account experience en lieu of degree requirement
• Create leadership development programs for employees to be mentored into leadership roles
• Respectful and fair treatment
• Safe, positive and welcoming work environment
• Recognition and support from all levels of management
• Respect of personal time
• Recognition based on professional behavior, job performance and work ethic and not job classification
• Ability to share ideas, opinions and concerns without fear of retribution
• A system free of favoritism and nepotism
• Opportunity to serve on campus-wide committees
• Opportunities for staff to get to know CSU beyond their own work place
• Job specific training for new employees
• Equal opportunity, respect and resources by office, department, college and division
• Work on retention of all employees

State Classified

• Equal access to all benefits (i.e. sick and annual leave, flextime)
• Merit awards when the State does not provide a raise
• Raises for staff who are in the higher ranges and have outstanding evaluations
• Training targeted to needs of State Classified staff
• Change culture that communicates that State Classified are the least valuable employees

Administrative Professionals

• Conduct salary equity survey for AP women
• Consider a title to better describe the level and variety of responsibilities

Off campus

• Recognize that not all employees reside on campus
• Improve access to activities, training and information
• Offer online training programs for greater access
• Provide more travel support

Faculty

• Assess climate at department and college level
• Develop better process for department chairperson selection
• Provide opportunity for anonymous department surveys which allow staff to detail concerns without fear of retribution
• Better understand the cause of silos within colleges and develop plan to counter
• Place administrative personnel, rather than faculty, in charge of other administrative personnel
• Require diversity training
• Need to be competitive in recruitment of diverse faculty who are being recruited by many institutions
• Include all faculty and instructors in committees and governance on an equal rank
• More tenure track lines
• Review process, methods and rationale for awarding salary increases
• Include service/administrative work in tenure, salary, and promotion
• Conduct study of committee obligations and expectations based on gender
• Value teaching as much as research
- Recognize great scholars not just those who bring in large sums of money
- Broaden range of what is considered productive research and scholarship
- Hire more research associates so professors can have research done while they teach or write papers or grants
- Give non-tenure track staff, a voice, equal pay and benefits, job security, means of advancement and growth and reduced class sizes
- Increase fellowships for undergraduates and GTAs for graduates
- Require that all students take a course in logic and rhetoric

101 Accountability for unprofessional/unethical/uncivil behavior

- Unprofessional, unethical or uncivil behavior from the top suggests acceptance of said behavior
- Make administrators, faculty and staff accountable for unprofessional, unethical and uncivil behavior
- Address favoritism and nepotism
- Further focus on anti-bullying policy
- Provide training for staff on how to deal with bulling behavior and what resources are available
- Provide anti-bullying training off campus
- Require anti-bullying training of anyone who is in a supervisory position
- Require anti-bullying training of all faculty
- Be aware of less obvious forms of hostile behavior such as passive aggressive behavior, marginalization, lack of inclusion, being ignored and dismissed
- Create system where staff can grieve ill treatment without fear of retribution
- Identify and deal with offices/departments/colleges that create a hostile environment
- Hold supervisors/department heads/deans accountable for a hostile and intimidating office
- Let people know they are being heard so they understand that their concerns have not been ignored
- Provide a mechanism and opportunity for confidential peer evaluations
- Make all staff accountable for poor job performance regardless of job classification
- Create a mediator position that actively reaches out to staff to determine if assistance is needed
- Require exit interviews to determine why people are leaving their department or CSU to help identify problem areas
- Fire unethical employees
- Fire incompetent employees

72 Leadership

- Make education at a reasonable cost the top priority
- Work on transparency and shared governance
- Make commitment to raising salaries of all staff
- Continue inclusion efforts
- Continue to look for ways to remove institutional bias
• Ensure that division/college leaders are in sync with mission and direction of the university
• Increase diversity in leadership positions
• Create opportunities to meet face to face with staff from across campus

67 Supervisors/managers

• Require training of all new supervisors and anyone who aspires to supervise
• Provide ongoing supervisor training
• Define a core set of leadership competencies that apply to all leaders and use in the promotion of or hiring into a supervisory position
• Assess actual competencies in promotion/hiring into a leadership position
• Eliminate favoritism and nepotism in promotion/hiring into a leadership position
• Allow all employees to evaluate their supervisor and use results in awarding salary increase and/or promotion
• Require peer reviews
• Provide training on how to build an effective team
• Provide training how to build on strengths of individual team members
• Provide training on how to deal with challenging employees
• Provide proactive support and guidance to supervisors who are moving toward termination of an employee with documented unprofessional/unethical behavior
• Provide proactive support and guidance to supervisors who are moving toward termination of an employee with documented poor job performance

53 Diversity

• Continue to make diversity and inclusion a priority for the campus
• Be intentional in advocating for Principles of Community and Diversity Inclusion across campus so that people/units don’t see this as someone else’s job
• Continue to offer diversity training and programming
• Earlier advertisement of training
• Give diversity groups more visibility
• Require diversity and inclusion training of all new employees
• Require all faculty to go through diversity and inclusion training
• Write into everyone’s goals a commitment to follow Principles of Community
• Offer diversity training at off campus sites
• Continue to seek employee feedback on diversity and inclusion
• Continue to broadly define diversity to work towards inclusion
• Be aware of blaming/judgmental attitudes and messages in training
• Work with Fort Collins on diversity and inclusion in the community
• Implement a committee on aging
• Provide a forum to discuss cultural differences by country of origin
• To remove the suggestion that there is a single correct way of thinking, remove the word training from diversity and inclusion activities
• Be careful not to create an overly sensitive environment

13 Diversity concerns

• To avoid moving toward reverse discrimination, remove focus away from diversity
• Present sessions on the conservative view of diversity
• Focus on academic achievement of all students without regard to category
• Eliminate diversity training and replace with respect training for all
• Change diversification to unification

50 Workload

• Create a culture that supports work/life balance
• Eliminate lean/mean culture
• Increase staff and hire more quickly
• Eliminate poor performing staff
• Allow staffing for units that are affected by enrollment increases
• Recognize and compensate staff who take on additional responsibilities
• Replace old initiative with new ones—don’t simply add on
• Evaluate workload, role and responsibilities and need for supporting resources
• Develop a sustainable growth plan
• Help resolve work/life balance by limiting enrollment

47 Parking

• Eliminate or significantly reduce cost of parking permit
• Shuttle service to and from parking garage
• Offer a reasonably priced 10-punch parking pass for the days people who use alternative transportation must drive
• Double centralized on-campus parking with a six story garage on the Engineering lot

30 Search process

• Review and streamline search policies and procedures
• Reduce the time it takes to hire staff
• Review for hiring practices that explicitly include diversity goals
• Proactive support of the search committee in the creation of a diverse applicant pool
• More transparency by the hiring authority
• Eliminate favoritism and nepotism
• Review for a fair, unbiased search process
• Review for a fair, unbiased hiring decision
21 Gender inequity

- Get serious about gender inequity
- Hire more women in leadership positions
- Provide means for advancement and growth
- Greater awareness of bias in job assignment and promotion
- Greater awareness of “mansplaining” behavior and “stolen” ideas – when a woman’s suggestions are ignored then endorsed when reintroduced by a male colleague

17 Infrastructure and construction

- Replace and/or update existing buildings that are falling apart
- Update HVAC
- No new building until funding is secured
- Add classrooms
- Add more gender neutral bathrooms
- Add breakrooms
- Make all buildings accessible to people with disabilities
- Stop cutting down trees during new construction

Other suggestions

- Sponsored/accessible child care
- Emergency drop-in child care
- Better defined maternity/parental leave policy
- Include fertility treatment in health care coverage
- Include the option to see a naturopathic doctor and nutritionist in health care coverage
- Allow vacation timesharing
- Encourage staff to use earned leave time for personal health and wellness
- Eliminate charge for RamCard
- Provide one on one financial planning sessions
- Access to online courses at 50% off
- Foster a sense of community by providing opportunities to get to know others from across campus
- More social events where CSU staff can interface
- More public and functional art throughout campus
- More shuttles around campus
- Expand volunteer opportunities in Fort Collins
- Remove grass to continue the green initiative
- Crack down on “fake” service dogs
- Enforce smoking ban
- Analyze traffic patterns of pedestrian/bike/skateboard to create a safe campus