

CLAYTON
STATE
UNIVERSITY

PRESIDENTIAL TRANSITION TEAM LISTENING SESSIONS

REPORT

Clayton State University welcomed Dr. T. Ramon Stuart as its fifth president on July 1, 2021. On the day of the University System of Georgia's announcement of their final selection, Clayton State's Office of Marketing and Communications launched its communications plan to introduce Dr. Stuart to internal and external constituents. The plan included a press release that was distributed to local media outlets; a welcome page on the website that housed a full announcement of his appointment and his bio; social media posts and the development of Instagram, Twitter and LinkedIn accounts for his post; and a series of interviews with reporters who cover higher education for the city of Atlanta and the south metro Atlanta region. Upon his arrival, a welcome/introduction video was recorded and distributed on the university's website and YouTube channels garnering nearly 7,000 views.

In July 2021, President Stuart charged a Transition Team with the goals of:

1. Introducing him to the campus and to the community we serve
2. Supporting the building of relationships with students, staff, faculty and the local community
3. Laying the groundwork for short- and long-term planning

In support of these goals, the Transition Team conducted listening sessions with students, faculty and staff across campus. The five core questions that were asked of each group were:

1. What makes us distinctive and unique at Clayton State University?
2. What opportunities will lead us to greater success, and how would you pursue them?
3. What is challenging us that we need to improve on in order to ensure a sustained future?
4. As we build our future, what do we need to keep doing well?
5. What are some of the things we need to stop doing because it has not served us well?

Listening sessions were scheduled to include students and employees in every division and office on campus. Approximately 531 people participated in 21 listening sessions held in-person and virtually in August and September. An additional 36 respondents completed an online survey with the same questions that were asked in the listening sessions. A member of the Transition Team facilitated each 60-to-90-minute session and a second member of the team served as a note taker. All session notes were combined into a spreadsheet and the Transition Team identified some recurrent themes that were frequently mentioned during the listening sessions. A brief description of those themes are summarized below. These summaries are not exhaustive of all the comments that were made during the listening sessions. Notes that include a more complete list of all the responses, organized according to the question being asked, are included in Appendix A. For reporting purposes, multiple comments that were similar in nature were paraphrased and combined into one entry.

RECURRENT THEMES

University Brand

The topic of the Clayton State University brand came up in nearly every listening session. There is a sense that the university lacks a clear identity on campus and in the larger metro Atlanta region. It is commonly believed that even in the metro Atlanta region, many people do not know the university exists or that it offers a wide range of graduate and undergraduate programs.

Making the community more aware of Clayton State as an affordable comprehensive university with a beautiful campus, small class sizes and highly qualified and caring faculty and staff will lead to increased enrollment and new financial resources. Being a Predominately Black Institution (PBI) with a large percentage of Black female students is also a part of our brand and identity, especially as so many workplaces are seeking to diversify their companies. Graduate students identified the matter of university branding as also being a matter of potentially damaging self-perception, i.e. that as an institution, we are buying into the notion that we are a secret and not known for anything versus taking. In short, we need to take greater pride in who we are, what we offer to our students and community, and our success.

Resources and Resource Allocation

The theme of resources includes both opportunities for increasing our resources from external sources and changing the way we allocate the resources we currently have. Regarding the former, it was frequently stated that we need to be more aggressive in pursuing grants that may be available because we are a majority minority institution. Not only should we seek more government grants, but we also need to be more deliberate in seeking support from foundations and private corporations who also want to support institutions that serve under-represented populations.

Internally, some of the areas that were mentioned as needing more resources included faculty and staff salaries, marketing, student organizations, part-time faculty pay and graduate student support. The resource of time was also mentioned frequently. Many faculty indicated that our current teaching loads make it difficult to find time for research, develop high-impact teaching practices, mentor students or teach graduate courses.

Employee Morale

The collegiality of the Clayton State campus was mentioned repeatedly and is probably one of the reasons that we have been recognized as a top Atlanta workplace. But, there also are concerns with employee morale. The most frequently mentioned challenge to morale is the lack of consistent salary increases over the years. Even when merit pay is awarded, it usually does not cover the increased cost of living or insurance coverage. Salary is not the only factor; many staff do not have opportunities for advancement or professional development, and there is some frustration with what many expressed as red tape when it comes to trying to get work done. Salary issues are also related to a high employee turnover rate, which ultimately impacts student success, retention and graduation rates.

Employee morale is also related to other patterns in our work environment. Many feel that there is a lack of unity or shared respect between different divisions on campus and there are disparities in how policies are interpreted and applied across campus.

Online

Increasing our number of online programs was frequently mentioned as a way to increase enrollment. However, doing so we will require that we offer sufficient support for faculty and staff to provide the pedagogical, technical, and academic support services that will foster student success. And, there is a concern that we not allow online programs to detract from our on-campus activities. Done correctly, online programs could greatly expand the geographic reach of the University.

The University also does not have a clearly stated vision of the role of online learning with regard to different student populations including dual-enrollment students, international students, graduate and undergraduate students, and students who reside outside Georgia. The growth of the online student population poses challenges for campus activities that are supported by student fees from which online students may be exempt. Many of these offices are already feeling very strapped by the decline of fee revenue from online and dual-enrollment students.

Internal Processes

The need to increase efficiency by reducing red tape was frequently mentioned in the listening sessions. It was noted that we often operate in silos and do not make it easy for others to understand campus policies and processes. Reimbursement for travel and expenses was the most often mentioned area of frustration.

Another point that was made in many of the listening sessions is the need to move away from we have always done it that way thinking. While following traditional routines may make easier and less disruptive for some, it may frustrate those who are trying to develop new ways to meet the same or different goals. This concern also applies to the way we develop our internal budgets. Continually funding programs without critically evaluating their effectiveness and sustainability makes it difficult to fund new initiatives.

Communication

Concerns about internal and external communications came up frequently in the listening sessions. Internally, some participants in the listening session believed that activities on campus are not widely communicated to all who might be interested. And, many expressed a desire to seeing more transparent communication with regard to how decisions are made on campus.

Externally, the concerns about communication are closely related to the discussion on branding. It is a commonly held belief on campus that many in our local community and the broader metropolitan area are not aware of Clayton State or of the range of quality programs we have to offer.

Campus Culture

Many of the themes heard in the listening sessions impact the campus culture. Separate from those factors cited above, collegiality was the word that came up most frequently when describing our campus culture. Many believe that this is one of the hallmarks of the University that sets it apart from other workplaces. However, the preservation of campus harmony may also lead to an unwillingness to make changes when the ways we have always done things are not serving us well.

In addition to collegiality, many also noted that Clayton State has a culture of supporting students and being committed to their long-term success. Faculty and staff frequently go the extra mile to help students deal with issues in and out of the classroom and to prepare them for reaching their goals after graduation. It was frequently mentioned that we often help students exceed their expectations and the expectations of others.

Although the remarks related to the campus culture were generally positive, many also noted that creating a traditional college vibe is very challenging with so many non-traditional, commuter and online students. We lack a strong sense of campus pride and connectedness to others. It was also noted that our campus culture does not fully embrace or reflect that we are a predominantly Black institution. It was also mentioned that we often focus on the deficits and challenges facing many of our students rather than the strength, resilience and real-world experience they bring with them. In addition to expressing a desire for more of a classic university experience at Clayton, students expressed a desire for more school spirit, more of an obvious CSU presence in our community, with CSU paraphernalia widely available in area stores.

TRANSITION TEAM MEMBERS

Kevin Demmitt, *Professor of Sociology (Co-Chair)*

Reginald Turner, *Executive Director of Continuing and Professional Education (Co-Chair)*

Akwai Agoons, *Assistant Vice President for Business and Operations & Controller*

Royal Baxter, *Associate Director Student Life*

Victoria Foster, *Director, Undergraduate Nursing Program*

Asia L. Hauter, *Assistant Vice President for Marketing and Communications*

Joe Johnson, *Assistant Dean of Arts and Sciences*

Faith Morton, *Executive Assistant to the Vice President of Information and Technology Service*

George Nakos, *Chair of Management, Marketing and Supply Chain Management*

Charles Read, *Assistant Vice President/Deputy Chief Information Officer*

Eric Tack, *Associate Vice President for Enrollment Management and Student Success*

David Williams, *Associate Professor of Mathematics and Faculty Senate Chair*

APPENDIX

All comments sorted by the 5 questions asked in each session.

APPENDIX A: NOTES FROM LISTENING SESSIONS

What makes us distinctive and unique at Clayton State Universe (CSU)?

- Clayton State has a strategic location in South metro Atlanta
- Dedicated Faculty
- Student body composition: Ethnically diverse but also non-traditional and older
- Spivey Hall
- Collegiality of faculty and staff
- Great value for students
- Beautiful campus
- Location. Close proximity to Atlanta. Fairly easy to retain faculty that want to be in a major metro area
- Small class sizes
- Applied focus of graduate and undergraduate academic programs
- Students have real life experience and appreciate the value of a college degree
- Faculty and staff supported in going online due to COVID
- Faculty are very concerned about the students and work with them in and out of the classroom
- We help our students exceed expectations. They do very well in national competitions
- We are a PBI but not an HBCU
- We don't have a football team
- Beauty of landscape/campus
- Cleanliness of the campus, facilities, restrooms
- Closeness of the staff
- Voted Best Place to work
- Drug and tobacco free campus
- Student events give the university an HBCU feel
- Feels like a family
- Small school feel, with opportunities for students at a larger university, faculty/staff can be innovative
- Family oriented environment
- While being a PBI we provide boutique services (e.g., second chance at higher ed, size of institution)
- Unique students—driven by their lived experience “grind”

What opportunities will lead us to greater success, and how would you pursue them?

- Online programs could help us increase enrollment nationwide
- Help Clayton County grow/community engagement
- Reduce internal bureaucracy (red tape)
- Develop and market more quality online programs
- Provide time (reduced teaching loads) and support for faculty to adopt high impact practices
- Increase marketing to students on value of choosing Clayton State
- Support faculty training for fostering growth mindset
- Create more pipelines with area schools
- Conduct market research on students
- We can be known as University that supports minority students, especially females
- We can develop new high demand degree programs
- We need designated recruiters for graduate programs
- We need to secure more grant and corporate funding as a PBI
- Improving retention/graduation rates will help enrollment
- Increased opportunities for advance and professional development will help us retain more staff
- Internship and externships

- Training on imposter syndrome
- Create more traditions and school spirit
- We now have a great opportunity to redefine ourselves
- Offer trades (HVAC, aircraft mechanics)
- Give more attention to Dental Hygiene programs (physical space does not reflect the program)
- More faculty AND staff gatherings
- Connect more with community (Morrow, and surrounding areas)
- Connect with other universities
- Invest more time and energy into the campus culture (homecoming, spirit events, etc)
- Offer higher degree programs (PhD)
- Develop more networking opportunities for students
- Educate students on the services and resources that we provide
- Develop more engagement opportunities to bridge gaps between student levels
- More involvement between students and staff
- Teach students proper workplace etiquette
- Name, brand, reputation—define who we are across the region and state
- Offering doctoral degrees
- Case management for supporting students—understanding how extensive this can be when done right (comprehensive approach)
- Ensure staff compensation is competitive enough to decrease staff turnover
- Potential for more cross pollination between student affairs and academic affairs
- Inclusion and Engagement Committee: Rename to title to clearly identify the goal of improving diversity, equity, and inclusion
- Do more for commuter students (e.g., childcare, needs of working students)
- Enhancing employee engagement on the student side
- Internal communication problem where we are doing a lot of things but people don't know about and believe isn't happening
- How do we see things through a student's perspective and not just a policy and procedural approach to what we do.
- Stop thinking our employees as faculty and staff
- Cross-training: Stop assuming that everyone knows what other offices do or why they do it
- "Be proud of where we work, be proud of what we do, and be proud and unapologetic for who we do it for."
- Integration of our alums
- Telling our success story
- Creating a sense of belonging for our students-imposter syndrome, TRiO programs, partnerships with doctoral programs
- Academic and Enrollment Management
- Desire to ensure we are working as one university, elevating front-line voices into the decision making process
- Be more intentional about how we interact with our students, honoring their individualities while proactively solving the problem for others utilizing the tools we have to serve our students even if they we don't "own" the solution
- "If we sweep around our own front porch the world we be a little bit cleaner"
- Different populations need unique solution, challenging while allowing for innovation and coming up with new ideas
- Student life to represent we aren't a commuter college
- Creating a space for students outside of the office that goes beyond office, title, and role
- Building connections across offices and divisions allows us to better serve our students
- Opportunity to guide the parents and engage them as a partner and not always be met with FERPA—Parents Day, Parent Communication, Parent Hotline

What is challenging us that we need to improve on in order to ensure a sustained future?

- University has low name recognition
- Decline of student population in top feeding counties (Clayton, Henry, Fayette)
- Quality of student population is declining. This is bad for faculty morale. Gap between faculty expectations and student preparation.

- Faculty and staff morale. Pay is low, raises are not regular and some faculty/staff members do not feel recognized
- Balance support for campus and online classes
- Improved student, faculty and staff support for online activities
- Commuters and online student mindset make it hard to develop a campus culture and identity
- Lack of clarity and/or agreement on unified goals for campus across different divisions
- Many of our students face financial challenges and cannot afford to pay for essential campus services
- More resources are needed to meet professional standards for programs (e.g. labs, theater, computers)
- There is a cultural divide between our student and faculty populations
- We need to ensure that our marketing is in line with our mission and vision
- University lacks a sense of identity
- Desire to define our brand and messaging
- We need more support for graduate students
- Many are not aware that we have graduate programs
- Students struggle to pay for study abroad experiences that can greatly enhance their education
- Dealing with employee burnout
- Recycling
- Electric car charging station
- We are still operating as a transfer school
- We have a problem with intellectual imbreeding
- Student organizations should receive budgets
- Outdated equipment
- Lack of safety meetings
- Lack of storage
- Dedicated breakroom/spaces
- Lack of support of Greek life
- Lack of adequate marketing and promoting of campus happenings
- Campus community lacks pride in the university
- Constant change of benefits that have made us less competitive without salary adjustments—Unclear what is a CSU fix versus
- Makeup of the student enrollment-fee paying students
- Brand Messaging: Not sure of what this is and how we communicate it to external audiences
- Is academic affairs supporting the students we are admitting and closing the feedback loop
- Increase student participation in university process to ensure we know what students want and need
- Culture—"I have to color inside the lines"
- Intent and perception in regards to management, can't communicate because we are afraid of how we will be perceived
- Celebrating our staff (faculty and staff awards)

As we build our future, what do we need to keep doing well?

- Student support is good (student tutors, CAS)
- CELT very good
- Good police and maintenance
- We need to maintain local focus while also expanding footprint
- We need to maintain quality classroom teaching even as we expand online offerings
- We need to maintain collegiality even as we make significant changes
- We need to maintain awareness of mental health issues that became prevalent during COVID
- We need to continue to embrace and support new faculty
- We need to continue to have smaller classes sizes
- We need to continue to use social media
- Set high standards for students and a culture of success
- Show appreciation and gratitude to staff
- We need to continue creating opportunities for student voices to be heard
- Genuine love and appreciation for working with our students
- Diversity of our faculty and staff that helps us think more critically and share ideas with how to serve our students—DEI work with staff

What are some of the things we need to stop doing because it has not served us well?

- Pay for adjuncts is very low
- Marketing budget too low
- Stop Human Resources terminating adjuncts that do not teach a semester
- Contracts with outside vendors may not be in the best interest of our students (e.g. Barnes and Noble)
- We need to stop automatically budgeting resources without assessing program effectiveness and sustainability
- We need to stop “we have always done it this way” mentality
- Stop having functional silos on campus that make it difficult to find processes or forms
- We need to stop evaluating faculty in ways that are not formative and are too reliant on student surveys
- We need to stop demoralizing faculty and staff by not giving annual salary increases
- We need to stop avoiding uncomfortable conversations about diversity
- We need to stop not using travel agents for study abroad
- Stop being ashamed of the population we serve
- Stop paying for parking
- Ignoring safety issues
- Using paper process for work orders
- Changing staff hours/schedules with no discussion or warning
- Lack of cultural food offered in dining hall
- Prohibiting food trucks on campus
- Customer services themes-hearing out what they are asking and needing, and helping them articulate in Clayton State/Higher Ed terms
- Expecting staff to do the same or more with fewer resources
- Compliance over staff development-annual training that doesn't change and isn't targeted
- So focused on our own history that it limits our ability to create a more dynamic future
- Not engaging/creating ownership within other units in the full student recruitment process— No one is too important to help
- Better communication between the departments. Being more proactive in the inclusion of others.
- Sharing of resources to collectively support students rather than I do my training and you do your training
- Stop being scared of change or following up to learn what happened. Stop waiting for someone to say it is okay to follow up.
- Not doing the same thing and expecting a different outcome.

MEETING WITH EXTERNAL STAKEHOLDERS

In addition to meeting with internal stakeholders across the university, Dr. Stuart met with external stakeholders. Alumni, donors, parents, elected officials, faith-based organizations, and corporations were included on this list. These meetings were designed to better understand the university's role in the workforce economic development ecosystem in Clayton, Henry, Fayette and other surrounding counties. A list of approximately 80 individual external stakeholders were submitted by the Presidential Transition Team for Dr. Stuart to meet. Dr. Stuart has met with approximately 40 individuals and/or groups from this list. Dr. Stuart plans to meet with everyone on this list before the end of 2021.

APPENDIX B: RESPONSES TO THE ONLINE SURVEY

What makes us distinctive and unique at CSU?

- CSU is distinctive because of its students and faculty. With a student body that is predominantly Black, the opportunities to create learning experiences rooted in Black perspectives is unique. Such efforts are typically reserved for HBCUs. To have this sort of emphasis as a state institution is an opportunity for distinguishing ourselves in the USG. Our faculty are also incredible. While there are always outliers, we have some of the most creative and effective faculty anywhere.
- The diversity of the students, faculty, and staff
- Small class sizes give the opportunity for meaningful instructor-student interactions to occur. In-person classes support this as well. I highlight both of these because my time at GSU was during a push for larger classes (144 students!) and beginning a transition to more online courses.
- Diversity and socially economically disadvantaged population
- Our location and our chance to show that the south side of Atlanta can excel
- Student population, location, cost of tuitions
- Our beautiful campus Spivey Hall dedicated faculty that cares about teaching. Location in Clayton County during the presidential election
- Our location (which is also a bit of a disadvantage since we're so close to the bigger schools) and picturesque campus
- Non-traditional students
- The service and teaching that we provide to students, and the strong sense of community.
- Commuter campus; student demographics
- The peaceful campus setting; focus on student success
- The high number of graduates associated with serving what may be considered a very underrepresented population in higher education. We change lives.
- Flexibility
- Diversity, high quality education, great instructors
- Insistence on being a decade behind the curve
- We're a small enough university that professors can often know their students by name. We also have very low tuition and fees, relative to our competition, which appeals to students. One downside of having low tuition and fees is that we cannot afford reliable software for proctoring our online exams—software like Proctor U. Instead, we have Respondus Lockdown Browser + Webcam, which is relatively inexpensive and, it can be reasonably argued, a relatively ineffective system for preventing and detecting cheating on exams, given the demands on faculty.
- The faculty, their expertise, the students, our beautiful campus
- Spivey Hall, Dental Hygiene Clinic on campus
- Diverse student population we serve and their push to complete their dreams of graduating
- The opportunities available for minorities.
- I think we have good faculty who bring a diverse experience and set of skills. secondly, our student body, while many might say that some of our students are not “college ready”, we have a great set of students who demonstrated the ability to achieve as much as you allow them to.
- Commitment to students on a personal level.
- Our dedication to our students
- Our student body
- Personal connections to students
- The expertise of faculty, terminal degreed faculty, amazing community and students, its campus
- Small atmosphere
- Faculty rather than graduate students teach and we have a diverse population
- Teaching/mentoring focus
- The student population and location of the school in Clayton County.

What opportunities will lead us to greater success, and how would you pursue them?

- We have opportunities to become the premiere institution for cultural diversity. Our student population doesn't always see themselves represented at other institutions. If we can emphasize our diversity in marketing, and develop programs such as Africana Studies, Asian Studies, and Latin American Studies as majors and emphases within majors we can provide an experience for students they can't get anywhere else.
- More access to information
- We could be more successful educators if we had fewer classes to teach. The extra time allowed could be channeled into further developing the courses we teach. Decreased course load also buys time to mentor research students, which has the benefit of increasing scholarly output simultaneously. I would pursue this opportunity by getting administrators to understand that they can achieve their goals of strengthening the university (retention, graduation rates, national rankings, etc.) by investing in it. Just because something will cost money to do, doesn't mean it is only a cost: the benefit must be considered as well.
- Small and energetic—give them environment for growing and support
- I would build strong programs, and I would also emphasize academics and scholarly study—for students who excel and strong academic programs for those who want to excel
- Increase need for excellence to be pursued with intentional hires and strategic leadership positions with professionals who actually publish in diversity AND excellence. The old school moto of diversity or excellence is past its time.
- Building a strong academic program
- More unique opportunities for students, something like more connections with different companies to give our students an edge that they can't get anywhere else. I have no idea how to pursue them, though.
- Internationalize faculty, students and programs (especially new graduate school degrees)
- While increasing the awareness of our presence and degrees regionally is important, we still have an opportunity to become a leading institution in the Atlanta-metro area, SE region, and possibly nationwide. This could occur by building upon the strengths of CSU, including degrees, tuition costs, and post-graduate opportunities.
- Certifications; practical degrees in IT and security; enhanced med tech programs with corporate sponsors
- Continue to invest in research and development of surrounding area, including public (MARTA) transit
- We need a vision and one way that we describe ourselves. We need to find pride in who we are and the region we serve.
- Tuition is very competitive
- Contacts with local companies, keep in touch and work with them to shape our courses.
- The pendulum moving back toward an emphasis on academic excellence
- The workflow between other departments—sometimes things are hard to get done because things take too long to get approved. We need to get things through to get things done!
- It's hard for me to speak to this question with respect to the University as a whole; this is the sort of question better answered by those with a view from 10,000 feet (compared with someone like me, slogging in the trenches). From the perspective of the College of Business, I feel that our Dean is doing a fine job, as evidenced by the fact that his and my college is the only college with growing enrollments in a time when it is challenging to attract qualified students.
- Hiring leaders who have integrity as a value
- Meeting industry needs pursued by increasing partnerships (advisory boards for departments)
- Expansion into other cities and counties to accommodate larger student body.
- There are many leaders at CSU that purposefully elect not to engage in any leadership roles due to many of the things I asserted to here. CSU needs to find a way to give those people voices. We cannot keep doing the same thing expecting a different result.

- Establishing programs that are reflective of our diversity. E.g. establishment of a steeldrum ensemble, which can then become unique to the CSU experience and identity. And becomes newsworthy, too.
- MARTA expanded into Clayton County only a few years ago. Nonetheless, Clayton County has some of the heaviest ridership in the system. Moreover, MARTA is moving quickly to beef up its presence in the county. It is trying to establish several transportation hubs, for example. Justice Center was the first one to open. Currently, the complex of CSU, the Georgia Archives and the National Archives at Atlanta are not being considered as a transportation hub. This seems like a lost opportunity. Those three institutions alone should be enough to support a hub. Moreover, if we want students and employees, we need to be more accessible. Our students also need access to the greater Atlanta area in order to pursue opportunities like internships. There is also an opportunity to push for transit oriented design (TOD) in the area. This type of development improves the quality of life for everyone in the area. We need to establish a relationship with MARTA and be more aggressive in having MARTA's presence on our campus.
- We need better advertising to reach a broader audience.
- Recruiting students who want to graduate from CSU
- Faculty need to be treated as the center of education. They are the ones who help the students
- We need more visibility in the community.
- Provide more opportunities (\$\$) for faculty scholarship towards research and teaching. Work with students from where they are culturally and academically.
- Fully embrace the students and community we are in
- Creating more faculty development opportunities. Creating a pipeline for faculty (non-tenure track) to become tenure-track faculty.

What is challenging us that we need to improve on in order to ensure a sustained future?

- To be frank, faculty are overworked and underpaid. We experience high turnover in our departments and good faculty don't stick around. Faculty are often treated as disposable resources. The USG as a whole is de-emphasizing the humanities and replacing it with STEM and job training. Our students are more narrowly educated and less able to adapt to changing circumstances in their disciplines. The USG in general does a terrible job at distinguishing job training and technical school education from a 4 year liberal arts education. We need to emphasize the value of a liberal arts education and our students should know what that means well enough to articulate it to their families. Our programs need more investment in space and resources. Visual and Performing arts is bursting at the seams in Carnes Hall for Music. VPA desperately needs a new building. We need more full-time faculty on tenure track lines and reduced workloads to facilitate the kind of world class attention our students deserve from their faculty.
- Useable website with information needed for our jobs. Ability to contact other people on campus using the website.
- We need to stop comparing ourselves to other universities and comparing departments to other departments within the university. Apples and oranges are both fruits, but that doesn't mean they grow, survive, or reproduce under the same agricultural practices.
- Unproductive admins to step down not sitting until retirement allowing new talents a chance to advance
- Some attitudes that we are working with a student body that is not academically inclined
- The lack of integrity for individuals in position of power; the lack of pursuit of excellence; the unethical behaviors of individuals in power. The lack of transparency, clarity leading to unkind behaviors overall and a toxic internal culture.
- Building a strong academic program with many courses unique to our population and location as well as traditional courses

- Name recognition. At various job fairs when I try to get recruiters to come out and talk to our IT students, they always say the same thing: well, we'll already be in Atlanta to go to Tech, so we can't make another trip to stop there. Or for them to say "where? Is that near Georgia State? how far is that from Kennesaw?"
- In academic affairs, the deans are all males. In certain colleges, sexism is rampant. We need to do better in promoting women from within.
- Program/degree offerings may be limited, reducing competitiveness and marketing.
- Customer service; knowledge of other departments and what they do; we field calls from people who are sent to us because no one knows what to do with them; we take the time to research the issue and give them proper direction
- More attention to our Asian-American population on campus and in the area (administration has had to be pushed to respond to Asian-American hate crimes in the area); While this is a teaching-focused institution and there are course releases for research, the expected course load of 4-4 for regular faculty can hinder research that can impact broader geographic and disciplinary communities
- Students need to be first in everything we do. If students are not positively impacted, let's evaluate what we are doing and make sure there is a benefit to our students. We are here to serve the students; they are not here to serve us. Another challenge is breaking down silos and working together across the university. We are one Laker Family and need to pull together in that fashion.
- Smaller number of students in classes
- Low salaries. Some people are quitting because they cannot afford to live here.
- Quell Managerialism
- Our processes take a long time to get things approved—the hiring process for faculty and staff —to get approved. Contract reviews take months! Is very frustrating!
- Clayton State University's College of Business is accredited by the AACSB, the most prestigious accrediting body for collegiate schools of business. Only 910 schools worldwide have AACSB accreditation, and ours is one of them. Nevertheless, out of those 910 schools, I am only aware of two of them that generally require their faculty members to teach four classes per semester, and CSU is one of them. I'm not sure at all sure that that combination of high teaching load and AACSB accreditation is sustainable over the long term.
- Follow bylaws and policies in place or at least attempt to improve them
- Cohesiveness with business office and academics
- Demands on graduate programs with insufficient resources—we have several masters programs in multiple colleges that have grown, but with little to no addition of faculty to support these programs in addition to our undergraduate program. Also, depending on the program the faculty who are supporting the graduate programs are doing so with very little reward for the additional workload (course releases may not be sufficient to offset the efforts involved).
- Market level pay for staff
- Already answered in previous survey response
- Some administrative and institutional process that inhibit the creative endeavors and activities that faculty can engage with student. Creating a culture here that does just say we value the faculty...but also demonstrates it... Stop thinking that it has to be a one or the other between undergrad and grad. Both can flourish
- Being able to retain personnel who are committed but become frustrated by being asked to do a lot with stretched resources.
- Time and money
- We don't have much of a campus culture that will attract students who want to live on campus, become a part of campus life, and eventually graduate. We have a split identity—are we a commuter school or residential? Are we a two year college that serves dual enrollment students who plan to transfer or a university?
- Corporate mentality, undereducated staff in high positions
- There is a corporate model of education that CSU is pushing with these online programs that may not actually be serving our students.
- Faculty salaries and budgets for travel and research as well as advising students so they can maximize performance and credits toward graduation
- Faculty retention and too many online classes
- Political influences in the education system

As we build our future, what do we need to keep doing well?

- Our community engagement is really good. We need to keep going at it and do even more.
- Open discussions, ability to say what you feel without losing a job
- We need to keep delivering quality education to our students. If the university isn't doing this, then it is failing. Every decision made needs to be weighed against the impact it may have on the quality of our education. This is why faculty should be regularly consulted on administrative decisions that will impact the classroom.
- Promote and hiring more younger talents
- Working hard
- CSU has an emphasis on diversity that needs to be kept.
- Maintaining a beautiful setting and emphasis in caring for and mentoring students
- I can only speak from my department, but I think we have a lot of connections with a lot of companies. For example, our Launchpad Fellowship with Mailchimp. More opportunities like this would make us stand out and attract more quality students. Additionally, having more big name films on our campus. I had a lot of people who, for a time, know who we were just because Captain America: Civil War was filmed in the UC.
- Hire terminal degree faculty. Students are taught by top PhDs.
- We need to continue to provide strong support for our students while supporting faculty in and outside of the classroom, which in turn strengthens the teaching and learning experiences for students.
- Self assessment
- Focus on helping students through early alerts and such; attention to diversity of our students (and faculty/staff)
- Focused efforts on supporting our students outside of the classroom, such as through the CAR, CAS, CAPS, Disability Services, and more. Willing to change. Pulling everything together in a comprehensive strategic plan as we have done in the past.
- More faculty to promote small classes
- Keep the welcoming atmosphere and high quality of education.
- Embracing that future
- Caring for each other. Being kind to one another.
- We absolutely must make sure that CSU remains a collegial place to work. I have seldom (if ever) worked with more dedicated and collegial colleagues.
- Serve our community
- Continue supportive resources
- Our innovative and quality undergraduate instructions always been a hallmark of our university, and we should continue to focus our resources and efforts on continuing that as well as to extend our online course program offerings in quality ways.
- Market level pay for staff
- Already answered in previous survey response
- We need to more fully accept and engage with who are student body is NOT what we want our student body to look like. We spend too much time trying to cultivate dual enrollment students who never end up coming here instead of marketing to the communities where our students do come from, and instead of trying to put forth effort to marketing and growing the graduate programs
- Being good stewards of our students' futures and dreams.
- Continue to focus on student success
- Supporting our students.
- Holding up academic standards
- Stay united no matter our differences
- Pay raises for faculty, substantial raises to increase morale
- Keep collegiality going and a focus on teaching
- Collegiality and genuine support for student success
- Providing a collegial atmosphere among faculty and staff. Allow faculty autonomy in the classroom

What are some of the things we need to stop doing because it has not served us well?

- We need to stop relying on part-time faculty so much. We need to stop expecting that faculty can teach a 4/4 load and still give the kind of attention our students and community need. We need to stop funneling resources to only the programs that are popular and invest in all of our programs.
- Bury websites so they don't say anything or people to contact
- We need to stop pretending that everything is fine. Stasis, in the form of copy-pasting our plans from one semester to the next, is not progress. Faculty should be evaluated based on the quality of their teaching, not a statistically-problematic metric disconnected from best practices. We need to stop pretending that money is equivalent to time. Paying faculty more to teach more classes, mentor more students, or do more research does not make sense unless the faculty have the time to do these activities. Quality teaching takes time, and we need to stop ignoring that fact and change our incentive system.
- Allowing deans to also act as department chairs
- Some have low expectations
- Hiring or placing individuals in power when they have displayed a serious lack of integrity, ethics, and excellence.
- Stop thinking our students aren't capable of anything Harvard can do
- Doing things the way we've always done, because we'll always get what we've always got
- The faculty evaluation responses from faculty are not disseminated further. There must be accountability in how these are done. Some are unprofessional. Some are revealing that we are diverse but not inclusive. Inclusivity matters moving forward. Evaluations can be 360 but if none of the concerns raised by faculty are addressed, it leads to a toxic culture that must stop.
- One specific area is related to stronger auxiliary support. For example, it would be beneficial if individual departments, programs, etc. were provided with the ability to have more oversight in decisions pertaining to marketing, website development, design, etc., e.g provide standard directions or templates, thus streamlining and making approval processes more efficient.
- Segregating departments and programs; relying on habit and not questioning why; fear of what's outside the usual; parochial attitudes
- Not focusing enough on Asian-American students in light of recent, increased violence against them, especially in light of demographics of our surrounding community; despite efforts at embracing diversity, challenging faculty to think about how they enact systemic bias in their interactions with students, faculty, and staff (I have also experienced this systemic bias)
- Excusing courses with high passing rates. Blaming the BOR for anything perceived as negative.
- Large classes
- The hiring process with HR is soooooo lengthy and hard to get through. Pare it down a bit.
- Management by analytics
- We need to stop the recent practice of not awarding any merit pay increases. CSU faculty have not received merit pay increases in two years, and during that time, the cost of living has increased 6.4%, according to the CPI-U (July 2019 to July 2021). I understand the economic trauma that the state of Georgia and the country has recently been through, and I appreciate the fact that salaries were not cut during the past two years (although positions were). Still, the state budget has a substantial surplus this year, so the lack of merit pay increases this year is a little hard to fathom. Having no merit pay increases is not sustainable for very long.
- Working in silos
- While this may not be what is actually occurring, it often looks like we are reactively planning and offering programs and instruction rather than strategically approaching things like dual enrollment and graduate expansion.
- Already answered in previous survey response
- Stop the silly policies that get in the way of creative endeavors, stop making faculty feel as if we took a step down to come here then treating us like we don't have options or something to offer. Stop promoting from within so much that nothing changes
- Recognizing and rewarding the same people time and again, while the hard work of others goes unnoticed.

- We need to stop overloading faculty
- Stop relying so heavily on dual enrollment students who don't consider themselves college students, don't pursue degrees with us, and who need a lot of instructor time, energy and resources. Our course materials are determined by them because we cannot afford to pay for their books, and we maintain a separate campus just for them.
- Do not cater to the corporate mindset
- Stop letting the governor of the state dictate health mandates when he is not a scientist.
- "One size fits all" approach with a diverse group
- Too much focus on marketing rather than investing in the people in the classroom
- Improve the CSU website. It is not user friendly and it could impact students from applying and staying at the University. The search function on the CSU website does not lead students or faculty to where they need to go. There should be a easy direct link to the library on the CSU homepage and a link to the library homepage should be the first thing you see when you enter "library" in the CSU search function, not information on the library renovation. Issues like this can impact students completing assignments or navigating their online experience with Clayton state.

General comments, suggestions, and thoughts:

- I have a love/hate relationship with my job. I love being in the classroom with students. I love working with students on research. I love collaborating with faculty on projects. I hate the disconnect between administration and faculty. It seems that from the Deans up, administration lives in a totally different world than faculty. We are regularly baffled by decisions being made, especially when they negatively impact us or our programs. Most faculty don't want to be involved in university politics and it seems those politics drive our decision making as an institution. We also seem to shy away from diversity training as a required thing for all faculty and staff. The ones who really need to hear those trainings never voluntarily attend them. Clayton State is viewed in the community as a place you don't want to go. It's where you go when you can't get in anywhere else. It's the place you go to after you realize you can't afford UGA or GA Tech. We have to change that perception.
- "Being updated of new information (budget, communication and branding area). I have never had to tell students 'I am so sorry, I can't find that information on the website' which have said a lot in the last six months. I can't find people unless you know the name as well as the correct spelling. If working on campus we cannot find this information, how can students interested in coming to campus going to be able to. It is very frustrating. This always comes back to faculty to find new students but it has to do with parents of or potential students can't get through our website."
- Very excited to have a fresh perspective to lead out university toward progress. Thanks for listening to us!
- "The mindset of having a stable and secured environment to maintain the status quo had led to the likewise hiring of administrators and kept us where we've been in the same spot for the last decade or longer, while all other compatible institutions to advance. Admins being round for too long tend to work with their cliques to push their own agenda and their favor, which in turn discourages and turn off motivation and frustrates other talents."
- I am concerned that we have low expectations for students. I am also concerned about bringing in outside programs that support only a few. Too much emphasis on programs that do not meet student needs.
- There is a need to review the faculty annual evaluation, how they are conducted and the faculty responses. It is time to address how to pursue excellence and what excellence will look like at Clayton State so that it benefits our students first. Embracing diversity is one point, knowing how to include and listen to experts purposefully another.

- “We need emergency services for students available 24 hours daily (counseling, all needs, even housing) and well-known to faculty and students. We have an awesome health program (Covid), and we need to make that more well-known. I am faculty, and I’ve talked with staff who often feel overlooked as well as overworked. Some programs for morale and how to treat others would help. We also have qualified faculty and librarians who leave for various reasons. A look at why people are leaving would be helpful. Often it is salary, but even then, there are other reasons. Also if salary is low, can we offer other items to encourage people to stay? Some will stay with lower salaries if they feel needed, wanted, and appreciated. More emphasis on new, creative programs and courses. Ask department members what they feel is lacking in their departments.”
- Thanks for taking the time to get our opinions and talk to us about these things.
- Specific issue: We need to stop following the trend and pretending that CaPE is not part of the university. Many of my outside colleagues are horrified to learn CaPE has no university support and/or is not a department of the university. Jacob Chacko has spoken to this issue on several occasions. Small example: We have a student very ill with Delta Covid virus. I cannot report in contact tracing because student does not have CSU id nor email. How is this possible? Ms. Baxter is working to remedy, and I thank her. But why was it true in the first place? Small things can become big things.
- I think my concerns are more or less covered above—But I do wish we could buck USG (and maybe state) regulations regarding masking, vaccination, and social distancing. I do appreciate the recent vaccination incentives, although those have had mixed results elsewhere.
- I am sincerely optimistic about the ability for Clayton State to have an impact on the lives of those in our region.
- The finest example of managerial analytics is Robby Mook. Ask Hillary Clinton how that worked for her in 2016.
- “Speaking for staff—consistent yearly raises would be a real dream—even if it was every other year—especially when an employee receives ‘outstanding’ on their yearly review. Also, it is very frustrating why the process of hiring new faculty and staff takes so long—and even on contract reviews—why it takes months to get approved. Sometimes it’s like the different departments that are involved—it seems things get ‘stuck’! Makes the process frustrating.”
- Establish learning communities (internal); Student learning community (freshman experience/mentorship that continues through sophomore year); Faculty learning community (workshops and trainings led by “supporting” staff i.e. budget office, purchasing, HR, etc)”
- Here are thoughts regarding the asked questions and how can we move forward under new administrative leadership. Colleagues are polite and cordial but this hinders true openness and honesty regarding the areas where we really need to improve. No one wants to step on another but we have to take good with the bad if we’re going to become great. We should be able to agree as well as disagree without being unprofessional, and all voices should be heard and not belittled. Are we afraid to speak because of retaliation or no support? This could be a deterring factor to receiving needed feedback. The hiring process for both faculty/staff and students take too long before the candidates are actually able to start. When hiring candidates from within the USG, some replication of paperwork is understandable but requiring all processes or paperwork to be completed again (e.g. new hire training, background checks within a year) should not be the case and OneUSG should allow information to be transferable based upon the position. The university has lots of support services available to the students. Ensure all services are advertised equally and fairly to the students and ask the units to regularly participate and share information about their areas. Support services include more than the one or two that are always mentioned. Conduct SWOT analysis to determine where improvements can be made and funds redirected to those departments needing increases to support students without heavily reliance among grant funding to sustain annual budgets. Some departments have not been properly funded or have been cut for nearly ten years without any consideration to constant increases in costs or supplies. While the student population is the main focus of why

we come to work and serve each day, without us the students cannot learn or discover. Yes, our HR does a good job of helping us with well-being but more emphasis should be placed on employee morale and well-being as we continue going through the pandemic. If the emphasis is student engagement and meeting them where they are, provide better faculty/staff meal plan options with payroll deductions and lower food costs. Improve on and encourage more collaboration between all students services and academic affairs. Support services are not separate from what happens in the classroom. The two are partners to help students succeed.

- “... I agree with everything I did read/hear, especially regarding market research for graduate programs, more experiential learning, paying attention to socioeconomic make-up of our population (including Asian Americans), and student evaluations to be used as formative, rather than summative assessments of faculty teaching. Also, I would be interested in one course release/semester for junior, pre-tenure faculty, specifically without having to apply for them through CASE and other initiatives. We are struggling to adjust to a relatively-high course load (even though such course loads are customary for teaching-focused institutions like this one). But we are also having to establish ourselves as researchers while engaging in service via committees and other initiatives.”
- “Dr. Stuart at the start of the semester, I was inspired by your remarks and hope that you are the leader that will take on to the next level of what we can be. I wish you success here and hope that the changes made at the top can trickle down throughout the institution. We have so much wasted potential and opportunities simply for not wanting to find better ways to do things. I hope you surround yourself with people who will be willing to tell you the unvarnished truth and that are vested in the growth of this institution and student body. I hope you are not misinformed by people who are not change agents and are only interested in their own titles and careers.”
- Thank you for this opportunity to share ideas. It would be good if this tradition of listening becomes a standard feature on the presidential calendar, and not just part of the transition period. Thank you for initiating this initiative.
- Everyone who stays at this university is absolutely dedicated to student success. As an underfunded university, our faculty are overloaded to the brim. There is increasing faculty turn-over as new faculty arrive and experience the unrelenting workload, low pay, and requests for more and more and more. They simply use the time while they are here to improve their application package and seek better positions. This in and of itself is draining and affects faculty morale and student success. *Faculty need time.* There has to be some way to make more time for faculty to accomplish all of the myriad tasks that we are asked to do. We are at “blood from turnip” stage and have been for awhile.
- I echo most of what my colleagues said at the meeting earlier today. Morale is low— faculty and staff leave frequently because the workload is great and the pay is not. We are constantly asked to do more and told there will be no raises. Our health and safety are not protected. There is no real attempt to retain good faculty or staff, which makes everything even harder because not only do we spend time and resources interviewing and mentoring new faculty and staff, everyone else has to pick up the extra workload in the meantime, and it’s happening constantly, all across campus. Furthermore, a lack of computer lab or reliable technological assistance for our students is a huge barrier to their success and another problem for faculty who are constantly helping students with workarounds, extending deadlines, etc because technology fails and there is no assistance or safety net for students. We have to have basic support resources for students. We have to get on the same page about textbooks—they can’t be free/low cost and make Barnes and Noble money.
- I expect to be teaching here for about 8 more years. I plan to retire early because Clayton does not follow principles of faculty governance, and treats faculty like high school teachers. If you want to retain new hires, respect the knowledge that they forfeited 5-7 years of income to get.
- - When placing professionals in leadership role and in line with intentionally moving towards excellence, I recommend that we check where subordinates are working after CSU. Is the current leader someone who promotes growth or play nepotism? Why did the subordinates leave the institution? Exit interviews are important and CSU has made a point until now to not provide any 360 evaluations of leaders nor administer any exit interviews.

- Inclusion. When coordinators/program directors are part of a leadership team, some are excluded: Enrollment is flat because there is a serious lack of strategic plan and vision in COH.
- Pay faculty their summer dues. The faculty handbook explains how it is done. Leaders have come up with ridiculous explanations about summer stipends. The lack of equity is demonstrated with summer handling. Overload must be paid. There is no free labor in the 21st century.
- Claiming Camaraderie when it is confused with nepotism which can help with promoting diversity but certainly not inclusion and excellence in the long run. Nepotism is the practice of showing favoritism toward friends in economic and/or employment terms. For example, granting favors or job positions, without regard to merit, is a form of nepotism. Clayton State has numerous examples of leaders who have been promoted or rewarded based on nepotistic tendencies.
- When threats, harassment and intimidation are reported to HR, they are not taken seriously: faculty are told that there are no state laws to address bullying forcing faculty to leave or become silent.
- When claims are made, they need to be backed by evidence instead of asking faculty to pay large sums for evidence to be collected via open records.
- When open records show some discrepancies with the reality, this is a federal felony that needs to be addressed instead of being buried internally for the sake of protecting leaders who are unethical and lack integrity.
- Stop promoting your own units when you are a leader in charge of multiple units and start reporting on efforts and achievements done by all units and not just a select few.
- STOP treating clinical faculty on tenure track lower than other faculty. They are an integral part of our business and this pandemic has shown that their role deserves elevation and visibility especially in respect to Promotion and Tenure and salaries if we want to retain the best educators.
- Clinical adjuncts helping units with laboratory sections should be paid THE SAME across units of a College to promote equity across health professions based on the lecture and laboratory contact hours. The stipend formula must be the same across professional units. They should not be paid the same as faculty teaching lecture virtually or in person. It is unfair. Furthermore ACA states that there are benefits to be paid to faculty who exceeds the part-time contact hours.
- I personally received intimidating messages from leaders who did not want to address lack of integrity, equity and inclusion issues. Instead, directing such matters, to destroy me personally and professionally

with lies, judgments, and personal attacks (“crazy”, “this is who you are” etc.). Recently I was told to meet in person to discuss a grant proposal when the leader asked the rest of the faculty to meet with her via TEAMS.

- Lack of kindness and clarity in display to the health community in advertising for job positions, the University should care for details such as providing the setting for the classrooms: online, hybrid, seated courses and let prospective applicants know which courses are in need to be taught. Not being clear displays a clear lack of caring to others and a lack of excellence.
- Scholarship work. Since 2018, doing research at Clayton State has been extremely difficult. For letters of intents, I have been asked to develop full grant proposals when it is unnecessary. I have been asked to file grant proposals with another university even though I was a full time employee at Clayton State and to use my affiliation with the other university to submit my grant proposals because the internal process has been intentionally delayed so that I would not be able to submit the grant proposal. It just did not happen once but numerous times now.
- IRB. We appointed leaders who did not care to review the HHS policies. Even when these policies were brought to light, research was delayed for approval which has angered international teams and delayed the doctoral research of deserving international minority students unnecessarily. It has impacted the reputation of faculty at CSU.
- Ignoring requests for clarification especially when they relate to neglects of duty is unprofessional and unkind.
- Retaliation and lack of integrity. Serving faculty with lack of collegiality letters and evaluations when in fact, the faculty is only doing her job and reporting unethical behaviors happening on campus and asking elected committee members and official officers, leaders in power to follow published guidelines, policies, and bylaws. Such behavior has been rampant in COH leaders and HR professionals demonstrating a clear disrespect and a lack of intention for excellence for health professionals. Being asked to be patient when they are caught in their own retaliation for a “compromisable” solution is unethical.
- Ignoring bylaws and policies with a specific timeline for the purpose to promote nepotism and attempt to make the work of committees impossible is unethical.
- I have witnessed leaders choosing different set of guidelines to promote faculty favoring nepotism instead and falsifying evaluations while disregarding the vetted P&T guidelines.

- Being asked to apply for internal jobs so searches can be justified and then being belittled for my age after applying when the job goes to another professional (deceptive, unethical, EEO lawsuit).
- Leaders falsifying documents on Promotion and tenure evaluations and annual faculty evaluations by disregarding the evidence presented to them in line with regulations and guidelines.
- Sexism (EEO lawsuit). Recommendation for P&T for male faculty but not female faculty when the same evidence is missing in folios, when committee members never met to discuss the P&T folios and the P&T chair is a male himself.
- Fraudulent shared governance and elections. Appointing committee members instead of running official elections. Excluding faculty on ballot when the bylaws do not oppose their name to reappear on the ballot (EEO lawsuit). Influencing elections by verbalizing disparaging comments to all during COH meeting when the individuals have never worked directly together.
- Lack of transparency with merit raises. Even when a faculty reaches multiple years at maximum points available, the faculty get the average merit raise. Reading about motivation theories should help leaders make sense of the importance of merit evaluation for the purpose of promoting excellence moving forward.
- Undermining efforts of colleagues is not camaraderie. Faculty are assigned to lead committees whose work does not go anywhere even though it is essential work (P&T guidelines revisions is an example). Faculty are taken out of committees for no valid reasons outside of personal and political even though they have done an excellent job at working with professionals whose behavior constitutes an EEOC lawsuit (ganging, xenophobic tendencies).
- Research. The leaders do not even check that IRB approvals are current for human behavior studies being published and presented in faculty annual evaluations.
- Issue of equity. Memberships were paid to some faculty as an incentive to move to the COH when created in 2013 and to get accredited. In 2020, after a faculty reported the unethical behavior from leaders, the memberships were taken away against the HR recommendation to reinstate them further taking away benefits.
- EEO lawsuit: Academic bullying, microaggressions constitute discriminatory practices that include intimidation, humiliation, belittlement, embarrassment, undermining one's authority. It erodes trust and creativity between colleagues and throughout the community especially when the target is protected against such discrimination.
- As a foreign born younger international faculty, specialized in mental performance and biases to address performance professionally, leaders have displayed biases, fears, and apathy that prevent inclusion and engagement. The impact of gender bias and the benefits of gender equity to men, and strategies to overcome these barriers and cultivate the ability to articulate why each of us stands for equity will be important moving forward. One important concept that came up is the difference between equity and equality. Equality means each individual or group of people is given the same resources or opportunities. ... Equity recognizes that each person has different circumstances and allocates the resources and opportunities needed for each person to succeed. Thinking of the barriers i have experienced and witnessed, csu stand for equality and has ignored equity in programs that are the most diverse.
- By participating in promotion and tenure reviews, faculty make the most consequential decisions they will ever have to engage in on behalf of their colleagues. Without adequate training and preparation, departments and colleges often have a reputation of unfair decisions, power dynamics, and lack of transparency that taint the process going forward and impact culture and morale. Women and people of color tend to go up for P&T less and at slower rates than their white, male colleagues, and what is considered "satisfactory" or "unsatisfactory" in one unit could mean something different in another especially when assessed by men. Inclusion and equity matter.
- If CSU is going to truly care about performance, it will have to make a real impact on performance and focus on the systems that do not understand what excellence truly means. Excellence is different than nepotism.

- “We have a significant Hispanic population of students. These students could be receiving Core Curriculum Credits for Areas B and C by taking a CLEP test, which can be free. Then, they could spend the time that they would have used to take Core courses to take Spanish towards a Minor. A Minor in Spanish would aid them in job acquisition, whatever Major they choose. Courses that they would have taken for the Core could be electives. Most Hispanic students are either not taking Spanish for their Core Curriculum requirements or registering for basic courses in Spanish with material that they already know. Advising needs to do a better job, but I think it will take more than just telling the students. Creating time and space for fellowship with the students and their families would be helpful.”
- Thanks for providing the opportunity for faculty voices to be heard. Far too often, decisions are made by administrators without consulting faculty. These decisions frequently make our jobs harder, and have negative impacts on our students.
- I would advise the new administration prioritize faculty salary adjustments—a small adjustment would send the right message. We have not seen a pay raise for the 10 years I have been at CSU (the exception was a single ~1% raise at some point, which was immediately erased by the rise in health insurance, the reduction in travel, and the institution of a parking fee—and obviously other factors involved with a rising cost of living). We are falling behind and the previous administration chose to put money elsewhere rather than invest in full-time faculty. This hurts morale and has led to numerous younger faculty leaving academia over the neglect of the state and the previous administration to keep faculty financially afloat. South metro rent has gone up ~100% in the last 10 years and house prices are no longer “affordable” in our service area. Stockbridge saw a nearly 20% rent increase last year alone, second highest in the nation. It isn’t 2011 anymore but our compensation doesn’t reflect this.
- I recommend there be a McNair program at Clayton State. As a McNair scholar, I am 100% certain I would not be where I am today without my experience in the McNair program. I assume there are faculty here that would be willing to assist in developing such a program at Clayton State, I know I would.