

## **Admin Council Meeting Minutes**

May 2, 2022, 4:00-5:00 PM

### **Agenda**

- Leadership updates
- Budget planning update
- Summer hybrid schedule
- CEAS faculty governance committee
- May 4 All-College meeting planning
- Campus Culture Survey discussion

Acting Dean Keith Molenaar began the meeting at 4:00 p.m.

### **Leadership Updates**

Keith Molenaar announced that Department Chairs Balaji Rajagopalan, Brian Argrow, and Mike Hannigan will be stepping off Admin Council as they conclude their time as chairs. Paul Diduch is also stepping off as Diane Sieber will be returning from sabbatical. Shideh Dashti was introduced to the council as the interim Associate Dean for Research, replacing Massimo Ruzzene.

### **Budget Planning Update**

Keith updated the council on the current budget planning taking place in response to the new campus budget model. Currently, the budget team is meeting regularly with college leadership to plan for an August rollout. He asked council members to be patient and allow their financial staff to really work through this. Council members should watch for an invite to a half-day budget retreat at the end of this month.

### **Summer Hybrid Schedule**

Cherie Summers gave a brief update on the upcoming 8-week summer hybrid work pilot policy happening from May 16, 2022, through July 10, 2022. Following feedback from campus and CEAS staff, the Engineering Staff Council (ESC) is leading the summer pilot to give every staff employee the opportunity to work directly with their supervisor and empower the supervisor to create a hybrid work schedule, that meets the needs of the unit and allow the employee increased flexibility to create a good work-life balance. Surveys will be going out and Cherie emphasized the importance of feedback to creating a more permanent future of work. Keith expressed his support of the ESC in this effort and encouraged the Inclusive Culture Council, the Undergraduate Education Council, and the Graduate Education Council to also reach out with proposals around this if they would like, as the college relies on the committees and their recommendations for items such as this.

### **CEAS Faculty Governance Committee**

Fernando Rosario-Ortiz gave an update on the creation of the CEAS Faculty Governance Committee (see email that went out on Friday, April 29 for more specific details). He encouraged people to participate and provide feedback on the final language for this committee that will be voted on at the All-College meeting in Fall 2022.

### **May 4 All-College Meeting Planning**

Keith gave a brief overview of plans for the All-College meeting on Wednesday, May 4 at 2:00 pm. The council gave feedback on other items to include in the meeting.

**Campus Culture Survey Discussion**

Amy Moreno-Sherwood reminded the council that their IDEA Plan Action updates are due on May 16 and encouraged council members not to be overwhelmed and to reach out if they need assistance. Amy also provided an executive summary of the Campus Culture Survey (see attached) and led the council through a facilitation strategy as the college/units look to address areas of the survey. The council broke into small groups for discussion.

*Meeting adjourned at 5:00*

## CEAS Culture Survey Results – Summary

Utilizing the Campus Culture Survey (CCS) [Unit-level dashboard](#) and the [CCS Executive Summary](#), we are exploring how CEAS compares to the areas of strength and concern that were highlighted for campus. Overall, CEAS results are very similar to campus findings for areas of concern and positive findings. Among our graduate student participants, we seem to be doing better on a number of items compared to campus. In this summary, differences are called out between CEAS and campus when it was > 5 percentage points.

### Positive Findings of Note

**Undergraduates:** The majority of undergraduates agree/strongly agree that:

- Course instructors do not tolerate the use of stereotypes, prejudicial comments, or ethnic, racial or sexual slurs or jokes (87%)
- Students are treated with respect by instructors (82%)
- Respectful treatment is the norm (81%)
- I feel intellectually stimulated (78%) – CEAS higher than campus (71%)
- Among those who report having made a close friend at CU, they are more likely to say they did not consider leaving in the past 12 months compared to those who have no close friend at CU

**Graduate Students:** The majority of graduate students agree/strongly agree that:

- Respectful treatment is the norm (85%) – CEAS higher than campus (77%)
- Overall, the intellectual climate of my graduate program is positive (83%) – CEAS higher than campus (77%)
- Everyone is treated with dignity (81%) - CEAS higher than campus (72%)
- I am proud to be a student in my graduate program (79%)
- Rude behavior is not accepted (74%) – CEAS higher than campus (64%)

While these still aren't great Agree/Strongly Agree levels, we do have a few other areas where CEAS Grad students are reporting higher than campus:

- Faculty effectively address problematic behaviors that undermine the academic/work environment (Only 50% for campus – **CEAS higher at 62%**)
- Evaluation criteria are clear (Only 55% for campus, **CEAS higher at 62%**)

**Staff:** The majority of staff agree/strongly agree that:

- They are proud to work in their department (81%) – CEAS higher than campus (76%)
- Respectful treatment is the norm (74%) and their work is respected by the people they work with (76%)

**Faculty:** The majority of faculty agree/strongly agree that

- Respectful treatment is the norm (71%) – CEAS higher than campus (65%)
- My work is respected by the people I work with (78%) – CEAS higher than campus (73%)



## Areas of Concern

**Undergraduates:** Lower percentages agree/strongly agree that

- Faculty are invested in their success (54%)
- I feel a connection with one or more of my instructors (52%)
- Offensive comments have been challenged by course instructors (57%)
- 51% said that they don't have someone at CU that they think of as a mentor

**Graduate students:** Lower percentages agree/strongly agree that

- I do not feel excluded from informal networks within my department/graduate program (51%)
- I have a sense of community in my department/grad program (56%)
- Department resources are allocated transparently (48%)

**Staff:** Low percentages of staff participants agree/strongly agree that

- I am provided opportunities to advance in my career (40%)
- Departmental resources are allocated transparently (46%)
- Staff are treated with respect by faculty (47%)

**Faculty:** Low percentages of faculty participants agree/strongly agree that

- I receive adequate support/mentoring to advance in my career (45%)
- Evaluation criteria for performance and promotion are clear (44%)
- Departmental resources are allocated transparently (38%)
- I do not feel excluded from informal networks within my department (44%)



## CEAS Next Steps

As of April 7, 2022, CEAS is able to view culture survey results by department/program, however, cannot view demographic information. We can [utilize the campus-wide data](#) to understand differing outcomes for groups by: role, disability, gender identity or sex, international affiliation, LGBTQ+, political party affiliation and views, race/ethnicity, religious beliefs, sexual orientation (students only), first generation college student, financial difficulty, caregiver (students only), veteran status, and more. Additionally, our next steps as a college with the CCS results include:

1. Departments, Programs, and support units will outline their CCS review and actions process in their IDEA Plan Actions Progress Report- Due May 16, 2022.
  - a. Outline the department, program, or unit initial strategy to share and incorporate Campus Culture Survey results and recommendations into strategic planning and operations during the 2022-23 academic year for undergraduate and graduate students, staff, and faculty. Utilize the [IDEA Plan Actions guide](#), particularly Part 2, to generate the strategy.
2. Create a CEAS CCS taskforce with goals to:
  - a. Review CEAS and Campus CCS results in greater detail by various demographics to identify the greatest equity gaps.
  - b. Design a strategy and the materials to share results with various stakeholders.
  - c. Facilitate sessions with undergraduate and graduate students, staff, and faculty to hear more direct feedback and identify tangible actions to address inequities and enhance CEAS culture.
  - d. Provide facilitation materials for departments, programs, and support units to engage in local discussions around CCS results and action planning.
  - e. Review additional college data that connects to CCS results, such as:
    - i. Senior Survey
    - ii. BOLD Community & GoldShirt Survey results
    - iii. DFW rates
    - iv. Retention trends for undergraduate students, graduate students, staff, and faculty
3. CCS taskforce hosts listening and ideation sessions for each stakeholder in Fall 2022: undergraduate students, graduate students, staff, and faculty.
  - a. Taskforce summarizes ideas and recommendations and presents findings to the college.
  - b. Ideas and recommendations are prioritized for college and campus partners to implement.
  - c. Engage in follow up sessions in Spring 2023
4. Departments, programs, and units implement their CCS review and actions strategy (Fall 2022) outlined in their IDEA Plan Actions Progress Report.
5. CEAS uses CCS results and community input to [select one campus DEI goal](#) to focus college efforts for AY2022-23.



## CCS Strategy Exercise

In pairs or groups of three, engage in a conversation around the following Campus Culture Survey area of concern for **Staff**. Utilize the discussion questions to outline your ideas and recommendations for CEAS to address this concern. Groups will share their responses with the larger group.

### Area of Concern

**Staff:** Low percentages of staff participants agree/strongly agree that:

- **Staff are treated with respect by faculty (47%)**

Across nearly every item in the survey, it is clear that staff who experience incivility also experience a workplace environment that is less supportive and respectful. Among CEAS staff who made an identity attribution for the incivility they experienced (incivility based on an aspect of their identity), only *37% strongly agree* that they have a sense of community at CU (compared to 70% who did not experience incivility) and only *38%* feel that their work is valued (compared to 72% of those who did not experience an incivility).

- 54% of staff who have experienced incivility based on identity think that respectful treatment is the norm (compared to 68% when incivility was not identity based and 91% when they had not experienced an incivility).
- 42% of staff who have experienced incivility based on identity feel that they are treated like they belong (compared to 62% when incivility was not identity based and 82% when they did not experience incivility).

60% of CEAS staff reported experiencing one or more incivility behaviors in the last 12 months. Only 15% said the incivility was identity based. So, while it's a smaller % experiencing incivility based on identity, there is a disproportional impact when the incivility is identity-based.

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### Discussion Questions

1. What is coming to mind when you think about the “why” behind this area of concern?
2. Thinking of your current department or program, what are some effective ways respect and valuing have been cultivated between staff and faculty?
3. What recommendations do you have for CEAS and our department/program to improve this area of concern?
4. What incentives, accountability, and resources will be needed to implement your recommendations?

