

PERSONAL EXPERIENCES (2021)

	Very Comfortable	Comfortable	Neither Comfortable nor Uncomfortable	Uncomfortable	Very Uncomfortable	N
1. Overall, how comfortable are you with the climate in the College?	31.7% (33)	52.9% (55)	10.6% (11)	3.8% (4)	1.0% (1)	104
	26.5% (9)	35.3% (12)	17.6% (6)	14.7% (5)	5.9% (2)	34
2. Overall, how comfortable are you with the climate in your department/work unit?	38.5% (40)	37.5% (39)	14.4% (15)	8.7% (9)	1.0% (1)	104
	29.4% (10)	35.3% (12)	23.5% (8)	2.9% (1)	8.8% (3)	34
3. Overall, how comfortable are you with the climate in your classes?	38.5% (40)	47.1% (49)	11.5% (12)	1.9% (2)	1.0% (1)	104
	35.3% (12)	35.3% (12)	5.9% (2)	2.9% (1)	0% (0)	27
4. If you would like to elaborate on your responses in questions 1-3, please do so here.						
<ul style="list-style-type: none"> • Experience differs depending on who we interact with. I have seen instances where unfriendly, unsupportive, or just insensitive comments were made about individuals from a different background (e.g., immigrants, single parents, or those with mental health challenges). • Depends on the class. Some students are rude and demanding. • I feel much more comfortable around my students than I do around colleagues. • I'm 1 in my department/work unit. I do not agree with everyone's attitude, way of thinking, or how some people treat others. Put I am mindful that people have different experiences, think or process situations differently, or to be blunt, have baggage. Once I process that, I can appreciate their talents, expertise and looks for what each relationship has to offer. • I am fairly comfortable but am becoming increasingly uncomfortable because I am terrified that I am going to use an incorrect word or say something wrong and get myself into trouble. • As someone who have immigrated to the US 25 years ago, I now am quite comfortable being a minority thanks to the CEHS faculty and staff and students. • I hate the cancel culture and pc mentality that violate the first amendment. it is not a university's job to censor speech! • It is unfortunate that some individuals in the college do not see the need to commit to racial healing. • It could be better. • I think this happens at any university, but it feels like some folks in my department participate in meetings, programs, and social activities, and others don't. So, sometimes I feel uncomfortable, because I feel like I do not know many people in my department well. I feel much more comfortable in my classes because I work to build community with my students and to get to know them well. I also feel 1 with my co-teachers. 						

- My superiors in the Dean's Office and Teacher Ed are very supportive, but several colleagues are hostile with students and other professors. There is intimidation and behaviour that is borderline "bullying" going on among the ranks.
- The administration constantly disregards the contributions of faculty of color while providing opportunities and elevating the contributions of white colleagues.

5. Have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with your ability to work in the College?

	2021 Survey	(N = 34)
Yes (2014 Survey: 24.0%)	44.1%	15
No (2014 Survey: 76.0%)	55.9%	19

6. What do you believe this conduct was based upon? (Mark all that apply)

	2021 Survey	(N = 34)
My age (2014 Survey: n = 5)	21.4%	3
My gender (2014 Survey: n = 4)	35.7%	5
My status (2014 Survey: all status n = 10)	14.3%	2
My race (2014 Survey: race/ethnicity n = 8)	28.6%	4

Other:

- I have experienced exclusionary conduct, but it didn't interfere with my ability to work.
- I was harassed earlier in my career by someone who harassed other young women (was not a CSU student/employee but happened in our building). It was dealt with by campus police, but made me feel nervous to walk by myself or to park anywhere but the garage right by our building.
- Luckily, I had one incident that I've experienced what I believe a racial discrimination by a graduate student whom later on I found out she was a staff member of CEHS and a doctoral student in CEHS. She went on becoming a faculty at another institution. I did not report her which I now wish I did.
- The person's progressive ideology.
- It was based on ignorance
- I am not comfortable responding to this question, given my history with the administration.

7. How did you experience this conduct? (Mark all that apply)

- I was continuously left out of decision making and meeting information with stakeholders and the others.
- offensive and/or hostile conduct (harassing behavior)
- Felt uncomfortable.
- I was referred to as a "breeder" by a colleague, because I'm married with kids.
- Low performance evaluation, disciplinary action - I later found out that the Dean and my Chair had a history of engaging in this same action towards all of the members of the same gender and racial group I am in within my department
- Unwanted sexual comments/behaviors.
- An encounter in a stairwell

- She undermined my expertise in front of her classmates and tried to gang them up against me.
- people acting put out when I could not hear them; colleagues who think owning a dog is the same as raising a family, being excluded from any social contact like having a coffee, etc.
- Being publicly called out.
- I experienced through an email.
- Inappropriate comments made by one staff member to another. My office became a dumping ground for the larger office. Participation in events hosted by my department is limited, particularly in light of my experience. Being "cut off" in staff meetings and discussions.
- I am not comfortable responding to this question, given my history with the administration.
- Poor perception about my ability

8. Where did this conduct occur?

- On and off campus at events, meetings, and conferences
- On campus.
- In class.
- In a department meeting.
- On campus and was ongoing over email
- Classrooms, emails, office
- Side stairwell in Julka
- In my class where I was the instructor.
- At work
- On email (2)
- Both in the context of the larger college and in my immediate office.
- I am not comfortable responding to this question, given my history with the administration.
- Dean's level

9. Who was the source of this conduct? (Mark all that apply)

	2021 Survey	(N = 34)
Administrator (2014 Survey: 50%)	23.8%	5
Campus security	0.0%	0
Colleague (2014 Survey: 50%)	38.1%	8
Community member	4.8%	1
Staff member	9.5%	2
Student	19.0%	4
Other: My immediate boss (by a male faculty)	4.8%	1

10. Please describe your reactions to experiencing this conduct or elaborate on your personal experiences.

- My superiors were notified and the conduct was dealt with immediately. While I was satisfied with their response, I felt shunned, angry, and ignored.
- Reported to HR and the person involved left CSU for a new job. Discussed colleague behavior with trusted senior colleague for emotional support but no real consequence. Discussed staff behavior with Chair for support and guidance.
- Uncomfortable and stressful.
- It wasn't worth making a big deal. I was not shocked that this particular colleague would say something like this.
- It was nothing unusual for a woman to experience and it still happens.
- Obviously it was uncomfortable not only for me but for the students in my class which put them in an awkward situation.
- Feel isolated and irrelevant.
- I basically ignored the attempt at shaming.
- My first reaction was shock. The only person you can control is yourself, so I basically only interact with those folks when I need to--I now know who I can trust and not trust.
- I've documented it, met with superiors, and shared it with other colleagues. Other steps have been taken, but would not choose to elaborate at this time.
- I am not comfortable responding to this question, given my history with the administration.
- There is no way you can do anything.

DEMOGRAPHIC INFORMATION (2021)

11. What is your gender identity?		
	2021 Survey	(N = 34)
Man (2014 Survey: n = 20)	17.6%	6
Woman (2014 Survey: n = 79)	58.8%	20
No Response	23.5%	8
12. What is your race/ethnicity? (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)		
	2021 Survey	(N = 34)
Caucasian/White (2014 Survey: n = 78)	64.7%	22
Hispanic/Latino (2014 Survey: n = 1)	0%	0
Black/African American (2014 Survey: n = 18)	2.9%	1
Asian/Pacific Islander (2014 Survey: n = 4)	5.9%	2
American Indian/Alaskan Native (2014 Survey: n = 2)	0%	0
Other (2014 Survey: n = 3)	2.9%	1
No Response	23.5%	8
13. Which term best describes your sexual orientation?		
	2021 Survey	(N = 34)
Asexual (2014 Survey: n = 6)	5.9%	2
Bisexual (2014 Survey: n = 5)	2.9%	1
Gay (2014 Survey: n = 0)	2.9%	1
Heterosexual (2014 Survey: n = 85)	55.9%	19
Lesbian (2014 Survey: n = 3)	5.9%	2
Queer (2014 Survey: n = 0)	2.9%	1
Questioning (2014 Survey: n = 0)	0%	0
No response	23.5%	8
14. What is your current status? (Please mark only one)		
	2021 Survey	(N = 34)
Full Time/Visiting Faculty (2014 Survey: n = 36)	61.8%	21
Adjunct/Part-Time (2014 Survey: n = 39)	0%	0
Staff (2014 Survey: n = 25)	20.6%	7
No response	17.6%	6
15. What is your current parental status?		

	2021 Survey	(N = 34)
No children (2014 Survey: n = 41)	29.4%	10
Single parent (2014 Survey: n = 14)	8.8%	3
Co-parent with a partner/spouse (2014 Survey: n = 45)	35.3%	12
No response	26.5%	9
16. What is your religious or spiritual status?		
	2021 Survey	(N = 34)
Agnostic (2014 Survey: n = 3)	2.9%	1
Buddhist (2014 Survey: n = 0)	2.9%	1
Catholic (2014 Survey: n = 26)	8.8%	3
Christian (2014 Survey: n = 5)	20.6%	7
Ecofeminist (2014 Survey: n = 0)	2.9%	1
Lutheran (2014 Survey: n = 6)	2.9%	1
Unitarian Universalist (2014 Survey: n = 3)	2.9%	1
No response	55.9%	19
17. Do you have a disability? (physical, learning, psychological) that substantially affects a major life activity?		
	2021 Survey	(N = 34)
Yes (2014 Survey: n = 12)	5.9%	2
No [Go to Next Section] (2014 Survey: n = 88)	76.5%	26
No response	17.6%	6
18. What is your disability? (Mark all that apply)		
	2021 Survey	(N = 3)
Physical condition (seeing/walking) (2014 Survey: n = 11)	33.3%	1
Learning disability (e.g., dyslexia) (2014 Survey: n = 0)	66.7%	2
Psychological condition (2014 Survey: n = 2)	0%	0
19. How long have you been employed by CSU?		
	2021 Survey	(N = 34)
4 years or less (2014 Survey: n = 28)	11.8%	4
5-10 years (2014 Survey: n = 33)	26.5%	9
11-15 years (2014 Survey: n = 22)	8.8%	3
16-20 years (2014 Survey: n = 9)	17.6%	6
21 years or more (2014 Survey: n = 8)	17.6%	6
No response	17.6%	6
20. What is your current age?		

	2021 Survey	(N = 34)
Under 20	0%	0
20-30 years	2.9%	1
31-40 years	8.8%	3
41-50 years	17.6%	6
51-60 years	29.4%	10
Over 60 years	20.6%	7
No response	20.6%	7
21. Are you a first-generation college student?		
	2021 Survey	(N = 34)
Yes	23.5%	8
No	58.8%	20
No response	17.6%	6
22. Were you born in the United States?		
	2021 Survey	(N = 34)
Yes	61.8%	21
No	14.7%	5
No response	23.5%	8
23. What is your current citizenship status?		
	2021 Survey	(N = 34)
US citizen	70.6%	24
Naturalized US citizen	5.9%	2
Green Card holder	2.9%	1
VISA (Work/Student)	0%	0
No response	20.6%	7
24. What is your first language?		
	2021 Survey	(N = 34)
English	61.8%	21
Chinese	2.9%	1
Spanish	2.9%	1
Turkish	2.9%	1
No response	29.4%	10
25. How many official languages do you speak fluently (not including dialects)?		
	2021 Survey	(N = 34)

One	58.8%	20
Two	14.7%	5
Three	2.9%	1
Four of more	0%	0
No response	23.5%	8

WORK-LIFE ISSUES (2021)

26. As a faculty/staff member . . .	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	N
1. I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation and/or tenure decision.	7.1% 10.0%	24.5% 16.7%	11.2% 23.3%	31.6% 20.0%	20.4% 30.0%	5.1%	98 30
2. I am comfortable asking questions about performance expectations.	28.9% 41.4%	50.5% 41.4%	7.2% 3.4%	9.3% 10.3%	4.1% 3.4%	0.0%	97 29
3. My colleagues/peers expect me to represent “the point of view” of my identity (e.g., ability, race, gender, sexual orientation).	2.0% 3.4%	16.3% 27.6%	35.7% 27.6%	23.5% 27.6%	13.3% 13.8%	9.2%	104 29
4. My colleagues solicit my opinions about their work.	6.1% 16.7%	43.9% 40.0%	21.4% 20.0%	13.3% 13.3%	7.1% 10.0%	8.2%	98 30
5. My colleagues/peers have lower expectations of me than other faculty/staff.	0.0% 3.6%	9.3% 3.6%	14.4% 25.0%	27.8% 32.1%	41.2% 35.7%	7.2%	97 28
6. I constantly feel under scrutiny by my colleagues.	2.1% 6.7%	10.3% 3.3%	12.4% 30.0%	36.1% 26.7%	37.1% 33.3%	2.1%	97 30
7. My research/professional interests are valued by my colleagues.	12.2% 13.8%	37.8% 51.7%	17.3% 17.2%	10.2% 6.9%	3.1% 10.3%	19.4%	98 29
8. I feel pressured to change my research agenda to make tenure/be promoted.	1.0% 0%	5.2% 0%	13.4% 28.0%	13.4% 44.0%	18.6% 28.0%	48.5%	97 25
9. I am reluctant to take family leave that I am entitled to for fear that it may affect my career.	2.1% 4.0%	8.2% 8.0%	13.4% 20.0%	19.6% 48.0%	17.5% 20.0%	39.2%	97 25
10. I have to work harder than I believe my colleagues do in order to be perceived as legitimate.	7.2% 10.0%	22.7% 10.0%	12.4% 23.3%	28.9% 36.7%	19.6% 20.0%	9.3%	97 30
11. I have to work harder than I believe my colleagues do to achieve the same recognition/rewards.	8.2% 13.3%	20.4% 16.7%	16.3% 23.3%	23.5% 36.7%	19.4% 10.0%	12.2%	98 30
12. There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	8.3% 20.0%	33.3% 33.3%	10.4% 16.7%	18.8% 26.7%	19.8% 3.3%	9.4%	96 30
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	N

13. My colleagues have higher expectations of me than other faculty/staff.	2.1%	11.3%	23.7%	33.0%	17.5%	12.4%	97
	0%	16.7%	33.3%	33.3%	16.7%		30
14. I feel pressured to change my methods of teaching to achieve tenure/be promoted.	3.1%	7.2%	13.4%	21.6%	16.5%	38.1%	97
	4.2%	8.3%	29.2%	33.3%	25.0%		24
15. I believe that tenure and promotion procedures are fair.	2.1%	17.5%	20.6%	15.5%	4.1%	40.2%	97
	16.0%	24.0%	24.0%	20.0%	16.0%		25
16. I believe tenure and promotion procedures are clear.	2.1%	13.4%	25.8%	15.5%	6.2%	37.1%	97
	8.0%	44.0%	8.0%	24.0%	16.0%		25
17. I believe salary determinations are fair.	4.2%	8.3%	21.9%	36.5%	17.7%	11.5%	96
	7.1%	7.1%	35.7%	28.6%	21.4%		28
18. I believe salary determinations are clear.	6.3%	15.6%	19.8%	34.4%	14.6%	9.4%	96
	7.4%	7.4%	22.2%	51.9%	11.1%		27
19. I think the college administration adequately reflects the diversity of the faculty and staff.	11.2%	29.6%	27.6%	16.3%	9.2%	6.1%	98
	14.3%	28.6%	14.3%	25.0%	17.9%		28
20. I am aware of college policies that support diversity/inclusion.	-	-	-	-	-		
	10.0%	53.3%	16.7%	16.7%	3.3%		30
21. I think the college understands the value of a diverse faculty and staff.	22.7%	42.3%	16.5%	10.3%	6.2%	2.1%	97
	24.1%	34.5%	17.2%	13.8%	10.3%		29
22. I think the college acts effectively to recruit and retain a diverse faculty and staff.	16.7%	34.4%	25.0%	11.5%	6.3%	6.3%	96
	10.0%	50.0%	23.3%	13.3%	3.3%		30
23. I often have to forgo professional activities because of my personal responsibilities.	4.1%	22.4%	15.3%	25.5%	22.4%	10.2%	98
	3.3%	23.3%	13.3%	36.7%	23.3%		30
24. I find that personal responsibilities and commitments have slowed down my career progression.	6.3%	19.8%	10.4%	27.1%	19.8%	16.7%	96
	6.7%	23.3%	10.0%	36.7%	23.3%		30
25. I find that the College is supportive of my family leave.	5.3%	18.9%	22.1%	3.2%	2.1%	48.4%	95
	25.0%	10.0%	55.0%	5.0%	5.0%		20

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	N
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26. I have to miss out on important things in my personal life because of professional responsibilities.	9.3%	15.5%	22.7%	24.7%	14.4%	13.4%	97
	0%	21.4%	28.6%	35.7%	14.3%		28
27. I feel that faculty/staff who have children are considered less committed to their careers.	3.1%	17.3%	18.4%	21.4%	26.5%	13.3%	98
	6.9%	10.0%	10.3%	37.9%	34.5%		29
28. I feel that faculty/staff who do not have children are often burdened with work responsibilities beyond those who do have children.	2.0%	12.2%	26.5%	16.3%	27.6%	15.3%	98
	10.3%	3.4%	27.6%	48.3%	10.3%		29
29. I think that CSU should continue to provide domestic partner benefits.	38.5%	31.3%	20.8%	1.0%	3.1%	5.2%	96
	48.3%	41.4%	10.3%	0%	0%		29
30. I have equitable access to domestic partner benefits.	3.1%	6.2%	26.8%	0.0%	1.0%	62.9%	97
	5.3%	36.8%	42.1%	5.3%	10.5%		19
27. Please indicate your level of agreement with the following statements about the resources that are available to you:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	N
1. I have colleagues or peers who give me career advice or guidance when I need it.	22.4%	43.9%	13.3%	8.2%	3.1%	9.2%	98
	13.3%	63.3%	10.0%	6.7%	6.7%		30
2. I feel there is a need for a faculty/staff mentor program.	29.6%	43.9%	16.3%	4.1%	2.0%	4.1%	98
	23.3%	33.3%	23.3%	13.3%	6.7%		30
3. I believe that decision makers/colleagues support my career advancement.	14.4%	33.0%	21.6%	13.4%	2.1%	15.5%	97
	10.0%	53.3%	23.3%	10.0%	3.3%		30
4. I have the equipment and supplies I need to adequately perform my work.	18.6%	50.5%	16.5%	9.3%	5.2%	0.0%	97
	16.7%	53.3%	20.0%	3.3%	6.7%		30
5. I have equitable work space in terms of quantity and quality as compared to my colleagues.	24.5%	35.7%	13.3%	13.3%	3.1%	10.2%	98
	33.3%	60.0%	3.3%	3.3%	0%		30
6. I have equitable access for research support as compared to my colleagues.	9.2%	20.4%	17.3%	12.2%	2.0%	38.8%	98
	20.8%	45.8%	25.0%	8.3%	0%		24
7. I have equitable access for teaching support as compared to my colleagues.	13.5%	29.2%	22.9%	7.3%	2.1%	25.0%	96
	20.8%	52.0%	24.0%	4.0%	0%		25
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	N
	6.1%	15.3%	33.7%	26.5%	13.3%	5.1%	98

8. I feel that my compensation is equitable to my peers with similar level of experience.	0%	23.3%	33.3%	23.3%	20.0%		30
9. I have equitable access to health benefits.	23.5%	37.8%	5.1%	3.1%	4.1%	26.5%	98
	30.0%	63.3%	6.7%	0%	0%		30
10. I believe the college treats exempt and non-exempt staff equitably.	4.1%	20.4%	37.8%	12.2%	7.1%	18.4%	98
	3.7%	25.9%	59.3%	7.4%	3.7%		27

PERCEPTIONS (2021)

28. Have you observed or personally been made aware of any conduct directed toward a person or group of people on campus that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (harassing) working or learning environment?

	2021 Survey	(N = 30)
Yes (2014 Survey: n = 24 or 24.5%)	46.7%	14
No (2014 Survey: n = 74 or 75.5%)	53.3%	16

29. What do you believe were the bases for this conduct (e.g., age, country of origin, race, physical disability, etc.)?

- I believe that the students felt they could be disrespectful, intimidating and hostile towards the faculty because there would be no consequence for their behavior, and there were none reported.
- Asian and Covid-19
- Political beliefs
- Race and country of origin
- Difference of thinking, leadership style, something that rubbed the person the wrong way. Not racial, just mean.
- Personality conflicts/issues based on perceived disrespect
- Sexual identity, age
- Pure ignorance
- The professor has an inferiority complex, but has actually been privileged to the point of being enabled to get away with it. Other veteran professors manipulate colleagues with less experience. There's an unspoken "pecking order" that exists.
- Disability
- I've been here for decades and have heard students say offensive/insensitive things, mostly regarding race and economic status.
- I observed one faculty member expressing political opinions in a way that i think was intimidating and offensive during a faculty meeting. I think this behavior was particularly intimidating and offensive to faculty and staff of color.
- Class of employee. Staff treated as less than faculty
- Difference of political opinions, race, gender

30. What forms of conduct based on one's identity have you observed or personally been made aware of (e.g., racial profiling, low performance evaluation, isolated or left out, etc.)?

- Hostile emails, verbal attacks, insubordination
- Shunning or hostile
- Political profiling (if that's a thing), indicating that a group of students with a certain political identity would "push back" against reasonable policies.
- Racial profiling
- Was personally made aware of another's low performance evaluations from an employee whose supervisor treated that employee as an annoyance. (supervisor no longer with CSU, employee now retired) Personally witness interactions as condescending and underserving.

- Isolation, "working around" the person instead of including them
- Preferences for teaching courses
- Not observed
- Low-performance evaluation of a student, lack of support and co-operation in implementing accommodations through the office of disability services.
- I've been here for decades and have heard students say offensive/insensitive things, mostly regarding race and economic status.
- The instance I mentioned in #29 seemed to be politically motivated, but the comments this individual made touched on race and class, and specifically, expressed deficit views of communities of color.
- Classism
- Not getting promoted, not being supported in the same ways as others

31. Where did this conduct occur?

- On campus and via email
- Dean's office. And in CSU fundraising party.
- In a committee meeting.
- In a college meeting. Every Asian faculty member was called out by name as potential dissertation chairs for the Chinese Language Dissertation committees.
- Conduct occurred in the office
- At work
- Department
- Phone calls, emails, comments made about others
- At the department level
- Classrooms
- A virtual faculty meeting
- College of Education

32. Who was the source of this conduct? (Mark all that apply)

	2021 Survey	(N = 14)
Administrator (2014 Survey: <i>n</i> = 15 or 65.2%)	0%	0
Campus security (2014 Survey: <i>n</i> = 0 or 0%)	0%	0
Colleague (2014 Survey: <i>n</i> = 11 or 47.8%)	42.90%	6
Community member (2014 Survey: <i>n</i> = 0 or 0%)	0%	0
Staff member (2014 Survey: <i>n</i> = 4 or 17.4%)	7.10%	1
Student (2014 Survey: <i>n</i> = 15 or 65.2%)	14.30%	2
Other: (2014 Survey: <i>n</i> = 1: immediate supervisor)	35.70%	5

33. Please describe your reactions to experiencing this conduct or elaborate on your personal experiences.

- The students were continuously rude and hostile towards staff and faculty members and I spoke with them on a continuous basis, as well as reported it to administration for correction.
- Shock, anger, and sadness.
- Not shocked.
- I have lost faith in the idea that CSU, particularly COEHS, cares about D&I. I think the fact that very few faculty of color are engaging in these work groups is pretty telling of the climate.
- Both individuals involved were my co-workers and friends and had a different area of responsibility/expertise than myself. I had empathy for the victim and felt the supervisor lack expertise in which to mentor and convey what measurable expectations could resolve their differences.
- A faculty member using their position and title to undermine and/or intimidate a student and staff member creating an uncomfortable and sometimes hostile environment.
- It feels shitty.
- Anger.
- I tried hard to advocate for the student and support the office of disability services in advocating for the student.
- I tried to indicate there was a problem with the comment and provide an alternative, and more constructive perspective on the people in question.
- I was incredibly uncomfortable and tried to follow up with an individual who I believed to be harmed by this incident after the faculty meeting on an individual level.
- I have had several staff describe how they have been treated as less than faculty in the college.

34. I have observed unfair, unjust, or discriminatory hiring practices in the College (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool).

	2021 Survey	(N = 29)
Yes (2014 Survey: <i>n</i> = 11 or 11.20%)	17.20%	5
No [Go to Next Section] (2014 Survey: <i>n</i> = 56 or 57.10%)	69.00%	20
Don't know [Go to Next Section] (2014 Survey: <i>n</i> = 31 or 31.60%)	13.80%	4

35. I believe that the unfair, unjust, or discriminatory hiring practice was based upon (e.g., age, country of origin, race, physical disability, etc.)

- Gender, personal relationships with current faculty and admin staff
- Country of origin
- Race (2 times)
- Race/Sex
- Power

36. If you would like to elaborate on your observations, please do so here.

- Two White committee members made harsh comments about foreign applicants, mocking and degrading them for wanting to get a job in the US. I challenged them. But the only black committee member (also an immigrant) chose to ignore it and let it go.
- The hire did not have the qualifications for the job as posted.
- CSU is committed to discrimination. Affirmative action is discriminatory.

37. I have observed unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion/tenure at CSU.

	2021 Survey	(N = 29)
Yes (2014 Survey: <i>n</i> = 13 or 13.30%)	20.70%	6
No [Go to Next Section] (2014 Survey: <i>n</i> = 50 or 51.00%)	62.10%	18
Don't know [Go to Next Section] (2014 Survey: <i>n</i> = 35 or 35.70%)	17.20%	5

38. I believe the unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion/tenure was based upon (e.g., age, country of origin, race, physical disability, etc.).

- Race, and with regard to promotion to full professor—a lack of willingness to volunteer as a department chair
- Disagreement with values of person going up for promotion
- Political ideology race-white men are fair game for discrimination
- Power and inconsistent rules as the university evolved
- Socio-economic status
- Political opinions

39. If you would like to elaborate on your observations, please do so here.

- Racial politics is a cancer that has infected almost all educational institutions. It is unethical, unconstitutional, and exacerbates race relations.
- Tenure and promotion has become a tedious process and student evaluations/peer evaluations are useless. If tenure was based on the past when the "good ol' boys" network was in place, we would all be granted tenure based on a hand-shake, a wink, and a nod.
- I recently received feedback that I should attend more international conferences. For folks, like myself, who cannot afford to do this (without full funding from CSU), this feedback or expectation could be discriminatory, if it impacted the decision made regarding my tenure/promotion.

SEXUAL HARASSMENT (2021)

40. Please rate the following items:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N
1. I think sexual harassment is a problem in the College.	1.0% (1) 3.3% (1)	3.1% (3) 6.7% (2)	18.6% (18) 10.0% (3)	55.7% (54) 53.3% (16)	21.6% (21) 26.7% (8)	97 30
2. If a friend or I were sexually harassed, I know where to go to get help.	13.3% (13) 33.3% (10)	37.8% (37) 53.3% (16)	16.3% (16) 10.0% (3)	22.4% (22) 3.3% (1)	10.2% (10) 0% (0)	98 30
3. I understand CSU's formal procedures to adjudicate complaints of sexual harassment.	9.2% (9) 26.7% (8)	30.6% (30) 46.7% (14)	16.3% (16) 16.7% (5)	36.7% (36) 6.7% (2)	7.1% (7) 3.3% (1)	98 30
4. I have confidence that CSU administers the formal procedures to adjudicate complaints of sexual harassment fairly.	7.1% (7) 16.7% (5)	41.8% (41) 40.0% (12)	37.8% (37) 20.0% (6)	10.2% (10) 16.7% (5)	3.1% (3) 6.7% (2)	98 30
41. Please rate the following climate on campus based on the following dimensions: (Positive ↔ Negative)	Very Positive	Somewhat Positive	Neutral	Somewhat Negative	Very Negative	N
1. Friendly – Hostile	14.3% (14) 30.0% (9)	63.3% (62) 43.3% (13)	13.3% (13) 23.3% (7)	9.2% (9) 0.0% (0)	0.0% (0) 3.3% (1)	98 30
2. Concerned – Indifferent	7.1% (7) 16.7% (5)	44.9% (44) 26.7% (8)	34.7% (34) 33.3% (10)	13.3% (13) 10.0% (3)	0.0% (0) 13.3% (4)	98 30
3. Cooperative – Uncooperative	10.2% (10) 28.6% (8)	59.2% (58) 32.1% (9)	21.4% (21) 32.1% (9)	9.2% (9) 7.1% (2)	0.0% (0) 0.0% (0)	98 28
4. Improving – Regressing	12.2% (12) 23.3% (7)	54.1% (53) 30.0% (9)	23.5% (23) 36.7% (11)	10.2% (10) 6.7% (2)	0.0% (0) 3.3% (1)	98 30
5. Accessible to persons with disabilities – Inaccessible	14.3% (14) 28.6% (8)	33.7% (33) 25.0% (7)	25.5% (25) 25.0% (7)	20.4% (20) 14.3% (4)	6.1% (6) 7.1% (2)	98 28
6. Positive for people who identify as lesbian, gay, bisexual, or transgender – Negative for those people	11.2% (11) 32.1% (9)	35.7% (35) 28.6% (8)	45.9% (45) 32.1% (9)	6.1% (6) 7.1% (2)	1.0% (1) 0.0% (0)	98 28
	12.2% (12)	42.9% (42)	39.8% (39)	4.1% (4)	1.0% (1)	98

7. Positive for people of Jewish heritage – Negative for those people	28.6% (8)	25.0% (7)	42.9% (12)	3.6% (1)	0.0% (0)	28
8. Positive for people of Islamic faith – Negative for those people	11.2% (11)	36.7% (36)	41.8% (41)	9.2% (9)	1.0% (1)	98
	26.9% (7)	23.1% (6)	42.3% (11)	3.8% (1)	3.8% (1)	26
9. Positive for people who practice other than the Christian faith – Negative for those people	11.2% (11)	38.8% (38)	42.9% (42)	6.1% (6)	1.0% (1)	98
	29.6% (8)	22.2% (6)	40.7% (11)	7.4% (2)	0.0% (0)	27
10. Positive for people of Christian faith – Negative for those people	12.2% (12)	48.0% (47)	36.7% (36)	2.0% (2)	1.0% (1)	98
	37.9% (11)	20.7% (6)	31.0% (9)	6.9% (2)	3.4% (1)	29
11. Positive for non-native English speakers – Negative for those people	10.2% (10)	34.7% (34)	42.9% (42)	11.2% (11)	1.0% (1)	98
	-	-	-	-	-	
12. Positive for people who are immigrants – Negative for people who are immigrants	11.2% (11)	38.8% (38)	44.9% (44)	4.1% (4)	1.0% (1)	98
	17.2% (5)	31.0% (9)	34.5% (10)	10.3% (3)	6.9% (2)	29
13. Positive for international people – Negative for international people	14.4% (14)	40.2% (39)	38.1% (37)	6.2% (6)	1.0% (1)	97
	27.6% (8)	24.1% (7)	27.6% (3)	13.8% (4)	6.9% (2)	29
14. Welcoming – Not welcoming	13.3% (13)	62.2% (61)	17.3% (17)	6.1% (6)	1.0% (1)	98
	26.7% (8)	36.7% (11)	30.0% (9)	0.0% (0)	6.7% (2)	30
15. Respectful – Disrespectful	14.3% (14)	56.1% (55)	20.4% (20)	8.2% (8)	1.0% (1)	98
	24.1% (7)	51.7% (15)	20.7% (6)	0.0% (0)	3.4% (1)	29
16. Positive for people who are raising children – Negative for people who are raising children	11.2% (11)	49.0% (48)	32.7% (32)	5.1% (5)	2.0% (2)	98
	36.7% (11)	20.0% (6)	33.3% (10)	3.3% (1)	6.7% (2)	30
17. Positive for people of high socioeconomic status – Negative for people of high socioeconomic status	14.3% (14)	50.0% (49)	30.6% (30)	1.0% (1)	4.1% (4)	98
	40.0% (12)	20.0% (6)	36.7% (11)	3.3% (1)	0.0% (0)	30
18. Positive for people of low socioeconomic status – Negative for people of low socioeconomic status	10.2% (10)	37.8% (37)	37.8% (37)	10.2% (10)	4.1% (4)	98
	17.9% (5)	32.1% (9)	39.3% (11)	7.1% (2)	3.6% (1)	28
42. Please rate the overall climate of the College on the following dimensions: (free ↔ constantly encounter)	Completely Free	Mostly Free	Occasionally	Regularly	Constantly	<i>N</i>

1. Non-Racist – Racist	1.0% (1)	2.1% (2)	26.8% (26)	44.3% (43)	25.8% (25)	97
	7.1% (2)	35.7% (10)	53.6% (15)	0.0% (0)	3.6% (1)	28
2. Non-Sexist – Sexist	1.0% (1)	1.0% (1)	32.0% (31)	39.2% (38)	26.8% (26)	97
	10.3% (3)	41.4% (12)	37.9% (11)	10.3% (3)	0.0% (0)	29
3. Non-Homophobic – Homophobic	0.0% (0)	4.1% (4)	20.6% (20)	43.3% (42)	32.0% (31)	97
	17.2% (5)	37.9% (11)	41.4% (12)	3.4% (1)	0.0% (0)	29
4. Not age biased – Age biased	-	-	-	-	-	
	13.8% (4)	37.9% (11)	27.6% (8)	6.9% (2)	13.8% (4)	29
5. Non-Classist (e.g., socioeconomic status) – Classist	2.1% (2)	3.1% (3)	27.1% (26)	38.5% (37)	29.2% (28)	96
	13.8% (4)	41.4% (12)	37.9% (11)	6.9% (2)	0.0% (0)	29
6. Non-Classist (e.g., employment status) – Classist	2.1% (2)	8.3% (8)	30.2% (29)	36.5% (35)	22.9% (22)	96
	13.3% (4)	36.7% (11)	26.7% (8)	13.3% (4)	10.0% (3)	30
43. The workplace climate is welcoming for faculty/staff based on their:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	<i>N</i>
1. Age	10.3% (10)	53.6% (52)	24.7% (24)	9.3% (9)	2.1% (2)	97
	20.7% (6)	37.9% (11)	13.8% (4)	27.6% (8)	0.0% (0)	29
2. Country of origin	13.4% (13)	50.5% (49)	33.0% (32)	3.1% (3)	0.0% (0)	97
	20.7% (6)	41.4% (12)	20.7% (6)	13.8% (4)	3.4% (1)	29
3. English language proficiency/accent	8.3% (8)	54.2% (52)	30.2% (29)	7.3% (7)	0.0% (0)	96
	17.2% (5)	34.5% (10)	24.1% (7)	20.7% (6)	3.4% (1)	29
4. Ethnicity	12.4% (12)	53.6% (52)	26.8% (26)	7.2% (7)	0.0% (0)	97
	17.2% (5)	51.7% (15)	20.7% (6)	6.9% (2)	3.4% (1)	29
5. Gender	14.4% (14)	51.5% (50)	25.8% (25)	8.2% (8)	0.0% (0)	97
	17.2% (5)	44.8% (13)	27.6% (8)	10.3% (3)	0.0% (0)	29
43. The workplace climate is welcoming for faculty/staff based on their: (continued)	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	<i>N</i>

6. Gender expression	8.2% (8)	40.2% (39)	41.2% (40)	8.2% (8)	2.1% (2)	97
	13.8% (4)	37.9% (11)	37.9% (11)	10.3% (3)	0.0% (0)	29
7. Immigrant status	11.5% (11)	45.8% (44)	35.4% (34)	6.3% (6)	1.0% (1)	96
	10.3% (3)	41.4% (12)	27.6% (8)	13.8% (4)	6.9% (2)	29
8. Position (faculty, staff)	12.4% (12)	46.4% (45)	23.7% (23)	15.5% (15)	2.1% (2)	97
	13.8% (4)	34.5% (10)	24.1% (7)	20.7% (6)	6.9% (2)	29
9. Medical conditions	9.3% (9)	44.3% (43)	35.1% (34)	9.3% (9)	2.1% (2)	97
	13.8% (4)	37.9% (11)	34.5% (10)	13.8% (4)	0.0% (0)	29
10. Learning disability (e.g., dyslexia)	10.3% (10)	42.3% (41)	40.2% (39)	5.2% (5)	2.1% (2)	97
	14.3% (4)	39.36% (11)	39.3% (11)	7.1% (2)	0.0% (0)	28
11. Marital/partner status	10.3% (10)	52.6% (51)	29.9% (29)	7.2% (7)	0.0% (0)	97
	17.2% (5)	41.4% (12)	27.6% (8)	13.8% (4)	0.0% (0)	29
12. Parental status (e.g., having children)	11.3% (11)	46.4% (45)	32.0% (31)	9.3% (9)	1.0% (1)	97
	24.1% (7)	37.9% (11)	27.6% (8)	10.3% (3)	0.0% (0)	29
13. Physical characteristics	9.3% (9)	51.5% (50)	34.0% (33)	4.1% (4)	1.0% (1)	97
	17.2% (5)	41.4% (12)	34.5% (10)	6.9% (2)	0.0% (0)	29
14. Physical disability	10.3% (10)	40.2% (39)	40.2% (39)	8.2% (8)	1.0% (1)	97
	17.2% (5)	31.0% (9)	34.5% (10)	17.2% (5)	0.0% (0)	29
15. Psychological disorder	7.3% (7)	28.1% (27)	54.2% (52)	8.3% (8)	2.1% (2)	96
	14.8% (4)	25.9% (7)	40.7% (11)	14.8% (4)	3.7% (1)	27
16. Political views	5.2% (5)	34.0% (33)	46.4% (45)	11.3% (11)	3.1% (3)	97
	7.1% (2)	21.4% (6)	28.6% (8)	28.6% (8)	14.3% (4)	28
17. Race	12.5% (12)	47.9% (46)	28.1% (27)	10.4% (10)	1.0% (1)	96
	10.3% (3)	37.9% (11)	31.0% (9)	13.8% (4)	6.9% (2)	29
43. The workplace climate is welcoming for faculty/staff based on their: (continued)						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N

18. Religion/spiritual status	10.3% (10)	43.3% (42)	38.1% (37)	8.2% (8)	0.0% (0)	97
	14.3% (4)	35.7% (10)	39.3% (11)	10.7% (3)	0.0% (0)	28
19. Sexual orientation	8.2% (8)	41.2% (40)	40.2% (39)	9.3% (9)	1.0% (1)	97
	17.2% (5)	37.9% (11)	34.5% (10)	10.3% (3)	0.0% (0)	29
20. Socioeconomic status	10.4% (10)	42.7% (41)	37.5% (36)	8.3% (8)	1.0% (1)	96
	17.2% (5)	41.4% (12)	27.6% (8)	13.8% (4)	0.0% (0)	29
21. Military/veteran status	10.3% (10)	48.5% (47)	35.1% (34)	5.2% (5)	1.0% (1)	97
	14.3% (4)	39.3% (11)	39.3% (11)	3.6% (1)	3.6% (1)	28
44. Please rate the accessibility in the College for people with learning or physical disabilities.	Very Accessible	Somewhat Accessible	Neutral	Somewhat Inaccessible	Very Inaccessible	<i>N</i>
1. Campus Buildings	25.8% (25)	39.2% (38)	14.4% (14)	16.5% (16)	4.1% (4)	97
	28.6% (8)	42.9% (12)	3.6% (1)	14.3% (4)	10.7% (3)	28
2. Classrooms and Labs	24.7% (24)	37.1% (36)	20.6% (20)	13.4% (13)	4.1% (4)	97
	28.6% (8)	35.7% (10)	7.1% (2)	17.9% (5)	10.7% (3)	28
3. Information in alternative formats (e.g., Braille)	12.4% (12)	28.9% (28)	39.2% (38)	12.4% (12)	7.2% (7)	97
	17.9% (5)	21.4% (6)	39.3% (11)	17.9% (5)	3.6% (1)	28
4. Restrooms	35.1% (34)	33.0% (32)	19.6% (19)	9.3% (9)	3.1% (3)	97
	28.6% (8)	32.1% (9)	14.3% (4)	10.7% (3)	14.3% (4)	28
5. Web Site	17.5% (17)	32.0% (31)	38.1% (37)	9.3% (9)	3.1% (3)	97
	28.6% (8)	14.3% (4)	42.9% (12)	10.7% (3)	3.6% (1)	28
6. Other (please specify): 8 responses						
	<ul style="list-style-type: none"> Faculty need to be better educated regarding students with disabilities. Physically challenged individuals are unable to independently open doors into offices or classrooms. Restrooms are the same. If a building has a restroom specifically for differently abled persons, it is often on a floor away from classrooms and doesn't have push button access. 					
45. Please rate the climate in the College for persons from the following racial/ethnic backgrounds.	Very Respectful	Somewhat Respectful	Neutral	Somewhat Disrespectful	Very Disrespectful	<i>N</i>
1. Caucasian/White	60.6% (57)	21.3% (20)	18.1% (17)	0.0% (0)	0.0% (0)	94
	69.0% (20)	13.8% (4)	17.2% (5)	0.0% (0)	0.0% (0)	29

2. Hispanic/Latino	34.0% (32)	33.0% (31)	28.7% (27)	4.3% (4)	0.0% (0)	94
	35.7% (10)	25.0% (7)	35.7% (10)	0.0% (0)	3.6% (1)	28
3. Black/African American	35.1% (33)	33.0% (31)	22.3% (21)	9.6% (9)	0.0% (0)	94
	39.3% (11)	32.1% (9)	17.9% (5)	7.1% (2)	3.6% (1)	28
4. Asian/Pacific Islander	40.4% (38)	30.9% (29)	23.4% (22)	5.3% (5)	0.0% (0)	94
	39.3% (11)	25.0% (7)	21.4% (6)	7.1% (2)	7.1% (2)	28
5. American Indian/Alaskan Native	31.9% (29)	28.6% (26)	35.2% (32)	4.4% (4)	0.0% (0)	91
	25.0% (7)	21.4% (3)	46.4% (13)	0.0% (0)	7.1% (2)	28
6. Other (please specify):						
<ul style="list-style-type: none"> Overall I believe that people in general are very respectful. I or we may know of some that are not. I cannot speak for those that are not. Who am I to say whether they are racist, ignorant, stupid, or just mean. 						

INSTITUTIONAL ACTIONS RELATIVE TO CLIMATE ISSUES (2021)

46. There is visible leadership to foster diversity/inclusion on campus from the:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N
1. Dean	36.2% (34) 40.0% (12)	38.3% (36) 36.7% (11)	21.3% (20) 13.3% (4)	3.2% (3) 3.3% (1)	1.1% (1) 6.7% (2)	94 30
2. Associate Dean	24.2% (22) 36.7% (11)	33.0% (30) 33.3% (10)	37.4% (34) 23.3% (7)	4.4% (4) 6.7% (2)	1.1% (1) 0.0% (0)	91 30
3. Department Chair	26.6% (25) 40.0% (12)	36.2% (34) 33.3% (10)	27.7% (26) 13.3% (4)	4.3% (4) 10.0% (3)	5.3% (5) 3.3% (1)	94 30
4. Program Director/Coordinator	25.0% (23) 31.0% (9)	32.6% (30) 24.1% (7)	40.2% (37) 37.9% (11)	1.1% (1) 3.4% (1)	1.1% (1) 3.4% (1)	92 29
5. Academic Advisor	21.7% (20) 20.7% (6)	35.9% (33) 31.0% (6)	39.1% (36) 44.8% (13)	2.2% (2) 3.4% (1)	1.1% (1) 0.0% (0)	92 29
6. Staff Member	23.7% (22) 31.0% (9)	39.8% (37) 27.6% (8)	32.3% (30) 31.0% (9)	3.2% (3) 10.3% (3)	1.1% (1) 0.0% (0)	93 29
7. Diversity Council	25.8% (23) 41.4% (12)	24.7% (22) 37.9% (11)	46.1% (41) 17.2% (5)	2.2% (2) 3.4% (1)	1.1% (1) 0.0% (0)	89 29
8. Other (please rate here and specify below)						
<ul style="list-style-type: none"> • More awareness of the Diversity Council would help. 						
47. Faculty/Staff Only: In your judgement, how strongly do you agree that each of the following would positively affect the climate on campus?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N
1. Providing more flexibility for promotion/tenure or faculty/staff with families (e.g., family leave).	26.9% (25) 21.4% (6)	40.9% (38) 35.7% (10)	23.7% (22) 21.4% (6)	5.4% (5) 17.9% (5)	3.2% (3) 3.6% (1)	93 28
2. Providing recognition and rewards for including diversity issues in course outlines across the curriculum.	19.4% (18) 25.0% (7)	37.6% (35) 28.6% (8)	31.2% (29) 35.7% (10)	8.6% (8) 7.1% (2)	3.2% (3) 3.6% (1)	93 28

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N
3. Providing diversity training for staff.	24.5% (23) 25.0% (7)	39.4% (37) 46.4% (13)	22.3% (21) 21.4% (6)	10.6% (10) 0.0% (0)	3.2% (3) 7.1% (2)	94 28
4. Providing diversity training for faculty.	26.6% (25) 35.7% (10)	34.0% (32) 39.3% (11)	24.5% (23) 17.9% (5)	11.7% (11) 0.0% (0)	3.2% (3) 7.1% (2)	94 28
5. Providing immersion experiences for faculty/staff in civic engagement projects with lower socioeconomic populations.	22.3% (21) 14.3% (4)	39.4% (37) 50.0% (14)	27.7% (26) 28.6% (8)	8.5% (8) 7.1% (2)	2.1% (2) 0.0% (0)	94 28
6. Providing immersion experiences for students in service learning projects with lower socioeconomic populations.	29.8% (28) 35.7% (10)	39.4% (37) 35.7% (10)	22.3% (21) 17.9% (5)	6.4% (6) 10.7% (3)	2.1% (2) 0.0% (0)	94 28
7. Providing, promoting and improving access to counseling for people who have experienced harassment.	28.0% (26) 35.7% (10)	51.6% (48) 46.4% (13)	17.2% (16) 17.9% (5)	2.2% (2) 0.0% (0)	1.1% (1) 0.0% (0)	93 28
8. Providing more effective mentorship for new minority /new women faculty.	26.6% (25) 35.7% (10)	44.7% (42) 39.3% (11)	21.3% (20) 17.9% (5)	4.3% (4) 3.6% (1)	3.2% (3) 3.6% (1)	94 28
9. Providing a clear and fair process to resolve conflicts.	34.4% (32) 50.0% (14)	46.2% (43) 35.7% (10)	15.1% (14) 10.7% (3)	3.2% (3) 3.6% (1)	1.1% (1) 0.0% (0)	93 28
10. Increasing funding to support campus climate change efforts.	26.6% (25) 35.7% (10)	43.6% (41) 28.6% (8)	19.1% (18) 21.4% (6)	5.3% (5) 7.1% (2)	5.3% (5) 7.1% (2)	94 28
11. Including diversity-related activities as one of the criteria for hiring and/or evaluation of staff/faculty.	24.7% (23) 28.6% (8)	18.3% (17) 25.0% (7)	40.9% (38) 14.3% (4)	8.6% (8) 25.0% (7)	7.5% (7) 7.1% (2)	93 28
12. Providing diversity and equity training to search and tenure committees.	24.7% (23) 32.1% (9)	32.3% (30) 42.9% (12)	29.0% (27) 17.9% (5)	8.6% (8) 0.0% (0)	5.4% (5) 7.1% (2)	93 28
13. Increasing the diversity of the faculty and staff.	21.3% (20) 29.6% (8)	39.4% (37) 40.7% (11)	29.8% (28) 22.2% (6)	6.4% (6) 3.7% (1)	3.2% (3) 3.7% (1)	94 27
14. Increasing the diversity of the administration.	25.5% (24) 37.0% (10)	34.0% (32) 25.9% (7)	29.8% (28) 25.9% (7)	7.4% (7) 7.4% (2)	3.2% (3) 3.7% (1)	94 27
15. Increasing the diversity of the student body.	20.2% (19) 22.2% (6)	33.0% (31) 33.3% (9)	35.1% (33) 37.0% (10)	8.5% (8) 3.7% (1)	3.2% (3) 3.7% (1)	94 27

48. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the college might improve the climate, we encourage you to do so in the space provided below.

- I feel the counseling for harassment should be mandatory for the person responsible for the behavior, or any negative behaviors. It is not the responsibility of the victim to not be a victim, but for the perpetrator to not offend.
- I have seen staff at the Office for Institutional Equity of CSU who definitely have biases and discriminate against some populations themselves. They are the opposite of support. One of them, an older female who retired in 2012 or 2013, even falsely informed me that my personal information would be exposed if I choose to file a formal complaint. I don't even know if she passed the bar exam or not. She was terrible. I am so happy she is gone permanently.
- I think these suggestions are very limited. There need to be real, tangible employment consequences when there is active discrimination against protected classes. No one-shot training is going to help improve issues of racism and bigotry—I have personally witnessed a wide range of administrators in the college actively and publicly engage in discrimination against faculty from protected classes. Without real consequences for these actions, nothing will change.
- Thank you for the opportunity to make some additional remarks. Here are some of my thoughts as I completed the survey:
 - I found it difficult to answer questions or provide ratings to questions for situations in which I haven't walk in others' shoes. Questions pertaining to religion, race, sexual orientation, etc.
 - Mentoring: I hope that any "good" organization would have a mentoring program for all interested faculty/staff and students regardless of any identifiable differences that
- The college is quite behind in the fact that it does not offer paid maternity leave - the only paid time off is due to the medical aspect of giving birth. New adoptive parents have to take all unpaid leave. HR is known among the women on campus to be difficult and uncompromising with those going on maternity leave.
- We need to deconstruct white, dominant culture norms. One such norm is having executive councils who think silence equals leadership. Keeping one's head down and not making waves is incompatible with taking a leadership position.
- Diversity never includes thought, ideologies, opinions, beliefs. CSU should focus on knowledge, research, and thinking skills. Much of what occurs at CSU is indoctrination into Left-wing politics. Very few free thinkers here. Many show their moral superiority by parroting the Gospel according to the Left. BLM is a good example--a Marxist group that HATES Western Civilization/America is beloved by many.
- University climate begins at the top, in the current administration it seems to be primarily more lip service than action. "We will not go back to normal. Normal never was. Our pre-corona existence was not normal other than we normalized greed, inequity, exhaustion, depletion, extraction, disconnection, confusion, rage, hoarding, hate and lack. We are given the opportunity to stitch a new garment. One that fits all of humanity and nature." — Sonya Renee Taylor
- Make goal-setting a priority at the beginning of each school year, whereby superiors and underlings clearly understand job responsibilities and career advancement goals, and how to meet them. Establish clear timelines for review of goals/performance, and make sure they are followed.
- Overall, I think our College is a fantastic place to work, and I feel very at home at CSU. However, I have observed and heard of instances where faculty, staff, or students have experienced identity based harm, microaggressions, or other forms of discrimination. I think this could

be addressed by some of the great ideas reflected in #47. I also think infusing an explicit and strong social justice lens throughout the programs that we offer could support students' commitment to anti-oppression.

- A number of questions that
- I felt I responded "neutral" a lot because I feel like there are a lot of things that I don't know. Based on what I have been learning about systemic racism, I imagine there are problems in our system that I am unaware of. I also haven't had a lot of interaction with other faculty/staff due to the nature of my position and the pandemic.