Attended: Tony Frank, Sue James, Blanche Hughes, Lynn Johnson, Ben Withers, Shannon Wagner, Megan Skeehan, Shalini Shanker, Barry Braun, Tom Biedscheid, Sonia Adame, Jenny Morse, Kathy Sisneros, Beth Walker, Kelly Long, Cori Wong, Tim Gallagher, Dan Bush, Cara Neth, Tonie Miyamoto, Mary Ontiveros, Diana Prieto, Zahra Al-Saloom, Rick Miranda, Laura Jensen, Pam Jackson

Absent: Vance Payne, Toni Zimmerman

Review of Council's Role:

- The council is structured with the President as chair and two co-vice-chairs (Sue James and Blanche Hughes) who represent varying campus perspectives. The council's structure is intended to set the next president up for success and empower the group to complete work even if something comes up and the president cannot attend.
- The work done on campus thus far has been more objective and measurable (for example, salary equity, changes to the faculty manual). Based on the climate survey and other meetings, there is still work to be done around culture, how we behave, how people perceive who we are as an organization, and how people feel about their work/studies at this organization as a result.
- This group will examine leadership, oversight, awareness, and accountability to create equity, bring groups together, and inform and guide efforts.
- There is a perceived gap between what's said/experienced on campus and what leaders are hearing and doing about it. The council will listen to what people are seeing and feeling across campus and bring about change in a way that is visible to campus.
- We need to make sure our actions are communicated to constituents to ensure that people know they are heard and the university is addressing difficult, complex issues through long-term engagement. There will be transparency through an annual report and by posting minutes on the website.
- The council can be a voice to identify areas for improvement and provide input on which actions will lead the university in the best directions.
- The council will not be an action arm that takes over the responsibilities of tasks assigned to specific units of the university. Instead, the council will act as a recommending and identifying body that can receive reports from relevant groups.
- The council will not be an appellate body that takes up specific cases, as it is important for individual cases to remain in the appropriate processes. The PCC can't get distracted by every individual case, but when something significant happens on campus the council must be prepared to communicate and act as appropriate to its mission.
- When there is a controversial issue, the council may address underlying cultural themes.
- The work will be difficult and uncomfortable, but everyone needs to get comfortable talking about uncomfortable topics, or nothing will change. View this experience as an opportunity to learn and grow. If you don't understand something, speak up and know you will not be judged. Have conversations with people who aren't like-minded.
- The council's work intersects with diversity and inclusion efforts on campus, but culture is broader than simply diversity and inclusion.
- Consider that there are micro-cultures across campus, rather than just one uniform culture.

- Be careful to distinguish between culture and climate.
  - Climate reflects perceptions and attitudes.
  - Culture is shared beliefs and norms for the institution.
  - Consider the iceberg metaphor – culture is everything rooted below the surface that pervades and impacts climate
- Positive culture tends to be more visible than negative culture.
- From an HR perspective, culture and values are foundational to the positive environment that leads to employee engagement.
- Culture may not be the same to everyone (consider culture for non-tenure track faculty vs tenure-track faculty vs staff), but the various cultures on campus are all interconnected.
- Common themes in this discussion and when discussing culture in general are consistency and transparency.
- There may be dynamics within the group that make it difficult to speak up – for instance, many of the individuals at the table may be implicated in problems identified.
- Try not to let past failures and criticisms of each other prevent progress.
- Be honest and try not to get bogged down in hierarchy.
- Tension between trust and discussions will be a continued point of exploration.
- Learning will be key.

Small Group Discussions:

- Council members broke into small groups to discuss the following questions:
  - What is your assessment of the current university culture?
  - What changes to the culture would you like to see?
  - What do you perceive as your role in helping to make that happen?
  - Think about how your background and perspective guides your actions. What gaps do you have in your understanding of CSU's cultural issues? How do we overcome these gaps?
  - Who should we involve on campus who studies the subjects we are tackling (diversity, equity, fairness, multiculturalism, organizational culture assessment and change)?

Small Groups Report Out:

- Hesitance to share within this group is representative of campus
- Culture of shared governance is a priority, but there is an issue of classism, and this has negatively impacted climate
- It's easy to focus on the negative parts of our culture rather than the positive, welcoming aspects
- Culture is like a garden – it must be planted and tended to
- There is a hierarchy culture among faculty and contexts in which "faculty" means different things, particularly with respect to how NTTF are treated and when NTTF are and are not included in discussions
- Accountability is an issue…
  - When people feel like they are not being heard or action is not being taken
  - If an employee makes a complaint and feels like it fell into a black hole and is not being worked on
  - Among toxic people in a division/department, especially if those people are influential, highly paid, highly ranked, or brings in lots of research funding

- It would be empowering if faculty, staff, and students felt they could enforce the Principles of Community
- Various identities and micro-cultures on campus don't always fully experience the positive aspects of culture.
- CSU is part of a larger society and experiences related issues such as cost of living, political issues, etc.
- We need integrity in the sense that our behavior must back up what we say
- Students feel discrepancy between what they are told the culture is and what they actually experience
- Students need more than just pockets of safe spaces
- Does CSU value collegiality above conflict so it can lead to change?
- One way to make change is to clearly set tone and let that filter to everything we do
- Individual units can be models for how to get it right
- Administration (both for faculty/staff and students) is often removed from problems and may not be aware of problems unless they are told
- Who are we missing from the discussion?
  - General voices, not just subject matter experts
  - Be cautious with experts, as people need to be willing to challenge expert's view and recommendations
- Leaders should always pay attention to culture and know that it evolves over time
  - What was good ten years ago might not be now
- It may be good to bring in external experts, as internal experts are still embedded in the culture
  - There needs to be a balance between internal and external help
- Perception of culture and issues around it may be complicated by identities
- Most successful companies define and check in on culture.
  - How do we build accountability around the Principles of Community and the outcomes (rather than just attendance) at supervisor training?
  - How do we create a university culture, and what should it focus around?
- The use of Principles of Community in HR and Admissions is making a difference noticeable through OEO, etc.

Communications Plans:

- Communications for this group will include minutes and web material, as well as SOURCE communications and the annual report
- A more robust plan will evolve as the council evolves
- Each person on the council will have a role to play in communicating one on one with constituents about what we are doing

Moving Forward:

- This group will meet monthly
- The first report to campus is due June 30th
- The end of May meeting will focus on the report and future goals
- Where do we go next, collective or individually? What would you like this group to prioritize?
  - Assess and understand culture as a starting point
  - Define what the problems are so that we can provide real solutions and outcomes
  - Understand core values – what does it mean to be part of CSU, to be a ram?

- o Identify, scale and celebrate units that are succeeding.
- o Understand why those units are succeeding, why their micro-culture is different, how they have articulated their micro-culture and are marching towards it.
    - ▪ Successful units tend to assess constantly and change trajectory as needed; make a continuous habit of reflecting
- o We should use the unique qualities of this space - what issues can we address with the high-level administrative team present at this table that we would not otherwise be able to address?
- o How do we bridge across some of these pieces and broad themes?
- o It's easy to prioritize the low-hanging fruit, but this group should prioritize the high-hanging fruit
- o We could tackle some issues around having policy that is not implemented in the same way across units/departments.
- o What are we responding to?
    - ▪ Are we responding to culture or climate?
    - ▪ What are the recommendations that cut across all themes?
- o There need to be two tracks: specific units, and our theoretical understanding of what we mean by climate.
    - ▪ Culture is typically divided into expressed and unexpressed culture
    - ▪ We assess this qualitatively
    - ▪ Expressed culture can be seen through tangible artifacts – in our case, the Principles of Community, strategic plans, marketing, orientation
    - ▪ We find unexpressed culture by extrapolating
    - ▪ Look for an alignment of missions and actions, for instance, facilities as a representation of value
- o We need to look at how we orient people to campus, since some orientations are better than others.
    - ▪ We can take a look at who gets what, what's most effective, and transfer effective strategies to less effective areas
- Ask yourself how all these comments will translate into the next meeting and into the larger charge
- Send us thoughts from small groups
- Review the charge