California State University | Stanislaus

WASC SPECIAL VISIT REPORT

Prepared for

Western Association of Schools and Colleges Senior College and
University Commission

August 2014

OFFICE OF THE PRESIDENT

July 28, 2014

Mary Ellen Petrisko, President
WASC Senior College and University Commission
985 Atlantic Avenue, Suite 100
Alameda, CA 94501

Dear Dr. Petrisko:

Following the completion in 2010 of our accreditation review cycle, the WASC Commission requested a Special Visit to monitor progress in the areas of Assessment of Student Learning, Program Review, and Leadership and Governance. In that visit, the 2011 Special Visit Team commended the University for its efforts in the areas of Program Review and Assessment and acknowledged progress made in the area of Leadership and Governance. In turn, the Commission recognized the continued challenges facing the campus in the areas of shared governance and campus climate and requested a second Special Visit focusing specifically on leadership and governance issues (revised CFRs - 3.6, 3.2, 3.7, 4.6).

In response, a Self-Study Team was formed to report on progress achieved to date and identify remaining challenges in four inter-related areas: Strategic Planning; Shared Governance; Retention, Promotion and Tenure; and Campus Climate. As recommended in the earlier visit, the current Self-Study Team built upon the 2011 research design and expanded the participant pool to include a larger representation of faculty perspectives. Supplementary interviews and discussions with key faculty and administrators were also used to validate and elaborate on survey responses.

The following report demonstrates a marked and improved shift in perceptions of campus climate from the 2011 study. This shift is due to a variety of concurrent factors, as an analysis of responses and range of campus discussions reveals. The University recognizes that this process is far from complete and that the campus community must continue to engage in the hard work and "difficult conversations" referenced in the March 2012 Commission Letter. We are certainly encouraged by the results so far, and we are ready to move forward with the recommendations detailed in this report as we begin preparations for the Accreditation Visit in 2019.

I am pleased to submit this report on behalf of the campus and look forward to receiving the review team led by Dr. Terry MacTaggart and our campus liaison, Melanie Booth, in the fall.

Sincerely,

Joseph F. Sheley
President

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Acknowledgements

This Special Visit Report was prepared with the participation of many individuals. The Self-Study Team guided the action research study and drafted the report, and is responsible for any errors or infelicities, but the successes of the project are widely shared.

The Self-Study Team offers a special acknowledgement to the President's Cabinet, the Senate Executive Committee, and those faculty and staff members of key governance committees who participated in the initial phase of the study, and who provided feedback and support during the research and drafting process. The Self-Study Team also acknowledges all full-time lecturer and tenure-line faculty participants for their input, without which this study would not have been possible. The Self-Study Team adds particular thanks to the 2011 Special Visit Research Team for their leadership and vision. Lastly, the Self-Study Team wishes to recognize the University staff members who were involved in the production of the this report, most notably Erin Littlepage, Sean Prevette, and Susan Clapper from the Offices of Accreditation and Assessment.

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Nature of the Institutional Context

Background and Mission

The California State Legislature established Stanislaus State College in 1957, which first offered classes in September of 1960, and received its first WASC accreditation in 1964. It was awarded university status and renamed California State University, Stanislaus in 1985, and is one of 23 campuses within the California State University system.

> ### *CSU Stanislaus Mission*
> *The faculty, staff, administrators, and students of California State University, Stanislaus are committed to creating a learning environment that encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning. To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.*

Geography and Locations

The main campus is located in Turlock, the heart of the Central Valley of California, and its service region encompasses six counties. The University extends access to students in the Stockton area, 45 miles to the north of the main campus. The Stockton Center, established in 1974, offers primarily upper-division courses and selected degree programs to transfer and graduate students who reside predominantly in San Joaquin County.

Programs and Enrollment

California State University (CSU) Stanislaus is a comprehensive liberal arts institution that grants degrees at the bachelor's, master's, and doctoral levels. The University offers 42 undergraduate degree programs, seven credential programs, 23 graduate degree programs, and since 2008, one doctorate degree program. The five most popular undergraduate degrees awarded in 2012-13 were in Business Administration (19.0%), Psychology (11.8%), Liberal Studies (9.1%), Criminal Justice (7.6%), and Nursing (6.2%). The five most popular graduate degrees awarded in 2012-13 were in Education (26.9%), Business Administration (20.4%), Social Work (17.3%), English (8.3%), and Public Administration (7.4%).

In fall 2013, 8,917 students (7,608 full-time equivalent students) attended CSU Stanislaus and were advised, instructed, and mentored by 492 faculty members (full- and part-time), with a student-to-faculty ratio of 23:1.

The long-standing commitment of CSU Stanislaus to educating the students of the region is reflected in the increasing diversity of its student body, with the proportion of full-time, first-time underrepresented minority students increasing from 31.5% in fall 1999 to 45% in fall 2009. For fall 2013, underrepresented minority students comprised 55.6% of the student population. CSU

Stanislaus was granted Hispanic-Serving Institution status by the U.S. Department of Education (USDOE) in 2003, with a Hispanic student population exceeding 30%.

The American Association of State Colleges and Universities (2005) and the Southern Regional Education Board (2010) have both recognized CSU Stanislaus for its high student retention rates and campus culture committed to student success. Based on 2012-13 data, the campus has a first-time, first-year freshmen one-year retention rate of 87.4%. The CSU's *Graduation Initiative: Closing the Achievement Gap* (2009) established system-wide goals to raise the six-year graduation rate for CSU students to the top quartile of national averages on each campus and cut the existing gap between underrepresented and non-underrepresented CSU students in half. CSU Stanislaus has seen progress on both the graduation rate and closing the gap between underrepresented minorities (URMs) and non-underrepresented minorities (NURMs). The six-year graduation rate in 2012-2013 was 51.5%, an increase from 49.3% in 2011-2012. The gap between URMs and NURMs was cut from 6% in 2012 to 2% in 2013.

The campus continues to promote and support programs proven to be successful in increasing student engagement and retention such as the First-Year Experience Program, Faculty-in-Residence, Parents Program, Strategic Enrollment Management, and the Faculty Mentor Program. Campus grants (Title V Part A, Title V Part B, and Title III/STEM) have also allowed the campus to implement additional programs that have bolstered student engagement, retention, and achievement.

Accreditation

Recent accreditation activities include an Educational Effectiveness Review and Visit (2010) and a Special Visit (2011). The next Offsite Review is scheduled for fall 2018, with an Accreditation Visit scheduled for spring 2019. In addition to regional WASC accreditation (1964), CSU Stanislaus holds national accreditations for 10 degree programs: Art (1983), Business Administration (2003), Education (1991), Genetic Counseling (2008), Music (1981), Nursing (1986), Psychology (2002), Public Administration (1982), Social Work (1996), and Theatre Arts (1983).

Rankings

The University has received numerous honors and has been acknowledged by its inclusion in several lists of "best" in the nation. CSU Stanislaus was featured in the 2014 edition of the *Princeton Review's* "Best 378 Colleges." In addition, the University was recognized by *U.S. News & World Report* (2013) as one of the "Best in the West" for the 18th consecutive year. *U.S. News & World Report* also ranked the University 17th among public universities in the Western region. The University was also ranked 28th out of 2,500 colleges by *TIME* magazine, where rankings are based on access, affordability, and educational outcomes.

The University has also been recognized by the U.S. Green Building Council (2008) and awarded a "Silver Rating" for Leadership in Energy and Environmental Design (LEED) for its Naraghi Hall of Science, making it the first building in Stanislaus County to receive LEED certification. The campus was also featured in both the 2013 and 2014 editions of the *Princeton Review's* Guide to 322 Green Colleges.

Major Changes since the Last WASC Visit

CSU Stanislaus was visited by the WASC Special Visit team in November 2011. The following information provides details of institutional changes since fall 2011, especially movement in key personnel positions and responses to financial challenges.

Financial Challenges and Current Resources

The State of California has endured difficult and unpredictable economic conditions since fall 2008. Successive waves of cuts and restrictions inhibited campus growth as CSU Stanislaus and the entire CSU system continued to grapple with this unfavorable and uncertain budget situation. The CSU System developed its 2012-13 budget anticipating significant mid-year reductions in the Governor's final budget and directed campuses to plan for such a cut, as well as for a student fee increase to offset it.

CSU Stanislaus implemented base budget reductions totaling $4,928,500 to meet the campus share of this projected 2012-13 mid-year trigger cut. When the budget cut and fee increase did not transpire, campus divisions were allocated $5.7 million in one-time general operating funds. These funds helped to mitigate line item reductions and to allow for implementation of changes to area and program budgets.

The Governor's enacted 2013-14 budget supported a $125.1 million partial spending restoration and provided the following General Fund Appropriation adjustments to the CSU:

- $125 million replacement revenue for roll back of student fees to 2011-12 levels
- $10 million for online instruction
- $115 million for core instructional costs, including funds for benefits, an employee salary compensation pool, enrollment growth, and student success initiatives[1]

CSU Stanislaus worked diligently through this period to reduce uncertainties in planning. The Vice Presidents jointly developed allocation plans with clearly stated priorities for each organizational division that were then reviewed by the University Budget Advisory Committee. The campus received an allocation of $5,382,600 to the 2013-14 general fund base budget, bringing the general fund budget to $92,975,774. This increase addresses the critical needs for each Division with additional funding to begin rebuilding in prioritized areas.

The current economic turnaround affords breathing room, but not cause for elation. The 2013-14 budget prevents further budget-driven cuts and provides a modicum of cushion for cautious reinvestment. The current level of financial resources provides a reasonable expectation of both short term and long term financial stability. The campus chose to build a contingency base budget reserve of $2.5 million, or 2.8 % of the on-going general fund budget. One-time funds were allocated to supplement this reserve as well. Planning for these reserves and the first budget increases in five

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[1] CSU 2013-14 budget (2013, January 22). Presentation to the CSU Board of Trustees. Retrieved from http://www.calstate.edu/pa/BudgetCentral/Jan2013Budget.pdf

years is being integrated more directly with institutional planning to ensure responsible long-term stewardship of resources.

Key Personnel Positions

The University realigned its colleges in 2011-12, reducing the number of colleges to four from six and reorganizing departments within and among these units. This action came in response to both programmatic and budgetary needs.

The most visible change in personnel is at the top. Joseph Sheley was named as Interim President in 2012 and appointed to the permanent position in June 2013. The review period (2011-2013) thus bridges the final year of the previous President and the first year of the current one. The review period also saw increased stability in other administrative positions. Prior to 2011, staffing in administrative positions, especially, though not exclusively, in Academic Affairs, had turned over rapidly and repeatedly. This turbulence is widely held to have contributed to the conditions prompting the 2011 Special Visit. President Sheley retained members of the senior staff and elevated holders of administrative interim and staff temporary positions to permanent status. The turnover rate since 2011 is dramatically reduced, and the continuity provided by key administrators in Academic Affairs, and elsewhere through the University, lends stability and predictability.

Statement on Report Preparation

Self-Study Team

The charge to and membership of the Self-Study Team (SST) evolved from significant collaboration between faculty leadership and administration during fall 2012, described at some length in the charge document (see 2014 SST Charge). The membership strategy and selection process were patterned after those used successfully for the 2011 Special Visit Research Team. Provost James Strong, Faculty Speaker Mark Grobner, and the faculty Committee on Committees (Michael Bice [Chair], John Garcia, Mark Grobner, Erin Hall, Maryann Hight, and Shou Wang) collaborated in the selection of the members of the SST:

Marjorie Jaasma, Chair, Interim AVP and Accreditation Liaison Officer

Scott Davis, Professor of English and Principal Writer

Lynn Johnson, Professor of Accounting

Roxanne Robbin, Professor of Art History

Reza Kamali, Dean of Science

Oddmund Myhre, Interim Dean of Education

Susan Clapper, Accreditation Specialist and Staff Support

Erin Littlepage, Accreditation Specialist and Staff Support

Report Preparation and Review Process

The task of the Self-Study Team is to report on the progress achieved to date and to identify remaining challenges. In order to accomplish this task, the SST developed and implemented a two-phase study, analyzed and discussed the results, and used the results and findings of the study to serve as the core of the present report. Findings of the study were corroborated by review of recent actions of appropriate campus governance groups. Subsequent interviews were conducted with members of these groups to help determine the impact of those actions.

Initial drafts were developed and discussed by the Self-Study Team prior to and independent of any campus release. The complete draft Special Visit Report was posted publicly and reviewed by administrative and faculty leadership, including the Academic Senate. Specific sections of the report (e.g., strategic planning and retention, promotion, and tenure) were examined by those administrators and faculty members involved at the committee level and with a close working knowledge of the appropriate area. Public and anonymous opportunities for feedback were provided and input was considered by the team. The final version of the Special Visit Report, in its entirety, is publicly posted on the University's accreditation website.

Response to Issues Identified by the Commission and the Last Visiting Team

Background (CFRs 3.2, 3.6, 3.7, 4.6)[2]

Historical context

California State University, Stanislaus completed a comprehensive review in 2009, with a final Educational Effectiveness Review (EER) visit in March 2010. As a result of this process, the University was granted a nine year reaffirmation of accreditation. Difficulties between senior administration and faculty members, most glaringly indicated by a fall 2009 faculty vote of no confidence in the then-President, prompted a Special Visit Request following the EER phase. This visit was also intended to monitor progress on changes to Academic Program Review and the use of direct assessment of student learning, both of which efforts were already well underway. The Special Visit Report and Site Visit (2011) successfully addressed the program review and assessment issues. While some progress was noted on friction between senior administration and faculty, the Commission requested an additional Special Visit specifically for the campus to focus on issues of shared governance and campus climate.

The Self-Study Team (SST) charge follows that directed by the WASC Commission Action Letter (3/7/12) to evaluate progress in addressing "shared governance and the campus climate, as well as progress in shared roles in strategic planning and in the formulation of retention, promotion, and tenure policies." The SST charge authorizes the team to research and assess the improvement of working relationships between faculty and upper administration; improvement in the practice of shared governance; improvement in faculty participation in strategic planning and progress on shared roles in strategic planning; and improvement in the formulation of retention, promotion, and tenure policies that reflect good practice in higher education.

Research focus

This report is developed from a study and supplementary interviews and reflective discussions. The two-phase study, designed and conducted by the Self-Study Team (SST), replicates and expands the research aims of the study conducted by the 2011 Special Visit Research Team (SVRT). In a primary inventory phase, administrators, faculty, and staff in key leadership positions or on key governance committees identified substantive actions taken by faculty and administrators to promote trust and shared governance. The second phase compiled a broader census of faculty and administrative

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[2] The Criteria for Review (CFRs) referenced in the 3/7/12 WASC Commission Letter's recommendations, have been updated in this report to reflect revisions included in the *2013 WASC Handbook of Reaccreditation*.

perceptions of the efficacy and continued necessity of those actions considered most successful in the inventory (see Methodology and Data Analysis).

Strategic Planning processes and Retention, Promotion, and Tenure (RPT) policy development sparked significant disagreement throughout the prior period of review; these two issues receive special attention. Supplementary interviews and discussions on these two leading indicators of the relative health of shared governance add particularity and specificity to the larger discussions of governance. Specific campus actions designed to improve the processes and outcomes of both areas were studied and discussed.

Literature Review

The SST reviewed the literature compiled by the SVRT in preparation for the 2011 report and incorporated additional material published in the intervening period. The methodological and contextual similarity between the earlier and current reports is deliberate and is supported by this review. This bibliography may be found at http://www.csustan.edu/wasc/specialvisit.html

The SST relied on two primary texts for context and theoretical guidance. Gardiner (2006) describes how *transactional*, *transformational*, and *transcendent* leadership affects "an authentic shared governance process" (p. 66). True shared governance is characterized by 1) a climate of trust, 2) information sharing, 3) meaningful participation, 4) collective decision making, 5) protecting divergent rights, and 6) redefining roles. The SST adopted a modified form of this list for use in the 2013 study. *Transactional leadership*, which relies on hierarchical organizational structures where leadership is set apart from the rest of the organization, is incompatible with shared governance, according to Gardiner. *Transformational leadership* is characterized by the ability to inspire followers to focus on what is in the best interest of the organization and to make decisions that ensure the long term interest of the group as opposed to individual short term benefits. Participants in the organization are taking on leadership roles and thus "transformed" to leaders. Transformational leaders often revert to transactional leadership depending on the situation, and true shared governance is thus sacrificed. The author offers transcendent leadership as a way to encourage institutionally embedded shared governance. *Transcendent leadership* is characterized by a movement from interdependence among the various parts of an organization to a view that embraces wholeness and relationships. Leadership is seen as an "act of service above self" (p. 72) and such an environment is intimately associated with the six characteristics of shared governance named above.

Pope (2004) discusses trust theory and how the four dimensions of trust (competence, openness, benevolence, and reliability) impact shared governance in higher education organizations. If one of the dimensions of trust is perceived as lacking within an organization, then the overall level of trust is also diminished (p. 77). The organizational culture greatly influences levels of trust and the ability to facilitate shared governance. Organizations characterized by hierarchical structures and great distances between administrative and departmental levels will have substantial difficulties developing trust. If high levels of trust in the process are present, faculty will choose to participate in governance (whether they trust leadership or not) simply because they want to be involved. Pope labels this model "political equilibrium."

Together, these texts provided context for approaching peer attitudes about ideal leadership skills and styles, and for understanding the ways these styles appear in day-to-day encounters.

Methodology and Data Analysis

The Special Visit Self Study, conducted in 2013, continues the approach used in the study conducted in preparation for the 2011 Special Visit. The 2013 study consists of two parts, Phase 2A and Phase 2B (with "2" specifying that this is a follow up to the 2011 study). The first phase (2A) of the study inventoried substantive actions or activities initiated by administration or faculty governance committees to foster a climate of trust in regard to the areas identified during the 2011 Special Visit process, especially shared governance, strategic planning, and retention, promotion, and tenure processes. The (2A) study sought staff input solely through members of a key committee, for the early phase. The later phase (2B) strove to maintain focus on the primary relationship—faculty and administration—identified in the request for a special visit, and therefore did not seek staff input. In this second phase (2B), administrators and faculty were asked to assess the effectiveness of these actions or activities (see Appendix A: 2011-14 Research Design).
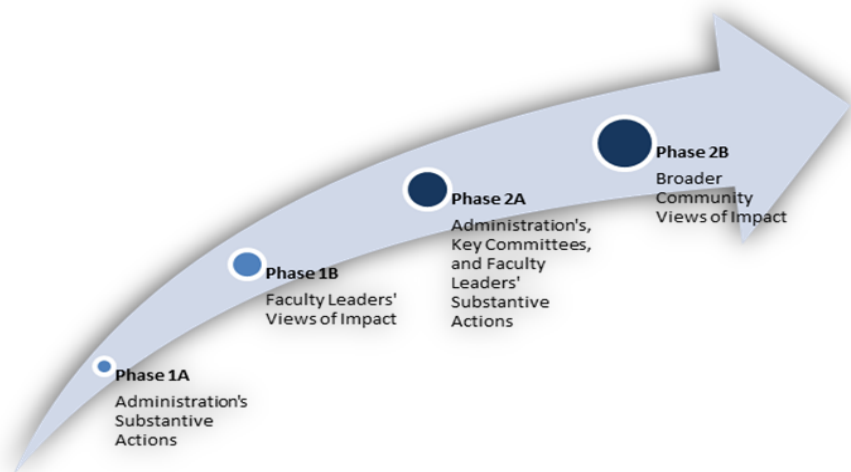
Phase 2A: Substantive Actions Inventory

   Statement of purpose

While the 2010 WASC Commission Action Letter viewed the administration at CSU Stanislaus as "primarily responsible for fostering a climate of trust and for designing the initiative and circumstances that will provide for a resolution" to the leadership and governance issues, the WASC Special Visit Team noted in its report that "faculty must bear some responsibility as well" (11/26/11). Therefore, Phase 2A of the 2013 study attempts to inventory substantive actions or activities engaged in by administration and faculty that fostered a climate of trust in regard to shared governance and other shared roles.

The guiding question for this preliminary phase of the study was "What substantive actions have taken place during the past two years aimed at improving trust, leadership, and governance?" "Substantive actions" were defined as policies, procedures, or activities initiated by administration or governance committees, and designed to improve trust, leadership, and/or governance, or having that effect.

Research design, sample, and data collection

A two-item "Substantive Actions Inventory" survey was emailed to administrative leaders and those faculty and staff who had served in key leadership positions or on key governance committees over the past two years. The "key" committees were those linked to the focus for the special visit: shared governance, strategic planning, and retention, promotion, and tenure (RPT), including:

- Faculty governance: Senate Executive Committee (SEC); Committee on Committees (COC); University RPT Committee (URPTC); Research, Scholarship, and Creative Activity Policy Committee (RSCAPC).
- Administrative: President; Provost/Vice President for Academic Affairs (VPAA); Vice President of Business and Finance(VPBF); Vice President for Faculty Affairs and Human Resources (VPFAHR); Vice President for Enrollment and Student Affairs (VPESA); Provost's Advisory Council (PAC).
- University-wide: University Budget Advisory Committee (UBAC).
- Ad hoc committees and work groups: Ad Hoc Committee to Recommend Changes to UBAC (UBAC Rev.); RPT Survey Group (RPTSG); Holistic Academic Program Review Committee (HAPR); Ad Hoc Trust Restoration Planning Committee (TRPC); 2011 Special Visit Research Team (SVRT); Strategic Plan Working Group (SPWG).

Each participant received an email with a link to a web-based survey generated using Qualtrics software. A follow up reminder was sent out a week later. Participants had two weeks to complete the survey. Based on campus role and/or membership in an identified committee, a panel of 50 faculty, 21 administrators, and 7 staff members was invited to participate in the survey (n=78). Overall, 55 participants responded to the survey, resulting in a 71% response rate. Of those invited to participate, 64% (32) of faculty, 86% (18) of administrators, and 71% (5) of staff responded (see Appendix B: Glossary for a listing of committees, acronyms, and charge locations).

Protection of human subjects

The proposal for Phase 2A of the 2013 study was submitted to and approved by the University Institutional Review Board. The intent of the Substantive Action Inventory was not to ascribe responses to individual responders, but rather to document and describe responses in the aggregate by administrators and those faculty and staff members serving on key governance committees. All data from Phase 2A of the study are presented in aggregate form, with quotations from individual responses used to illustrate particular points and identified by their status (faculty, administrator, or staff).

Qualitative data analysis and results of Phase 2A: Substantive Actions Inventory

The first question of the 2013 Phase 2A Inventory aims at eliciting information about substantive actions emanating from the work of a committee or other formal process, or by individuals within the range of activities associated with their position. The question contains nine open-ended prompts to ensure comparability of responses across respondents. The open-ended nature of the prompts also allows for critical and unforeseen aspects of the actions to be captured for future analysis (see Appendix C: Phase 2A Survey Instrument).

The nine prompts:
1. What was the action?
2. What was the point or purpose of the action in the context of WASC's concerns?
3. Describe how the action was implemented.
4. Identify who was involved in implementing the action.
5. When was the action implemented?
6. Describe the current status of the action.
7. What are the indicators of success of the action?
8. Would you repeat the action? Why or why not?
9. Is there anything else that is important for us to know about this action?

A second open-ended question asks respondents to describe any additional activities or actions that they believe influenced a climate of trust on campus during the period under study (Academic Years 2011-2012 and 2012-2013).

While the methodologies for Phase 2A and 2B were designed to follow the patterns set by Phase 1A and 1B, changes from the approach used in 2011 merit emphasis. In the Phase 1A Inventory of the 2011 study, key administrators provided an inventory of actions based on their own perspective. The follow-up Phase 1B Census then asked specific administrators and faculty members in key leadership positions to provide their perceptions of the effectiveness of these actions toward renewed trust. Both samples were, by design, focused.

Following the observations made during the 2011 WASC Special Visit process, the Self-Study Team (SST) designed the 2013 Phase 2 Study to allow broader participation. The first change alters the composition of Phase 2A survey participants from administration-only to administrators and faculty members in leadership positions, as well as the staff members of those committees included within the study. "Leadership position" includes members of the Senate Executive Committee (SEC) and Committee On Committees (COC), the chairs and co-chairs of the University Retention, Promotion, and Tenure Committee (URPTC), and department chairs and program coordinators. The follow up Phase 2B Census follows suit by expanding the pool of invitees to include all tenure-line and full-time lecturer faculty members. The pattern of responses for both the inventory and the census are greatly expanded.

The second change acknowledges the use of the phrase "substantive action." In the 2011 report methodology (for both Phase 1A and 1B), "substantive action" was very strictly defined as "a *planned, administration-led* action following the WASC visit *designed specifically* to improve trust, leadership, and governance" (p.13, emphasis added). This definition emerged by consensus of the 2011 SVRT members, and reflects the emphases the Commission Action Letter (2010) placed on good faith, administration-led efforts to lead campus discussion.

The change to the composition of invited participants is coincident with a change in the use of "substantive action" in 2013 Phase 2A data. Rather than solely considering the *intent* of actions, responses from Phase 2A also noted the *effects* of actions that improved campus relations, intentional or not. This migration of meaning, coupled with the enlargement of the respondent pool,

produced a new operating definition of "substantive action": any action, by individual or committee, administrator or faculty, with the effect of encouraging or demonstrating improved trust, leadership, or shared governance. This shift has the double effect of acknowledging the responsibility for good faith effort on all sides and of demonstrating the utility of actions by their effects rather than their intentions.

In the initial review of Phase 2A data, substantive activities tentatively were organized by the 2011 Action Themes for further analysis and follow up in Phase 2B. However, a content analysis of the data prompted alterations to this model (see Fig. 1). Team members used open coding, "the process of grouping concepts that seem to pertain to the same phenomenon" (Strauss & Corbin, 1990, p.65), into relevant categories. "Outreach" and "Transparency" remained as useful Action Themes. "Communication" became "Reciprocal Communication" due to the sheer number of times faculty, staff, and administrative members alike mentioned reciprocity or its cognates. A fourth Action Theme used in 2011, "Advocacy," made sense in the atmosphere of that study, given its interest in the good-faith efforts of administrators to improve conditions. The present study found "Shared Governance" a more direct and useful descriptor of the substantive actions indicated in the responses. The discussion below and the organization of Phase 2B Census use these revised Action Themes, as shown in Figure 1.
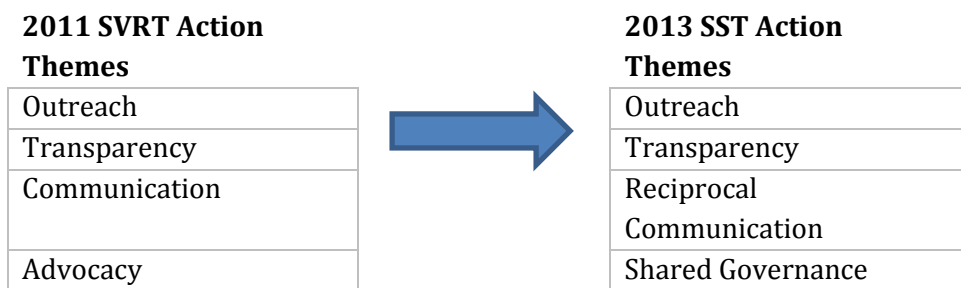
2011 SVRT Action Themes	2013 SST Action Themes
Outreach	Outreach
Transparency	Transparency
Communication	Reciprocal Communication
Advocacy	Shared Governance

Figure 1
Migration of Action Themes

An analysis of inventory data from Phase 2A identifies 21 substantive actions, revealed in Table 1. These include: the work of the Trust Restoration Planning Committee (TRPC); the use of open forums (especially the General Education Summit); the recording of minutes and even videotaping of meetings for the public record; the work of committees engaged in planning activities (e.g., University Budget Advisory Committee [UBAC], and the Holistic Academic Program Review [HAPR] process); regular consultation between administration and faculty; sharing of real data to inform decisions; and a demonstrated commitment to following policies that were already in place. Substantive actions appear in multiple Action Themes as a result of their relevance and the findings of the open coding process.

Table 1

Action Themes with Substantive Actions Identified

Action Theme	Substantive Action	Implementation Timeline	Responses (O/F/A/S)**
OUTREACH	Creating ad hoc committees to address university-wide issues (e.g., UBAC Rev., RPT Survey Group, Cross-Divisional Collaboration)	F2010 - ongoing	25/16/8/1
	Meeting of the Ad Hoc Trust Restoration Planning Committee	F2010 - ongoing	7/4/3/0
	Holding campus open forums	Ongoing	10/3/5/2
	Conducting campus-wide surveys	Ongoing	7/1/4/2
	Seeking administration's input (by faculty committees)	Ongoing	3/3/0/0
	Hosting a General Education Summit	S2013	4/2/2/0
	Hosting Provost's Brown Bags	F2010 - ongoing	1/0/1/0
	Holding Provost's meetings with Chairs	F2012 - ongoing	7/2/5/0
TRANSPARENCY	Creating ad hoc committees to address university-wide issues (e.g., UBAC Rev., RPT Survey Group, Cross-Divisional Collaboration)	F2012 - ongoing	25/16/8/1
	Holding campus open forums	Ongoing	10/3/5/2
	Advancing the Holistic Academic Program Review process	F2011 - ongoing	10/3/7/0
	Sharing information and data with committees and governance	Ongoing	9/4/5/0
	Maintaining an open agenda for UBAC	S2011 - ongoing	13/6/3/4
	Posting the UBAC proceedings (video) and minutes on web	S2011 - ongoing	11/2/3/6
	Moving forward with Strategic Plan Working Group activities	Ongoing	8/1/7/0
RECIPROCAL COMMUNICATION	Meeting of the Ad Hoc Trust Restoration Planning Committee	F2010 - ongoing	8/6/2/0
	Holding campus open forums	Ongoing	10/3/5/2
	Collaborating over RSCA funding	Ongoing	9/6/3/0
	Consulting (early) between faculty committees and administration	F2010 - ongoing	14/6/8/0
	Seeking faculty input on provost's memoranda	F2012 - ongoing	3/3/0/0
	Distributing information and data with committees and governance	Ongoing	9/4/5/0
	Meeting among the president, provost, and speaker	F2012 - ongoing	10/7/3/0
	Moving forward with Strategic Plan Working Group activities	Ongoing	8/1/7/0
SHARED GOVERNANCE	Moving forward with the six Ad Hoc Trust Restoration Planning Committee's recommendations	S2011 - ongoing	8/6/2/0
	Collaborating over RSCA funding	Ongoing	9/6/3/0
	Creating ad hoc committees to address university-wide issues (e.g., UBAC Rev., RPT Survey Group, Cross-Divisional Collaboration)	F2012 - ongoing	25/16/8/1
	Demonstrating commitment to follow existing policies	Ongoing	4/0/4/0
	Advancing the Holistic Academic Program Review process	F2011 - ongoing	10/3/7/0
	Sharing information and data with committees and governance	Ongoing	9/4/5/0
	Collaborating on ad hoc committee composition and membership	F2011 - ongoing	3/2/1/0
	Moving forward with Strategic Plan Working Group activities	Ongoing	8/1/7/0

The following discussion treats each Action Theme separately, accompanied by charts revealing the frequency distribution for the substantive actions identified within each Action Theme.

Action Theme: Outreach

"Outreach" is defined, as in 2011, by actions seeking broad-based feedback through forums, surveys, and meetings; actions providing opportunities for discussion and problem-solving; and actions attending to the needs and desires of the campus community. Several substantive Outreach Actions were identified for further analysis and follow up in Phase 2B. Figure 2 displays the frequency of responses that identified Outreach Actions by university role.
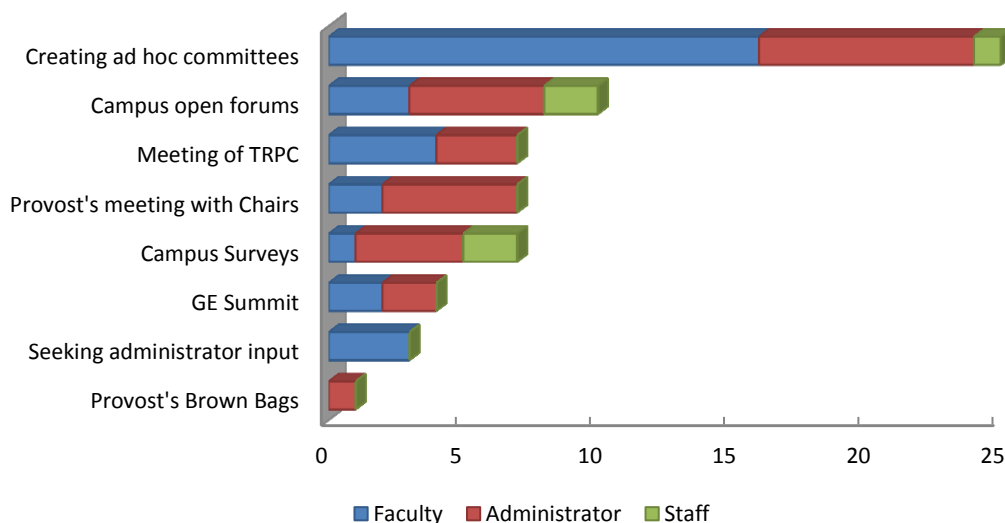
Figure 2
Phase 2A Outreach responses

Outreach Findings

One of the primary outcomes of the 2011 Special Visit process was the discovery of the extent to which ordinary campus governance had stalled. As governance worked to address the particular challenges that had produced the stalemate, extraordinary measures were taken by ad hoc committees and other groups to accomplish business that ordinarily would be accomplished in the existing structure. For example, the University Budget Advisory Committee (UBAC) charge, structure, and process were clearly misaligned with campus needs, resulting in acrimony and suspicion on all sides. An Ad Hoc Committee to Recommend Changes to UBAC (UBAC Rev.) was named by the then-Interim President on recommendation of UBAC itself in order to craft a more responsive entity. Strategic Planning was overlooked or underutilized; a Strategic Plan Working Group (SPWG) was reconvened to address the process of long-range university planning, while a Holistic Academic Program Review (HAPR) was initiated within the division of Academic Affairs to allow pressing short-term planning to be conducted in a more systematic fashion. A Retention, Promotion, and Tenure Survey Group (RPTSG) was formed to inquire systematically after conflict within the RPT process.

Of these groups, many responses affirm the Trust Restoration Planning Committee (TRPC) to have been the most important. The TRPC was established by common agreement between faculty governance and administration following the WASC 2010 Commission response to the Educational Effectiveness Review. Composed of the Provost, the Vice President for Faculty Affairs and Human Resources, the Speaker of the Academic Senate, and the Speaker-Elect of the Academic Senate, the TRPC met weekly to maintain effective and necessary communication between faculty and administration leadership that had faltered under the direction of the prior president. A key faculty participant described the creation of the Trust Restoration Planning Committee: "TRPC was put in place because it was impossible to hold a conversation with our former President. [The] TRPC served as a mechanism for faculty and administration to engage in productive conversations" (6 F).[3] Another faculty member added, "It was created to open a line of communication between the upper administration and faculty leadership. It was clear that even after the vote of no confidence, [the former President] was unwilling to have honest and open conversations with faculty leaders" (13 F). The 2011 SVRT report described in detail how the Provost took the first step; faculty members recalled this initial step in 2013: "[The] Provost came to SEC with an idea about how to improve relationships and SEC worked with him and [the] VP [for Faculty Affairs and Human Resources] to modify it in a way that would work … The regular meetings of the TRPC gave [the administrators] an opportunity to work with the Speaker and Speaker-elect in a manner that had a chance to be constructive" (13 F).

Campus surveys were mentioned as helpful. A participant singled out a survey used to, "Assess faculty perceptions on summer session and … how they advise students … [Then,] survey feedback was shared with chairs at chairs/deans meeting, shared with faculty via email" (27 A). In another example, a faculty member said, "A survey was conducted to examine the views of select faculty and administration regarding RPT issues" (11 F).

Regular forums created an opportunity for broad-based input. One staff member opined, "The [UBAC] forums provided another avenue for everybody to give their input" (91 S). A faculty member described an academic review and planning process that included, "An open forum for feedback on draft proposals … to allow the entire campus community to comment." The committee member concluded, "It's absolutely necessary for campus stakeholders to be able to review, discuss, and provide feedback on … campus programs and priorities" (23 F). Another added, "Open forum meetings with faculty regarding [Retention, Promotion, and Tenure (RPT)] process" enabled "dialogue both before going through the process and after the determination" (2 F). The General Education (GE) Summit also merited special attention. "The GE Summit provided an opportunity for faculty to brainstorm and share ideas in a non-judgmental environment" (47 A).

Action Theme: Transparency
"Transparency" is defined by actions that made processes more open, shared information, or reduced the suspicion of secrecy. As a broad example of increased transparency, one faculty

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[3] Citations of survey data use an anonymous record number and the designator F, S, or A, for Faculty, Staff, or Administrator respondent. For example, "6 F" refers to record #6, recorded by a faculty member.

member offered, "When faculty have asked for information [in meetings], it has been given. Not always exactly in the way we hoped, but there is less sense of secrecy" (51 F). Several substantive Transparency Actions were identified for further analysis and follow up in Phase 2B. Figure 3 displays the frequency of responses for Transparency Actions by university role.
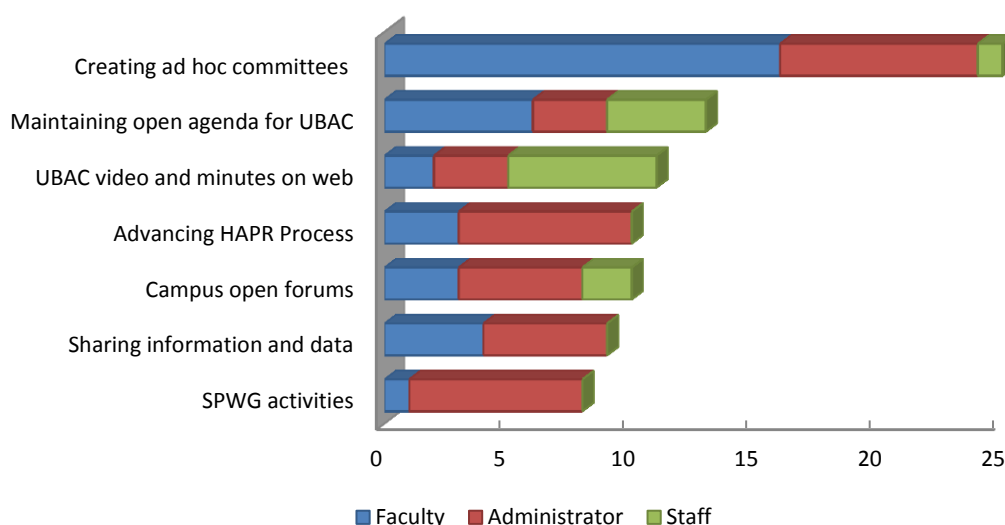

Figure 3
Phase 2A Transparency responses

Transparency Findings
The most assertively phrased commentary names three broad areas associated with the following groups: the University Budget Advisory Committee (UBAC), the Holistic Academic Program Review (HAPR), and the Strategic Plan Working Group (SPWG). All three areas comprise traditionally difficult, often highly charged, issues: defining the present financial health and future direction of the campus, identifying areas of continued academic campus investment and potential disinvestment, and ensuring collective understandings of the continued mission and vision of the university. UBAC is a regular committee, while HAPR is ad hoc, designed to accomplish particular goals. SPWG was convened initially as an implementation group for the 2007 Strategic Plan; it was reconvened in 2010 to reexamine the strategic planning process.

The activity of these committees, or lack of activity, was often cited in responses as a source of rancor in the period prior to 2012. This rancor was most frequently associated with UBAC. "There was widespread sentiment that the structure and function of UBAC as it had been working was undermining trust on campus," noted one faculty member (148 F). Objectionable behavior included, "... inflammatory remarks intended to deteriorate relationships between administration and faculty," reported a staff member (145 S). Two types of action increasing transparency in UBAC emerge in the study: publicizing the proceedings through open posting of minutes and video of the proceedings, and naming an ad hoc committee specifically to recommend changes to the committee itself.

Of the first type of action, a faculty member reported, "UBAC has changed ... [and is] having the most productive discussions it has had in years" (4 F). A staff member offered, "Recording of

meetings… alleviate[d] the extremely rude behavior…. The current group is finally in a position where trust and civility between members may exist and the likelihood of positive and collaborative ideas and recommendations will likely surface" (145 S).

The second action type underscored the policy recommendations made by the ad hoc committee (UBAC Rev.) to address the many concerns about UBAC. "This [change] was developed through open discussion and soliciting input from the campus community…. It did seem to build trust [by] having the president endorse the transparency the policy recommends and [recognizing the] importance of shared governance process" (148 F). Another faculty member added, "The most important step the UBAC has taken is finally to recommend a review and restructuring of the committee, something that may lead to a positive outcome under the [then-] interim president" (37 F).

A staff member described the Ad Hoc Committee to Recommend Changes to UBAC (UBAC Rev.) in terms of a community: the members are "responsible to represent the entire campus … to turn a corner from our past divisive and difficult relationships." The staff member felt safe enough to repeat an [unsuccessful] argument for fewer faculty members on the new committee. The experience "helped me reaffirm my trust in other groups on campus. I felt optimistic about the future climate of the campus based on the fact that we were even having a discussion about the topic" (83 S). That the staff member felt able to make this argument in relative safety suggests a powerful improvement.

The Holistic Academic Program Review [HAPR] process was designed initially in 2011-12 to enable a structured discussion of potential program-level cuts within Academic Affairs. After the passage of Proposition 30, HAPR quickly morphed into a facsimile of strategic planning within Academic Affairs. "The Committee was established at a time when the University was facing severe budget challenges," one member explains. "The possibility existed that some academic programs might have to be eliminated for the University to survive. Prior to the passage of Proposition 30, the future looked dark. In an environment such as this, shared governance is difficult. Nevertheless, faculty and the administration were able to work collaboratively on the Holistic Committee. Extremely sensitive topics were frankly discussed and both faculty and the administration left their respective comfort zones for the good of the university" (56 F).

In a similar fashion, a faculty member on the Strategic Plan Working Group (SPWG) described this group as, "Attempting to promote the use of the Strategic Plan as a guiding document for determining campus priorities." The same faculty member recounts how SPWG staged a "listening tour" to understand various stakeholder perspectives and "whether current or different priorities best serve the campus at this critical time" (36 F). An administrative member adds that the group, "Met frequently to discuss strategic planning [and] to build a rapport and shared understanding of the [various] perspectives" (29 A). This administrator described it as, "A very productive activity [and] meaningful in that it was an opportunity to get to know one another better, get a better perspective on how we process and make decisions and work together to accomplish something in the best interests of the campus" (29 A).

These final comments begin to show why the concept of "reciprocity" leapt so quickly to the foreground.

Action Theme: Reciprocal Communication
"Reciprocal communication" describes actions that feature meaningful consultation between administration and faculty, where each reach out to the other prior to making decisions, and consider that input in their decision-making. Several substantive Reciprocal Communication Actions were identified for further analysis and follow up in Phase 2B. Figure 4 displays the frequency of responses for Reciprocal Communication Actions by university role.
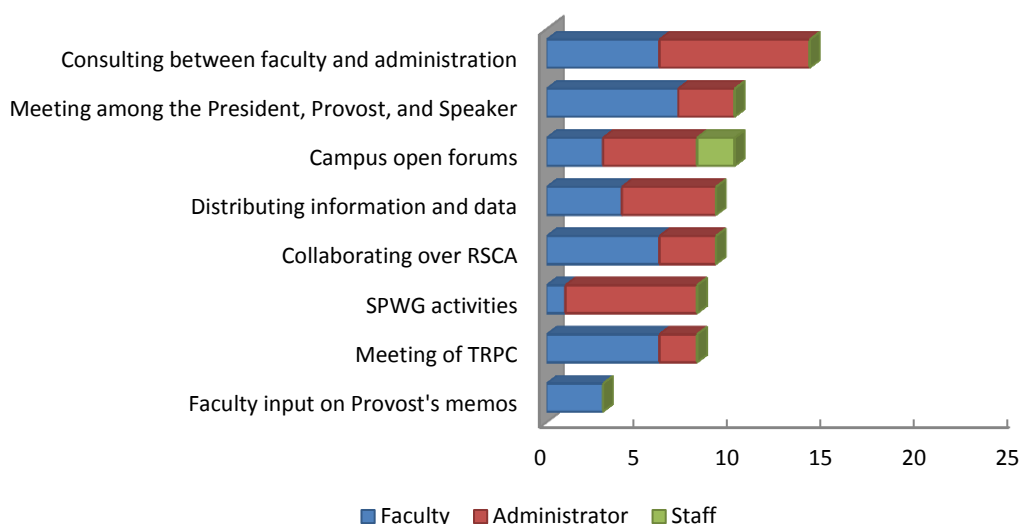
Figure 4
Phase 2A Reciprocal Communication responses

Reciprocal Communication Findings
The intensity of respondent repetition of —and emphasis upon—reciprocity cannot be overstated. Respondents cited "regular dialogue" (14 F), where they "sought input from stakeholders" (22 F), held "ongoing discussions with input … from faculty and deans" (24 F), or "invited members of faculty [to] get perspective … and shared feedback" (26 A). When groups performed Outreach activities, such as develop a survey instrument to collect feedback, they then, "Distributed results [and] collected feedback" (30, 33, 35, A). A senior academic administrator, "Requested feedback and approval … [and] made changes based on this feedback" (46 A), while faculty noted that "[This administrator] did not take action without real consultation […], request[ed] additional data, shared views, and responded to memo[s]" (50-53 F). Individuals were, "Able to engage in civil conversations on issues where their view[s] … were diametrically opposed" (55 F). Governance groups took, "Inventory of substantive actions [that were] helpful to reflect on all that had been done, rather than what had not been done" (66 A). Individuals frequently reported that they, "Met various times with stakeholders [and] provided substantive feedback" (101, 102 F), "opened direct lines of communication" (102 F), and "[ensured] we had the proper information to inform the report" (107 F).

A faculty member of the 2011 Special Visit Research Team noted, "WASC praised the Trust Restoration Planning Committee (TRPC) as a strategy for addressing issues. We want to ensure that the committee is working effectively, and periodic check-ins are important and in fact required by the charge of the committee. Twice this year we discussed what the TRPC was supposed to be doing, what they had accomplished, and what needed to happen next … TRPC continues to meet, and is working on key issues raised via discussion with SEC" (100 F). An administrative counterpart on the 2011 SVRT added, "The WASC letter asked that the administration demonstrates the initiative to create trust. Our actions are intended to be responsive and result in a record that can demonstrate trust by outreaching to committees, but not going to a committee with a fixed agenda or decision, by beginning the process with ideas, listening and forming a partnership on the issues." The administrator repeated, "Listening has become an important element" (109 A).

Some respondents singled out collaboration on funding decisions for Research, Scholarship, and Creative Activities (RSCA). A faculty member noted the success of committee and personal lobbying efforts, "On the need for the continuation of the RSCA grant competition for 2011-12 and beyond," and for adjustments to the procedures, including, "Extend[ing] the period for proposal preparation and submission" (38-40 F).

The overriding impression was a general report of meaningful consultation among administrative and faculty committees and governance groups. The experience of the past two years showed repeatedly, "Faculty and the administration can mutually identify dysfunctional committees and can work together to correct the deficiencies" (57 F). A key feature of this redirection is returning to the consultative structure for recommending faculty members to committees, and allowing the converse to occur as well. A faculty member describes an attempt to, "Accommodate recommendations for committee membership provided by members of the administration. COC intentionally tried to reopen lines of communication and trust with the Provost and VP of Academic Affairs by giving any recommendations for committee appointments serious consideration" (199 F).

The collaborative hosting of a General Education (GE) Summit to respond to a growing discomfort with proposed program changes was identified as another notable action in this regard. "[The faculty governance committee chair] worked with the [corresponding administrator] to facilitate a GE Summit that invited conversation about several issues that were important to both the faculty and administration in Academic Affairs. Both [individuals] thought it important to work together on this, so that faculty would see that [the] governance structure supported the Summit and that administration recognized the importance of GE and was willing to provide a venue for moving it forward" (121 A).

The Special Visit process itself was also mentioned. An administrator and member of the 2011 team offered that, "The Special Visit Research Team (SVRT) fostered a climate of trust during our time together. There was zero contention and a lot of mutuality in the discussion" (66 A).

The sense of restored buoyancy and fruitful reciprocal harmony was not universally enjoyed. Voices of dissent, or highly qualified praise, peppered the results. One faculty member describes,

"An attempt to work with [an administrative office] to bridge the divide" as a "waste of time," with the [administrative] representative treating the committee "with at best indifference" (58 F).[4] Another expressed dissatisfaction during sessions of "open sharing" because "some still hold all their cards to their vests ... while others have shared all" (62 F). Yet even in the midst of a series of responses that characterize a joint faculty/administrative committee as a "useless waste of time," another respondent noted the discussions were "open ... even sometimes heated ... but collegial" (60 F).

The expression, "Collegiality has returned" (127 A), emerged as an overall description of the action theme. One respondent found that, "Many issues have been resolved or at least fully discussed without acrimony [and] fewer Sense of Senate resolutions that essentially call administration out on the carpet for action without consultation" (54 F). The same respondent notes that the president and the speaker meet regularly, and adds, "When an academic department raised concerns that the administration had acted inappropriately, UEPC invited both parties separately to provide their perspective on the issues and gave serious considerations to all parties" (122 F). An administrator likewise approves of the "openness to the discussions and a substantial decline in the number and type of concerns that are being expressed by faculty" (109 A).

Reciprocity was thus a key linking factor to the increased confidence in shared governance.

Action Theme: Shared Governance
Shared Governance is understood in various ways by different participants and observers. The challenges manifest in the boundaries drawn between zones of influence and degrees of authority, and in the elaboration of well-meaning and well-crafted statements of intent within the pressures of everyday practice. Collaboration in developing policies and consistency in following policies are certainly indicators of the health of the practice and these qualities emerge frequently in the inventory. Just as frequent were the many gestures of respect for the other party, even as disagreement persisted.

As used in this section of the study, "Shared Governance" describes those actions that depict or promise a [renewed] sense of joint responsibility and shared accountability among faculty and administration members in the development of policy and in the enactment of procedure and process. Several substantive Shared Governance Actions were identified for further analysis and follow up in Phase 2B. Figure 5 displays the frequency of responses for Shared Governance Actions by university role.

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[4] The respondent qualifies that it was "not a formal action" (58F). Another faculty respondent (41 F) expresses a different view of this event.
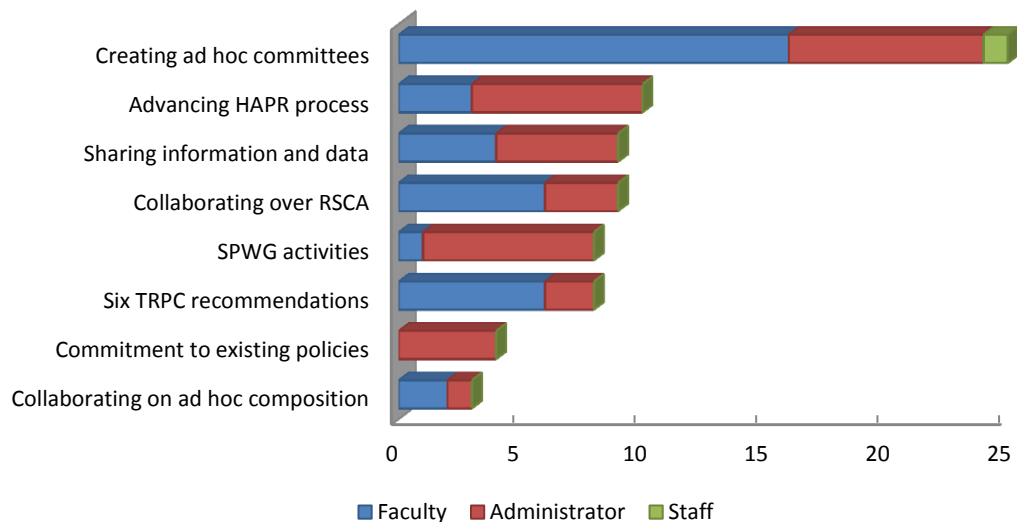
Figure 5
Phase 2A Shared Governance responses

Shared Governance Findings
Respondents across the board cited "open conversation at meetings" as a pertinent example of productive change (106F). Faculty and administrators alike mention: "Sharing of ideas, revis[ing] processes […] because of the discussions" (106 F); "Bringing proposed policies for early discussion [and] face to face meetings" (109 A); "[Administrators] responding to clear needs as expressed by faculty" (113 A); and "creating an open discussion" (116 A), where members of committees could "engage in open, frank, substantive discussion of the issues" (127 A). Governance members claimed, "[We] made sure we heard both sides of any issues" (122 F) and "worked together [and] facilitated discussion jointly" (121 F).

Administrators repeated their intentions to enact and ensure a more positive model of shared governance, as they had offered in the 2011 study. "We felt we should model collegiality [and] operate through consensus and gave voice to differences of opinion" (127 A), noted one administrator. This individual singled out "[The]wide range of candid, substantive discussions contributing to significant advances in collective trust as a basis for effective shared governance," and asserted, "The point was to build trust and collaborative input [and] air different views in a respectful manner" (129-130 A). Other administrators offered, "[The] opportunity for cross departmental or divisional conversations" (160 A), or their efforts to, "Remove the barriers that … inhibit cross collaboration" (163 A), and praised, "The openness and willingness of specific faculty members to engage in dialogue about functions that are not only items that impact instruction" (160 A).

The existence and continuation of the Trust Restoration Planning Committee (TRPC), and campus efforts to first formalize (in 2011) and then carry out the six recommendations of the TRPC are cited repeatedly. A key theme here dwells on returning to the routines and predictability of established campus practice and policy. "The fact that, given [a] rationale, the [senior academic administrator] either revised policy and procedures, or withdrew them until they could be resolved

through consultation with faculty, fostered a climate of trust" (183 F). Faculty members noted a similar change in the often vexing process of Retention, Promotion, and Tenure practices as well. "Policies are being followed more often than not," concluded one faculty member (14 F). Another offered, "No successful grievances related to final decisions not adhering to elaborations," as evidence of success. "What is the point of elaborations if they are not taken into account by all levels of review?" the faculty member pointed out (4 F).

Another faculty leader discussed at length a proposed revision to the General Education Goals and Outcomes.

> This issue of GE Goals/Outcomes has been ongoing with GE Subcommittee, the GE Director, the AVP, and UEPC substantively involved in advancing progress and approval of goals, outcomes and a mission. When it became apparent in AS and via a letter to SEC from the Chair's Council in CAHSS that all who wanted to participate in the process had not done so and were concerned about the current plans, UEPC and the AVP co-sponsored an open forum to discuss the situation and recommended to SEC that a new task force be developed (105 F).

The same faculty member emphasized, "The [administrator's] willingness to let the process of adopting and approving new GE goals make its way through the governance process without pressure, even though that process can take a frustratingly long time" (105 F).

Several comments underscored, as a positive sign, that the process was being followed regardless of result.

> The winter term cancellation was a major example of a failure in shared governance, and a senator called upon [*sic*] an update to see if the promises and projections made about winter term/intersession proved the faculty wrong in their assessment. SEC asked [an administrator] to report to AS about the costs and revenues related to conversion to a new calendar and creation of winter intersession. The [administrator] came to AS eventually, but didn't provide all that was asked for, so was asked to return … and again didn't provide all that was wanted … We successfully got the [administrator] to the meetings. We couldn't control [the administrator's] decision not to provide all information we requested, [but] it's the right process (104 F).

A similar chord of renewed faith in the process, even when harboring doubt about the outcome, was struck in the discussion of other campus ventures. In advancing the Holistic Academic Program Review process, a controversial procedure, a faculty member noted, "The (HAPR) committee devoted much time in reviewing, assessing, and debating the charge of the committee. While discussion did not always yield consensus and conclusion, the process itself bears value as it represents the due process of shared governance and democratic discussion" (132 F). A faculty leader on another committee praised an individual administrator, "The operations of [the committee that year] are a perfect example of shared governance at its best. The faculty committee

worked closely with [the administrator] to develop and pass several significant policies," while qualifying, "[We] were able to engage in civil conversations on issues where the faculty's view and that of the administration were diametrically opposed" (55 F). A faculty member, praising the General Education Outcomes discussion, noted, "It was the right thing to do. It's frustrating that initially following the appropriate procedures didn't lead to the outcomes we desired, but the process is designed to have these opportunities to regroup, and we did" (105 F).

Collaborating on ad hoc committee composition and membership was offered as another hopeful sign, "COC [Committee on Committees] was given its rightful authority to assign faculty members to committees. All administrative requests [now] go through COC" (7 F). One faculty leader added, "All actions that lead to following the spirit of shared governance, early and [frequent] consultation with the faculty, fostered trust. It would be great if faculty would follow the same approach" (183 F).

A staff member offered the creation of "staff budget forums" as a substantive action and suggested, "Staff need a better way to communicate" (76 S). While staff involvement is ordinarily not mentioned in discussions of shared governance, and indeed is not a central focus of the present study and Special Visit request, these comments can serve as an indicator that staff may feel excluded from critical discussions. Another staff member adds, "Staff have no avenues in place to give their input ... [or] that allow staff to be an integral part of any discussion. UBAC is the only campus committee where this exists and I applaud [the former] President for giving staff this opportunity" (144 S). These remarks serve as a reminder of the importance of seeking wide input, "Respecting and welcoming the opinions of the entire campus community is healthy and will foster trust" (144 S).

Research findings and additional conclusions of Phase 2A.
The purpose of the Phase 2A Census was to identify substantive actions or activities engaged in by administration and faculty governance committees during the past two years that have affected trust in regard to shared governance and other issues as identified in the 2011 Special Visit process. Analysis revealed numerous substantive actions organized within four overlapping Action Themes, as discussed above.

A careful analysis of the Substantive Actions Inventory responses yielded several additional findings:

1. Action Theme categories are consistent and map onto both external studies and the 2011 SVRT report.
2. A pattern of effort and success appears from the earliest activities (spring 2011).
3. More significant advances occur in more recent activities (after spring 2012).
4. A change in executive leadership appears coincident with a change in behaviors.
5. A change in budget and financial stability appears coincident with a change in behaviors.
6. A high frequency of positive responses on actions prioritizing faculty and administrative reciprocation suggest the relative importance of reciprocation.
7. The formation and subsequent behavior of the Trust Restoration Planning Committee (TRPC) directly and positively impacted campus behavior.

The adoption by Academic Senate (Resolution 9/AS/11) of the six recommendations of the TRPC (spring 11) are widely seen as the spearhead of the change in behaviors. The findings on changes in leadership and finances are highly suggestive as a possible explanation for the changes in attitude detailed throughout the responses. These particular items are further discussed in the Concluding Statement.

Phase 2A qualitative data, especially the repetition of terms such as "collegiality," "collaboration," "consistency," "dialogue," "faith in the process," "joint responsibility and shared accountability," illustrate that respondents perceive behaviors are changing, the process of re-establishing trust is well underway. The four Action Themes (Outreach, Transparency, Reciprocal Communication, Shared Governance) outline qualities and behaviors

Phase 1A
Administration's
Substantive
Actions

Phase 1B
Faculty Leaders'
Views of Impact

Phase 2A
Administration's,
Key Committees,
and Faculty
Leaders'
Substantive
Actions

Phase 2B
Broader
Community
Views of Impact

promoting increased trust and the many substantive actions identified in the inventory serve as examples for further campus reflection. These substantive actions, organized in the four Action Themes, form the basis for Phase 2B of the study.
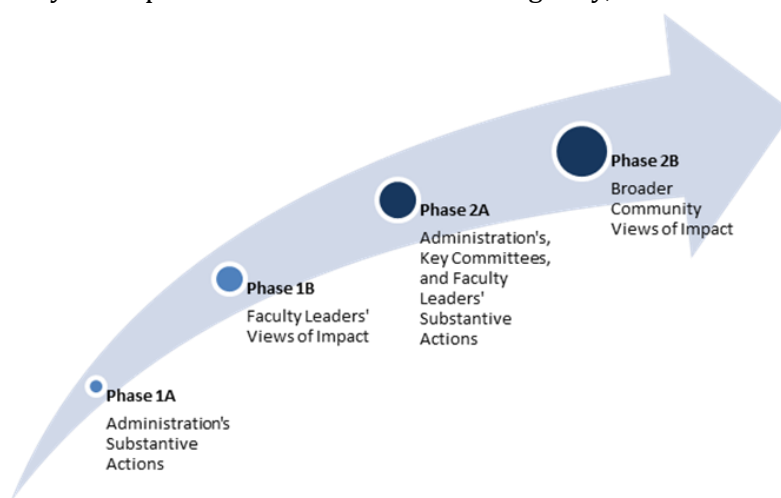
Phase 2B: Substantive Actions Census
The four Action Themes inventoried in Phase 2A (Outreach, Transparency, Reciprocal Communication, Shared Governance) map against the 2011 study (Phase 1A). They are largely derived from outside material used by the SVRT for the 2011 Special Visit Report and reviewed by the present Self Study Team in preparation for this study. These Action Themes were then used as the organizing motif for Phase 2B.

The following section includes a statement of purpose for Phase 2B followed by a description of the sampling and data collection processes, and the research design. A description of the analytic process, results and research findings comprises the balance of this section.

Statement of purpose
The Substantive Actions Census (Phase 2B) is the second part of a study that first inventoried substantive actions engaged in by members of key governance and university committees and those serving in key leadership positions (Phase 2A). The Phase 2B Census turns to the broader population of faculty and administration for perceptions of the utility of these activities.

This phase of the study was designed to answer the following research questions: From the view of faculty and administrators, have substantive actions had an impact on fostering a climate of trust

and improving leadership and shared governance? Which (if any) of these activities should be continued?"

Data collection

For Phase 2B, each administrator, tenure-line faculty member, and full-time lecturer faculty member received an email invitation with a link to participate in a web-based (Qualtrics) survey (n=346; 65 administrators and 281 faculty members). Participants were informed of the two-week survey window and received an informed consent statement. Three email reminders were sent out for survey completion, including a mid-way reminder and 24-hour notice.

Of the 281 faculty and 65 administrative invitees, 115 (41%) faculty and 47 (72%) administrators initiated a usable response, and 98 (35%) faculty and 42 (65%) administrators completed the entire survey. Three faculty respondents did not self-identify; these responses were incomplete and were not included in analysis. Table 2 displays respondent characteristics.

Table 2

Phase 2B Respondent Characteristics

Respondents	Frequency	Percentage (n=162)
Faculty	115	71%
Administrators (MPP)	47	29%

In an effort to mirror categories used in Phase 1B, faculty were further identified through two self-reported subgroups: Faculty Member and Faculty Leader.

Protection of human subjects

As in Phase 2A, the proposal for Phase 2B of the study was submitted to and approved by the University Institutional Review Board. The intent of the Substantive Action Census was not to ascribe responses to individual responders, but rather to document and describe campus response as a whole to actions of administrators and faculty serving on key governance committees. All data from Phase 2B of the study, with the exception of the open-ended responses, are presented in aggregate form.

Research design

The Phase 2B census was divided into three sections – demographics, Likert-scale items, and an open-ended question (see Appendix D: Phase 2B Survey Instrument).

The first section of Phase 2B asked respondents to self-identify as either "Faculty Member" or "Management Personnel (MPP)."[5] Respondents selecting "Faculty Member" were further directed to indicate whether they had served as a "Department/Program Chair" or "Member of SEC or COC" [Senate Executive Committee, Committee on Committees] over the past three years. Based on categories established in the 2011 report, faculty members identifying in one or both of these roles

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[5] Management Personnel is a hiring category describing an at-will, administrative University employee at the level of Director or higher. Throughout the Phase 2B reporting, MPP will be referred to as "Administrator."

were included in a "Faculty Leader" subgroup. Faculty respondent characteristics are displayed below.

Table 3

Phase 2B Faculty Respondent Characteristics

Faculty Group	Frequency (n=115)
Faculty Member	71
Faculty Leader	44

The second section uses the four Action Themes identified in the Phase 2A Inventory as an organizing motif. Each of these four themed sections includes two items for response. For both items, participants were asked to indicate their level of agreement by use of a 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree). The first question in each Action Theme section lists substantive actions collected from the Phase 2A data. Participants were then asked to indicate their level of agreement with nine statements describing outcomes characterizing shared governance.

1. Facilitated information sharing;
2. Encouraged open discussion of important matters;
3. Improved relationships between faculty and administrators;
4. Contributed to respecting divergent views;
5. Facilitated collaborative decision making;
6. Contributed to respecting the legitimacy of faculty leadership roles;
7. Contributed to respecting administrative leadership roles;
8. Had a positive impact on shared governance; and
9. Improved the climate of trust.

These nine outcomes are modeled on Gardiner (2006) [6] and replicate those used in the 2011 study (Phase 1B) with the exception of one change, given the conditions prompting a special visit (see 2011-14 Research Design): adding an outcome for administrative leadership to match that of faculty leadership.

The second question in each themed section asked participants to respond by a 5-point Likert scale (1-Definitely Not to 5-Definitely Yes) to indicate whether or not each listed substantive action should be continued.

A final, open-ended survey item provided respondents the opportunity to share any additional comments.

For both Likert-scale questions, a two-way contingency table analysis was conducted for each prompt to evaluate whether there was a difference between faculty member, faculty leader, and

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[6] Gardiner (2006) cites Venable & Gardiner (1988): both include six characteristics of shared governance: a climate of trust, information sharing, meaningful participation, collective decision making, protecting divergent views, and redefining roles.

administrator perceptions. Where statistically significant differences were found, follow-up pairwise comparisons were performed to evaluate the difference among these proportions. The Holm's sequential Bonferroni method was used to control for Type 1 error at the .05 level across pairwise comparisons. A factor analysis was also conducted for each substantive action theme to determine internal consistency (see Appendix E: Phase 2B Technical Report).

Results of Phase 2B: Substantive Actions Census

The Phase 2B Census asked nine outcome-based sub-questions about substantive actions within the context of four Action Themes. The substantive actions, like the Action Themes, were derived from the Phase 2A Inventory. The outcomes were identical to Phase 1B (please see 2011 Self Study), with the addition of an outcome reflecting administrative leadership.

As a whole, in all four Action Themes, responses from all groups to all outcomes appear much more positive than did responses to the 2011 instrument. While exact comparisons between the two are impossible, the 2011 results saw two distinct sub-groups of faculty response patterns: one disinclined to opinion or cautiously optimistic and another decidedly negative. The 2013 results appear differently: some responses are disinclined to opinion with a larger portion positively inclined. The proportions vary by sub-group and by outcome, and do not stack up as neatly as they did in 2011.

The following discussion examines each of the nine outcomes from the perspective of a single Action Theme, and reveals results regarding the desirability of continuity of particular Substantive Actions within the context of the Action Theme. Example outcomes for each Action Theme were selected by relevance and illustrative value to the Action Theme. A complete set of figures for all questions is available in the Phase 2B Technical Report.

The figures below reveal responses by percentage of respondents within a self-identified University role: Faculty Member, Faculty Leader, or Administrator. Responses to a 5-point Likert scale were collated to combine "Agree" and "Strongly Agree" responses, and likewise "Disagree" and "Strongly Disagree" responses.

Action Theme: Outreach

The first sub-question asked whether the substantive actions inventoried by Phase 2A within the Action Theme of Outreach facilitated information sharing (Fig.6). The results are, on the whole, strongly positive. Faculty Members are less inclined to commit to disagreement or agreement (a little over half "Agree" or "Strongly Agree"), while Faculty Leaders are strongly positive (79% either "Agree" or "Strongly Agree") and Administrators overwhelmingly so.
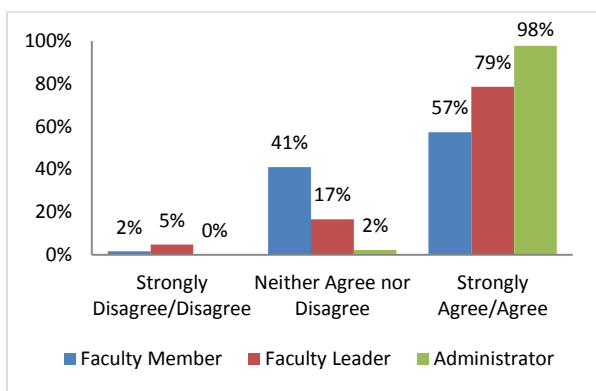
Figure 6
Outreach: Actions to advance outreach facilitated information sharing

On the advisability of continuing actions, "Seeking Administrator Input by Faculty Committees" received a generally positive response from all groups (Fig.7). By contrast, "Holding Campus Open Forums" elicited strong responses in favor by Administrators and Faculty Members, but lower positive marks from Faculty Leaders (Fig.8). This pattern appears in several responses and is further explored in the Concluding Statement (see Appendix E: Phase 2B Technical Report).
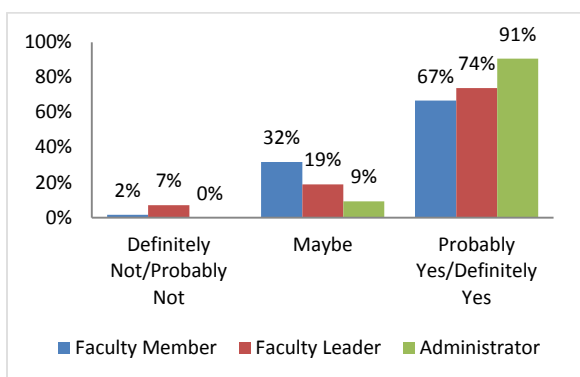
Figure 7
Outreach: Seeking administrator input by faculty committees
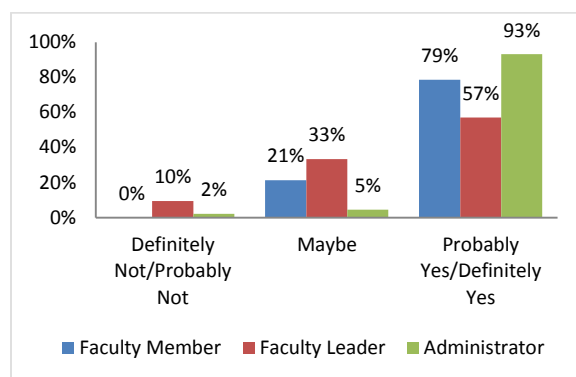
Figure 8
Outreach: Holding campus open forums

Action Theme: Transparency

Within the Action Theme of Transparency, the question whether such actions "encouraged open discussion on important matters" received generally positive or non-committal responses in all demographics (85%-100%). While there is some observable range of opinion between "Neither Agree nor Disagree" and the grouping "Strongly Agree/Agree," they far outweigh the negative responses (Fig.9).
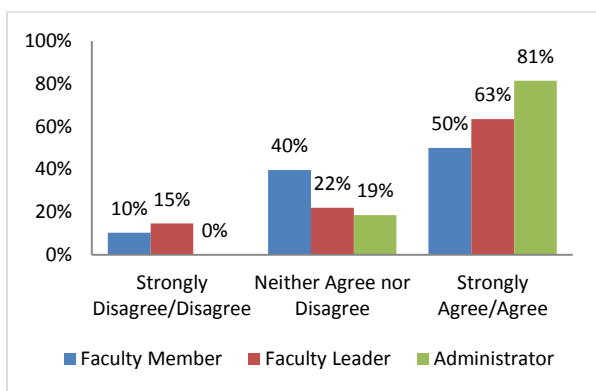
Figure 9
Transparency: Actions to advance outreach encouraged open
discussion on important matters

Similarly, the questions whether these substantive actions "contributed to respecting divergent
views" or "facilitated collaborative decision-making" both received generally positive or non-
committal responses. While Administrators are more inclined to a "Strongly Agree/Agree" opinion
in both cases, all demographics are strongly non-negative (Fig.10, Fig.11).
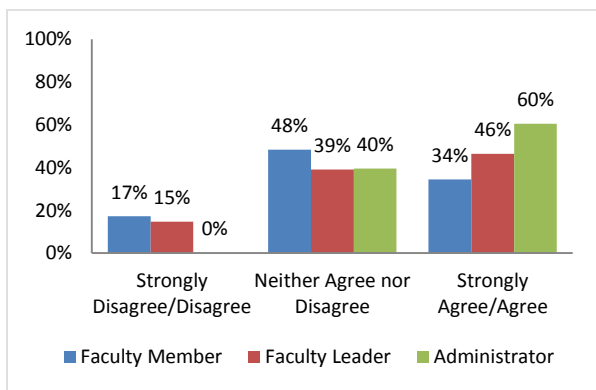
Figure 10
Transparency: Actions to advance transparency
contributed to respecting divergent views
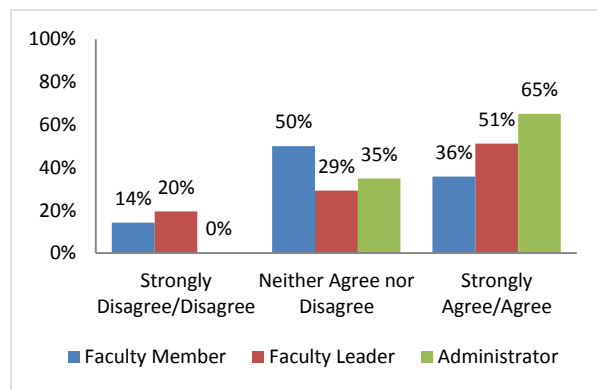
Figure 11
Transparency: Actions to advance transparency
facilitated collaborative decision-making

With regard to the advisability of continuing actions, the representative illustrations below show
extremely positive responses to both "sharing information and data with committees" and "posting
of UBAC proceedings and minutes on the web" (Fig.12, Fig.13).
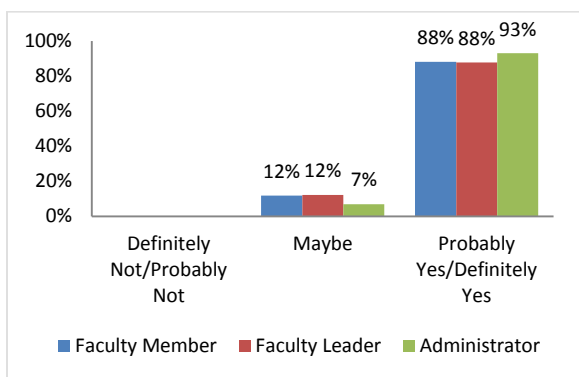
Figure 12
Transparency: Sharing information and data with committees
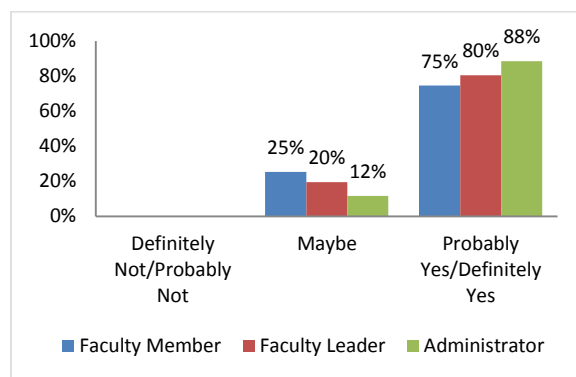
Figure 13
Transparency: Posting minutes for UBAC

Action Theme: Reciprocal Communication
Responses to questions about substantive actions advancing reciprocal communication express some diversity of opinion, but are non-negative in general. On the question of whether these actions "Improved Relationships between Faculty and Administrators," responses reveal that greater than 90% of respondents in any category do not disagree (Fig.14). The responses are less committal the further the respondent is removed from administrative responsibilities; however, fewer than 10% express disagreement across all demographic categories.
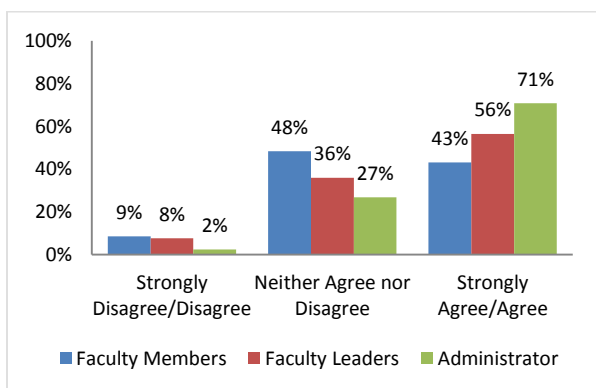
Figure 14
Reciprocal Communication: Actions to advance reciprocal communication
improved relationships between faculty and administrators

The twinned questions of "Respecting the Legitimacy of Faculty Leadership Roles" and "Respecting Administrative Leadership" received similar responses, with some additional responses in the "Disagree" range, but otherwise split between "Agree/Strongly Agree" and "Neither Agree nor Disagree" (Fig.15, Fig.16). The response patterns to all three questions reveal an additional pattern: Administrators tend more toward agreement than either faculty group, while Faculty Leaders tend more toward agreement than Faculty Members, who reveal a marked disinclination to opine. This tendency is discussed with the "Discussion of Phase 2B" below.
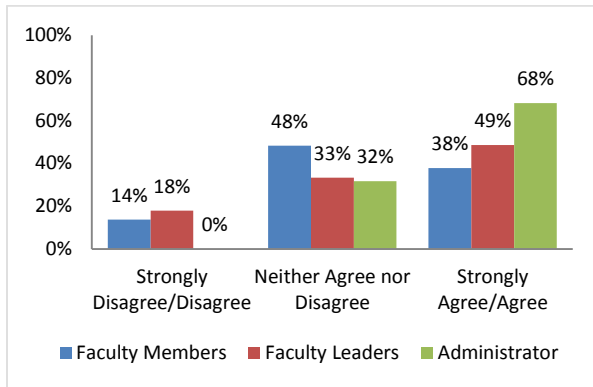
Figure 15
Reciprocal Communication: Actions to advance reciprocal communication contributed to respecting the legitimacy of faculty leadership roles
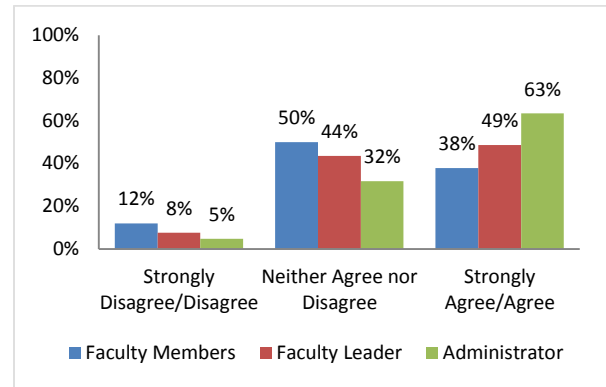
Figure 16
Reciprocal Communication: Actions to advance reciprocal communication contributed to respecting administrative leadership

On the advisability of continuing actions, "Meeting of the Ad Hoc Trust Restoration Planning Committee" received mixed responses (Fig.17). By contrast, "Consulting between faculty and administrators" received unambiguously positive responses (Fig.18). The question of "Moving Forward with Strategic Planning Activities," while receiving generally positive responses, also records a bit more diversity of opinion (Fig.19).
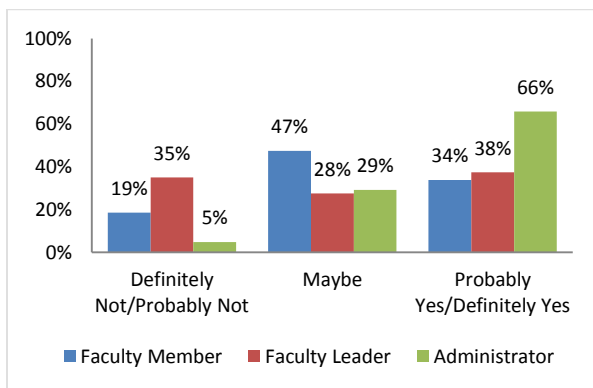
Figure 17
Reciprocal Communication: Meeting of Ad Hoc TRPC
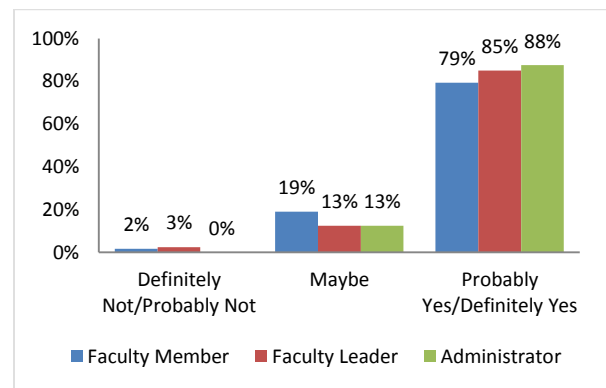
Figure 18
Reciprocal Communication: Consulting between faculty committees and administration
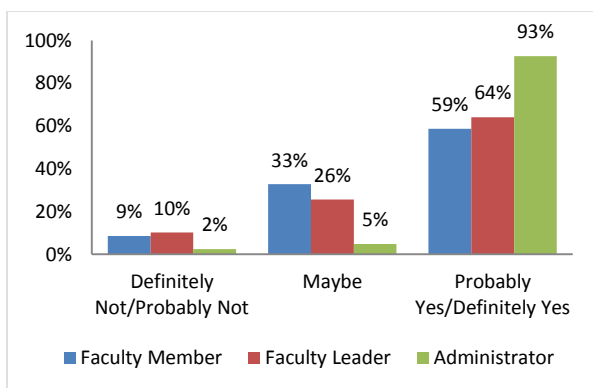
Figure 19
Reciprocal Communication: Moving forward with SPWG Activities

Action Theme: Shared Governance

Within the Action Theme of Shared Governance are presented the findings most crucial to the scope of the study in this Special Visit report: those concerning the respect for divergent views, the practice of shared governance, and the climate of trust. The three items below share similar response patterns: some diversity of opinion between "Agree/Strongly Agree" and "Neither Agree nor Disagree," but a consistent non-negative response pattern across the demographic categories.

The question of "Respecting Divergent Views" is the most clearly positive of the three, even given the more divided response by Faculty Members when compared to the more resolutely positive Faculty Leader and Administrator responses (Fig.20). By contrast, both "Positive Impact on Shared Governance" and "Improved the Climate of Trust" record an even diversity of opinion between "Agree/Strongly Agree" and "Neither Agree nor Disagree." Responses for all three questions however, do not "Strongly Disagree/Disagree" (Fig.21, Fig.22)
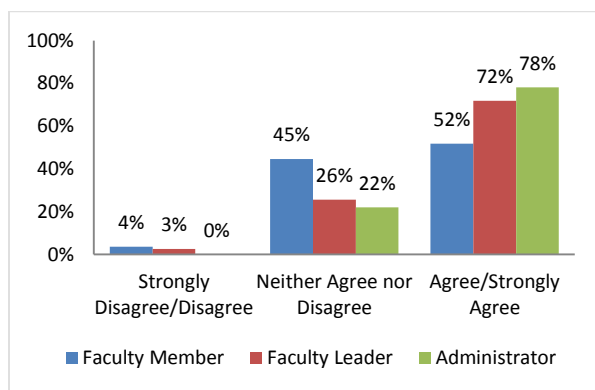
Figure 20
Shared Governance: Actions to advance shared governance contributed to respecting divergent views
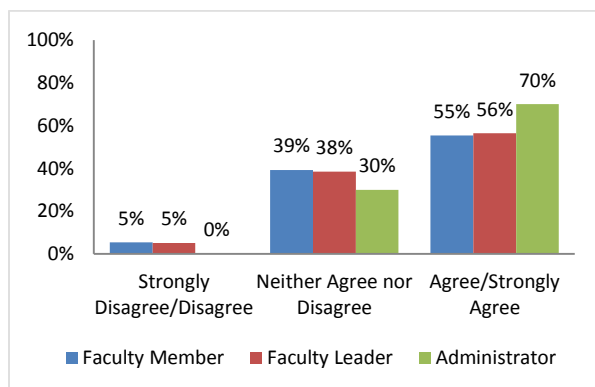
Figure 21
Shared Governance: Actions to advance shared governance had a positive impact on shared governance
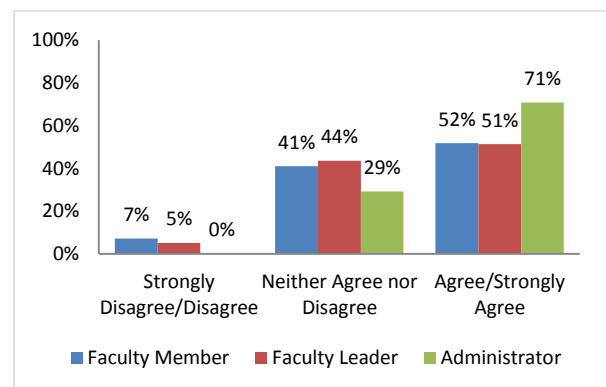

Figure 22
Shared Governance: Actions to advance shared governance improved the climate of trust

Of the substantive actions advancing Shared Governance, "Demonstrating a commitment to follow existing policies," proved one of the least ambivalent recommendations in the Census (Fig.23).

Slightly less strident is a recommendation to continue moving forward with the TRPC recommendations (Fig.24). While there is some diversity of opinion, particularly around Faculty Members less inclined to give an opinion, the pattern is generally positive. The question to advance the Holistic Academic Program Review is decidedly mixed, with most faculty (Members and Leaders) not inclined to support it (Fig.25)
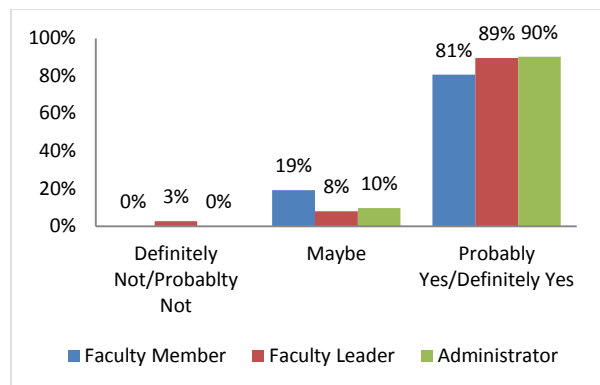

Figure 23
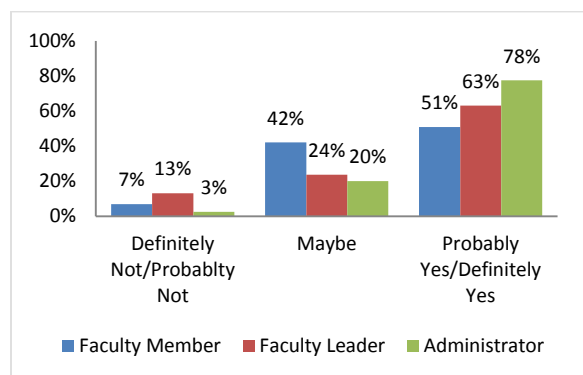Shared Governance: Demonstrating commitment to existing policies

Figure 24
Shared Governance: Moving forward with the six Ad Hoc TRPC recommendations
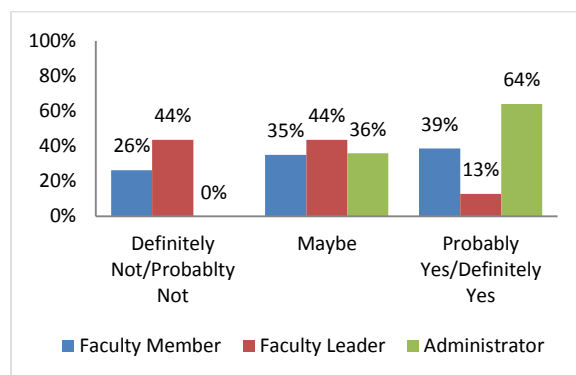
Figure 25
Shared Governance: Advancing Holistic Academic Program Review

Discussion of Phase 2B: Substantive Actions Census
Phase 2B aimed to gather a wide swath of campus opinion—specifically faculty and administrators—on their understanding and opinions of the substantive actions inventoried in Phase 2A. The Phase 2B Census surveyed over 200 administrators and faculty in a broad range of roles, including lecturers. This pattern invites a much more confident assessment of broader campus attitudes than earlier efforts. Even given the many small differences in instrument design and target demographic, these data indicate a positive shift in opinion and perspective from the 2011 study.

The Phase 2B Census results indicate a consistent and pronounced shift, yet several noticeable differences in response patterns invite further discussion. Faculty Leader and Faculty Member response patterns reveal a significant difference across several questions regarding outcomes (as

identified above). In these cases, Faculty Member responses tend toward noncommittal ("Neither Agree nor Disagree"), while Faculty Leader responses indicate "Agree" or "Strongly Agree" with greater frequency. Both groups of faculty are less inclined to maintain an opinion than their administrative counterparts: Administrator responses tend to cluster in much more pronounced fashion on the "Agree" side. The ramifications of these results are discussed in the Concluding Statement.

Questions regarding the continuation of substantive actions tended toward agreement across participant groups, whether to maintain or not to maintain them. Yet these responses should be an invitation to dialogue and not a declaration. The pattern of responses from the Phase 2A Inventory, combined with the strong positive opinion from the 2B Census, can provide illuminating first steps in such a dialogue.

A robust diversity of opinion appears in responses to those questions containing the word "respect," or those asking about collaborative decision-making. In the responses to these questions, a flatter distribution between noncommittal and positive generalizing responses is observable across the board, even among administrators. In Figure 26 (facilitate collaborative decision making), while the non-negative aggregate scores are comparable to normal distribution patterns (96% ADMIN, 88% FL, 83% FM), the ratio of noncommittal to positive is much more even (even reversed for Faculty Members). Figure 27 (respect administrative leadership) reveals similarly flattened distributions.
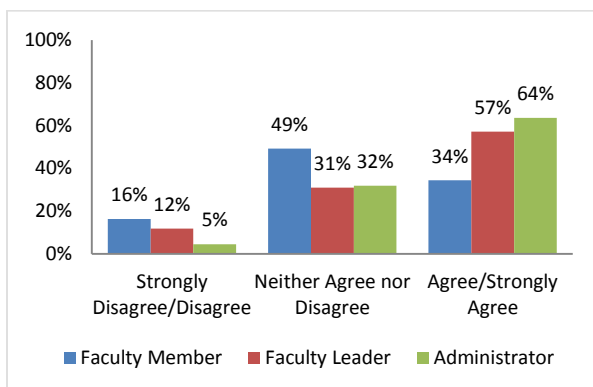

Figure 26
Outreach: Actions to advance outreach facilitated collaborative decision making
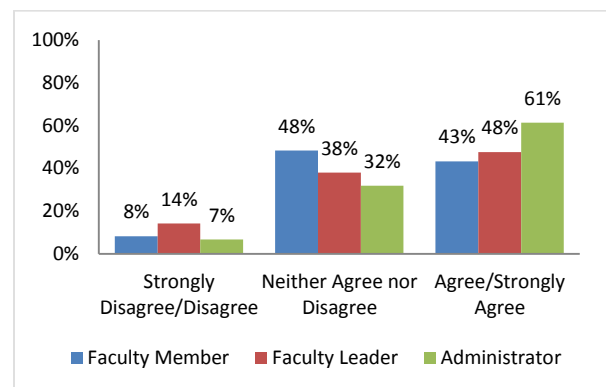

Figure 27
Outreach: Actions to advance outreach contributed to respecting administrative leadership roles

This tendency is not limited to the Outreach questions; indeed the flattening effect is, if anything, more pronounced in the Action Theme of Shared Governance, with a significant portion of the respondents simply disinclined to commit to agreement. Figures 28 and 29 (respect administrative leadership, respect legitimacy of faculty leadership) illustrate this pattern of response.
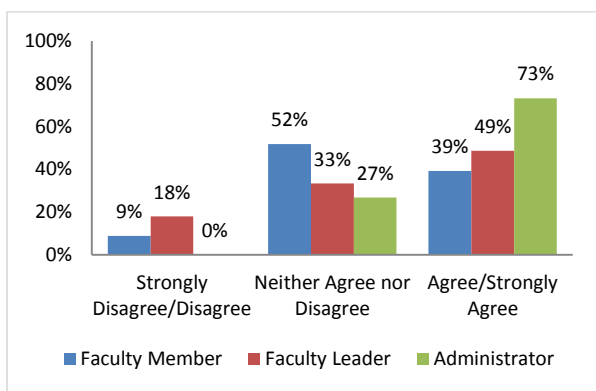
Figure 28
Shared Governance: Actions to advance outreach contributed to respecting faculty leadership roles
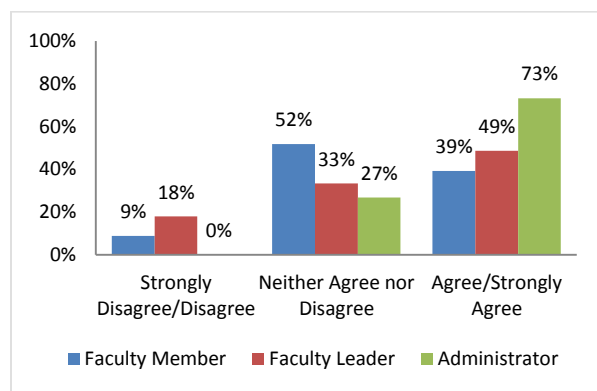

Figure 29
Shared Governance: Actions to advance outreach contributed to respecting administrative leadership roles

When compared to 2011, however, the result is still an overwhelming shift from a strongly negative pattern of response to a positive pattern of response. Further ramifications from these patterns of response are discussed in the Concluding Statement. The mood in fall 2013, as adduced by the Phase 2B Census results, can be summed up as "cautiously optimistic."

Findings:
1. Responses are consistently non-negative ("Agree/Strongly Agree" or "Neither Agree nor Disagree") in all cases and all categories of respondent.
2. Administrator and Faculty Leader responses are occasionally aligned when compared to Faculty Members in general.
3. Faculty Members tend to be less committal—responding "Neither Agree nor Disagree"—than either Administrators or Faculty Leaders.
4. Questions asking about "respect" or "collaboration" tend to receive the most diverse (least markedly positive) opinion.
5. Questions asking about "information sharing" and "transparency" tended to receive the least diverse (most markedly positive) opinion.
6. Questions asking about activities tending toward broad-based participation tend to receive the most positive support for continuation.
7. Questions asking about activities tending toward more restrictive participation tend to receive the least positive support for continuation.

Further discussion and suggestions for campus action appear in the Concluding Statement.

Concluding Statement

In its March 7, 2012 letter to the University, the Commission noted that earlier reviews had emphasized "grave concern" over "ongoing tensions between the senior administration and faculty" and "called for a Special Visit to explore progress in addressing this concern." The Commission acted (in part) to:

> Request a Special Visit in fall 2014 to evaluate progress in addressing the issues that were the primary focus of the visit, especially shared governance and the campus climate, as well as progress on shared roles in strategic planning and in the formulation of retention, promotion, and tenure policies. (WASC Commission Letter, March 7, 2012)

The 2013 two-phase study was designed to be a stand-alone research project. The present report uses the study, in part, to evaluate progress as requested by the Commission.

The four elements in the Special Visit Charge were treated as deeply interrelated aspects of campus life by the Self-Study Team. Specifically, the SST understood "shared roles in strategic planning" and "formulation of retention, promotion, and tenure policies" as highly-charged indicators of progress toward the issues of "shared governance" and "the campus climate." The topics of Strategic Planning and RPT Policy have generated significant discussion over the years. This Report summarizes recent highlights in each area, with evidentiary documents presented in the form of Key Exhibits.

This Concluding Statement serves several functions. It focuses on the general topic of shared governance briefly before examining those aspects of shared governance—strategic planning and RPT policy—specifically mentioned by the Commission. It then broadens the discussion to present integrated findings from the two-phase study as a way to begin to understand campus climate. Several findings are discussed as a platform toward continued campus discussion in a final note.

Shared Governance (CFRs 3.6, 3.7, 3.10)

The 2011 Site Visit Team Report and the 2012 WASC Commission Letter make specific recommendations toward healthier shared governance:

- Continue to intensify the work of other joint faculty-administrative committees such as UBAC for purposes of communicating and discussing important University issues. (WASC Team Report, November 26, 2011, p.9);
- Engage in respectful dialogue over the meaning of shared governance that takes into account California State University System policies, WASC standards, collective bargaining agreements, and the importance of striving to sustain the ideal of an academic community (WASC Team Report, November, 2011, p.10);
- Model collaboration and create an atmosphere in which courageous conversations about diverse issues can be had with safety and mutual respect. (WASC Commission Letter, March 7, 2012, p.2)

The 2011 SVRT report recommended that the campus, "Continue to dialogue with faculty leaders and administrators on how to operationalize concretely substantive actions to address shared governance

and to promote increasingly effective working relations between faculty and administration" (Special Visit Report, 2011, p.52).

Key Exhibit A, presented as an attachment, charts the many initiatives, made in multiple venues, toward improving the quality of shared governance on campus in response to these recommendations and observations.

The results of the study demonstrate that the work of the Ad Hoc Trust Restoration Planning Committee, and the campus adoption of its recommendations, provided significant movement toward greater functioning. Positive encouragement from the 2011 Site Visit Team and the WASC Commission underscore this direction, first mentioned in the 2011 SVRT report. Since that time, action continues to be made toward each of the six recommendations.

The six recommendations of the Trust Restoration Planning Committee, matched to campus actions, are presented in Table 4.

Table 4
Trust Restoration Planning Committee (TRPC) Recommendations and Campus Action

	TRPC Recommendation	Campus Action
1	TRPC continue to meet, with a revised charge	TRPC continues to meet, with a revised charge
2	Faculty recruitment to committees by COC/SEC	Widespread adherence to the practice
3	UEE Policy for special sessions, winter and summer	Local Policy Governing Special Sessions Degree and Academic Certificate Programs Offered Through University Extended Education (UEE) approved (39/AS/13/FBAC)
4	Endowed Professorships policy	CSU Stanislaus Endowed Faculty Policy approved (1/AS/12/FAC/FBAC)
5	COC to examine committee memberships to enhance communication	Discussions continue
6	Address RPT Policy	RPT Survey Group established with report anticipated before fall 2014.

Results from Phase 2A and Phase 2B discussed above suggest that Administrators and Faculty (Members and Leaders) share responsibility for changing behavior and patterns of interaction. The qualitative data from Phase 2A alone suggests that behaviors are changing for the better. While opinion is still divided as to the effect of particular actions, results document a tremendous improvement from 2011, the period of those "grave concerns" expressed by the WASC Commission.

Figures 30 and 31 show results from all respondents, grouped by university role, to those questions specifically concerned with the positive impacts of substantive actions upon shared governance. Responses from each question were separated by university role and re-grouped by Action Theme to reveal the response patterns of the entire survey to these central questions.

Figure 30 reveals the percentage (by university role) of those respondents in each Action Theme, and range from a low of 43% of Faculty Members agreeing or strongly agreeing that actions to advance reciprocal communication had a positive effect on shared governance to 72% of administrators agreeing or strongly agreeing that actions to advance transparency had a positive effect on shared governance. The overall appearance is quite positive. Figure 31 reveals the "Disagree/Strongly Disagree" responses to the same questions. Here the numbers are remarkably low.
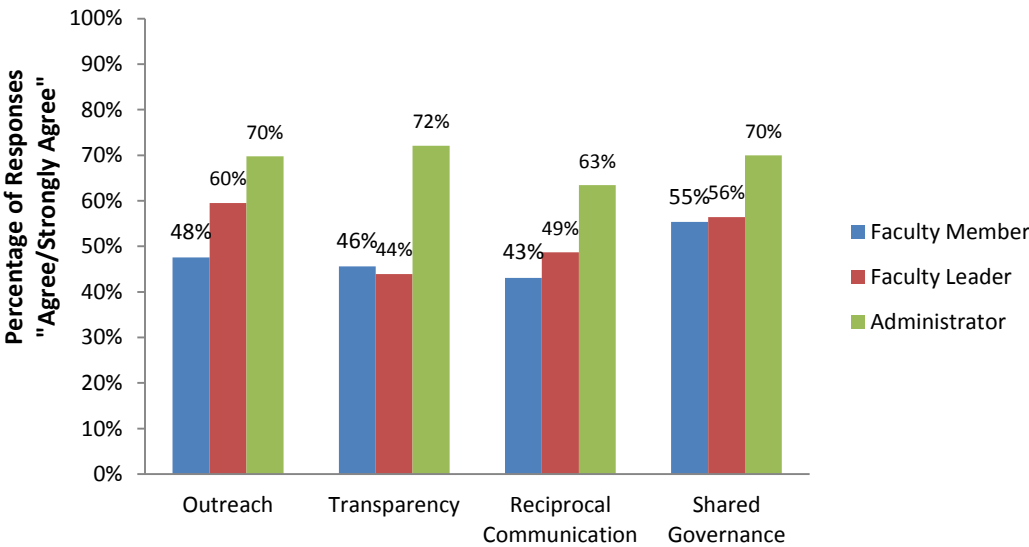

Figure 30
"Agree/Strongly Agree" Actions to advance [Action Theme] had a positive impact on Shared Governance.
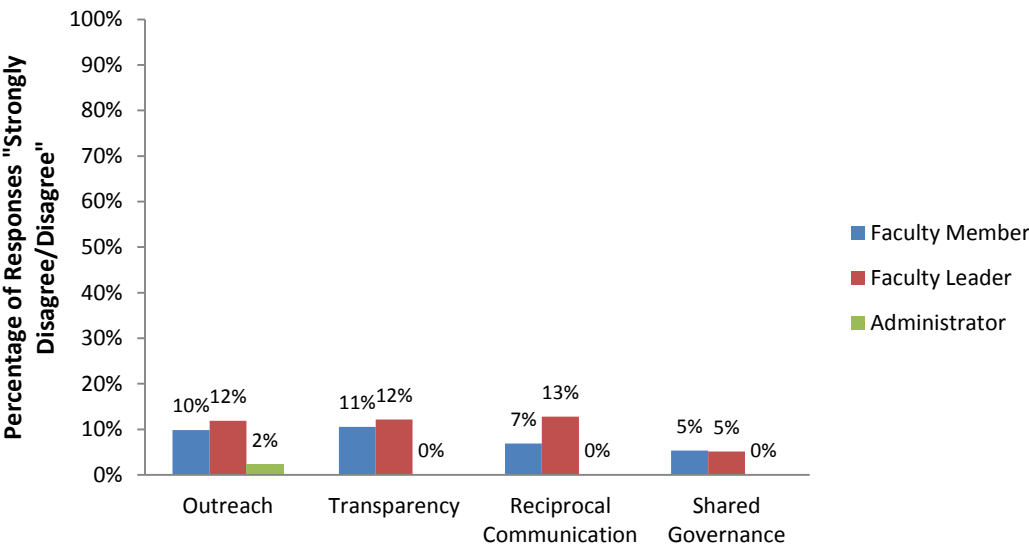

Figure 31
"Strongly Disagree/Disagree" Actions to advance [Action Theme] had a positive impact on Shared Governance.

While many individuals—particularly Faculty Members—decline to offer an opinion, those Faculty Members who do advance an opinion do so in strikingly positive fashion. The request for a Special Visit by WASC was prompted in part by results in the 2011 SVRT report that showed a split opinion among faculty toward aspects of shared governance: one group cautiously optimistic and another group resoundingly

negative. The results in this study are almost diametrically opposed: one group declining to offer an opinion and another group positive. The negative responses are very small.

The greatest gap between respondent types occurs in questions about substantive actions toward increasing Transparency. This result may appear contradictory to claims made by respondents in the Phase 2A Inventory. This seeming discrepancy—faculty members claim the category of Transparency as a strong asset and yet aren't as strong in their opinion that actions advancing transparency positively affect shared governance—may merit additional campus discussion.

In many cases, Faculty Leaders record a much stronger opinion than Faculty Members. It is possible that Faculty Leaders have a vested interest in the functioning of established processes. Creating "work-arounds" to sidestep ordinary processes gives the impression of ineffective representation, no matter who was responsible for the breakdown. Faculty Leaders are also simply much more likely to be aware of the actions and functioning of governance than Faculty Members, who may decline to offer an opinion not out of disinterest but for the lack of an informed opinion to offer. Others may simply be recording an attitude of "wait and see." Alternatively, Faculty Members may not have as much trust in committees whose members are not elected or vetted by a faculty process. While procedures are followed more regularly in the last two years, some wariness may linger. Moreover, these responses were collected in early September 2013; additional discussion may find fewer members disinclined to offer an opinion. Nevertheless, we do not plan any immediate follow-up study.

As they were singled out by the Commission for special mention, the two elements of Strategic Planning and Retention, Promotion, and Tenure (RPT) Policy will serve as indicators of the improved processes and operational quality of shared governance. Documents contained in the respective Key Exhibits elaborate and document the following discussions for Strategic Planning and RPT Policy.

Strategic Planning (CFRs 3.7, 4.6)

The history presented in Key Exhibit B reveals a sharp distinction in the breadth of constituent participation in campus strategic planning exercises under two different leaders. It also suggests that the Plan approved in 2007 contained unclear processes for prioritization and unwieldy directives for operationalization. That the 2007 five-year Plan ceased to be a working Plan is thus in retrospect, unsurprising, but the history also reveals the utter lack of faculty participation in planning from 2008-2012. Indeed, despite faculty membership on a Strategic Plan Working Group (SPWG) charged with examining the effectiveness of the 2007 Plan, the work of strategic planning, if it went on at all, was opaque to faculty, a situation repeatedly decried in Academic Senate.

As part of activities designed to enhance the work of shared governance in response to WASC Commission concerns, the assessment survey recommended by the Strategic Plan Working Group was developed by Institutional Research and the SPWG into a web-based survey instrument administered in spring 2012 to all full-time faculty, staff, and administrators. The results of the survey (study presented in the Key Exhibit) suggest that the University Strategic Plan Priorities were not implemented in a systematic way across divisions and organizational units as originally envisioned. However, responses to the survey also suggest a strong positive sentiment about the University mission and support for continuing the strategic planning process. A frequent concern expressed was that the process of developing and implementing the strategic plan should be more collaborative, with greater communication about implementation progress.

The Strategic Plan Working Group presented survey results in meetings held spring through fall 2013 to deans and department chairs, ASI, staff (open forum), Academic Senate, Provost's Advisory Council, and administrators (Management meeting). The SPWG collected feedback from these stakeholder groups to determine what the next steps would be in improving strategic planning in general and specifically improving the participation of faculty in strategic planning. In fall 2013, the President suggested the need for a new strategic plan, to be led by the Provost and supported by the SPWG.

Retention, Promotion, and Tenure (CFR 3.2)

Retention, Promotion, and Tenure is an ongoing topic of discussion at CSU Stanislaus, as it is in American higher education. The negotiated Collective Bargaining Agreement between the California Faculty Association (union) and the California State University (system) defines the process of review as well as the responsible players in the development of any contemplated changes to that process. Open discussion supported by documented evidence on campus is constrained by the confidential nature of the review: specific details about specific cases are difficult to ascertain and unavailable to cite as data. Notwithstanding these persistent limitations, the campus has sustained a discussion about these processes for several decades, as the overview and other data presented in Key Exhibit C demonstrate.

Despite the tensions continuing to simmer just prior to the 2011 Site Visit, the campus agreed to continue the discussion of the RPT process, formalized in the TRPC Recommendations adopted by the campus in spring 2011. Accordingly, a group composed of University RPT Committee (URPTC) and Faculty Affairs Committee (FAC) chairs, along with a Speaker of the Faculty, the Provost, and the Vice President of Faculty Affairs and Human Resources, conducted a series of studies to determine the road forward. The group, observing careful confidentiality, has conducted two different surveys compiling campus perceptions of the strengths and weaknesses of the RPT process (the first survey providing the rationale for the development of the second, a common technique). The campus awaits the analysis and conclusions of these studies, but the acrimony of the review process plainly audible in previous years was simply not present in the 2012/13 and 2013/14 review cycles.

The confidentiality observed in deliberations often affects the transparency of policy changes, especially when they are prompted by individual cases or grievances. The transparency and responsiveness of information supporting faculty undergoing RPT review and those faculty members and administrators conducting these reviews appears to have been strengthened. The Faculty Affairs webpage presents a wide range of documents, including a slide show with suggestions and instructions for compiling the RPT file. These documents appear to be regularly reviewed and updated. The campus continues to hold orientation and support meetings for faculty on both sides of the review, including department chairs and department committee chairs, whose evaluative statements are expected to set the bar for subsequent reviews. RPT elaborations for every department have been posted on this site for comparison and mutual support (a practice dating back to the 2009 Educational Effectiveness Review Report).

Faculty committees, supported by the office of the Vice President for Faculty Affairs and Human Resources, are reviewing the most recently adopted Collective Bargaining Agreement for necessary changes to campus procedures. Changes to the process for collecting and evaluating student evaluations were adopted, and changes to the evaluation of temporary faculty, while not part of RPT procedures as such, recently have been adopted as well.

Campus Climate (CFR 4.6)

As a barometer of faculty, administrative, and (in very limited fashion) staff opinion, the results of the two-phase research study would seem to be convincing indicators of campus climate. The purpose of a climate survey is to produce useful longitudinal data. Climate describes an ongoing condition: while climate happens over a long period of time, years and years, weather happens over a short period of time (hours or seasons). The long period allows climate to be expressed in statistical terms: patterns, likelihoods, and predictions. Climate is what you expect; weather is what you get. The data presented from the research study may address the weather, or the atmosphere, of the campus, but can't quite get at climate.

As part of a discussion of ways the campus might monitor climate in the future, the SST reviewed climate surveys produced by Educational Benchmarking Institute (EBI), The Collaborative on Academic Careers in Higher Education (COACHE), and Higher Education Research Institute (HERI). In addition, three CSU campuses had administered locally developed campus surveys in the past ten years. These campuses were contacted to determine the focus of each of the surveys. Finally, a campus climate survey in development by the CSU Chancellor's Office was reviewed.

The SST found that the only survey reviewed that focused on faculty-administration relations—the one gathering most pertinent information for the purposes of this review—is the campus climate survey in development by the CSU Chancellor's Office. This survey is being piloted and would be made available to all CSU campuses. Comparison data between campuses would be available after several campuses have participated. If the campus elects to administer the survey, results should be discussed through an appropriate campus entity to ensure breadth of input and clarity of perspective.

As a statement of "climate," even these data, had the campus gathered them this year, would have been incomplete at best, and certainly inconclusive. Neither the research study nor any single administration of an instrument can approximate the long-range view needed to judge climate. Indeed, institutional memory is often a safer gauge of attitude and working relations. The weather squalls of the past few years appear as extremes at worst, aberrations at best, and may or may not indicate persistent conditions. The human interventions prompting these conditions are best understood at a distance, as historical and statistical issues. Indeed, this may be one reason for the periodic exercise of accreditation. But that does not mean these data are not needed, or that human intervention may not alleviate the effects of extreme weather.

This Special Visit Report has attempted to document the extent to which the conditions that prompted it are climatological (predictable, expectable) or meteorological (a storm, an anomaly). And further, how our understanding of institutional climate can allow us more successfully to withstand meteorological variation by applying specific alterations to particular areas of concern. Therefore, some additional discussion of commentary gained from the research study is necessary.

Much of the open-ended commentary in Phase 2A mused on possible causes of the turmoil. The change in state, CSU System, and Stanislaus campus budget outlooks and the return to financial stability emerge as key differences between the atmospheres of 2011 and 2013 (the Phase 2A Inventory was conducted in May 2013). Other responses, especially faculty responses, suggest a more particular proximate cause. The very first response to the survey emphasized this perspective: "We have a new President … [and] people

[are] willing to trust" (1 F). One administrator offered, as an activity fostering a climate of trust, "A change of presidency and thus a change of priorities," and qualified it by adding "the improved fiscal situation" as a factor (94 A). Many faculty responses appeared much less willing to qualify: "Our former president was responsible for the climate of mistrust. His departure, alone, has improved the climate of trust" (5 F). Another was much more succinct: "[The former President] left" (13 F).

Faculty members recognized their responsibility for advancing the dialogue toward renewed trust, despite their reservations about the atmosphere within that former President's administration. "I was very impressed with the degree of outreach that [the Speaker] did" (18 F), said one faculty member. Another reasoned that, "Push[ing] [the former President] to take responsibility for his actions," was a reasonable step to improving trust, listing the former President's verbal abuse of a student at an Academic Senate meeting as a key example. "[The former President] needed to be held accountable," the faculty member concluded. "He could not do just anything he wanted" (16 F).

This atmosphere prevented the possibility of productive day to day work. One faculty member lamented: "Much of the initial failure of process was tied to the distractions of [the former President] and the inability to participate in more than survival activities" (105 F). As detailed above, the concerted and determined effort on the part of many, many people—faculty and administrators alike—to find and create opportunities for dialogue and perspective and restoration—to do more than merely survive—must be named as contributing to renewed faith in shared governance, along with the return of collegiality, meaningful consultation, and adherence to established procedure so often cited.

The set of responses from the Phase 2A Inventory range from acknowledging multiple possibilities of cause to singling out an individual, as documented above. The qualitative data from 2A also show that people perceive behaviors are changing. Commentary offered in response to the open-ended question of the Phase 2B Census offer a similar range of concerns: acknowledging some ambivalence about causes and how those causes might be identified along with a sense that the sea has changed. Some discussion may contribute toward understanding the improved working relationship between faculty members and administrators and how some challenges remain unresolved.

Of those respondents who remarked on issues or activities already in the inventory, most fell into three rough categories:

- RPT elaborations and expectations for RSCA
- Transparent information sharing
- Less centralized decision-making/collaborative decision-making

Much of this list falls under the umbrella of "communication." The ways that individuals communicate— the media, modalities, venues, auspices, codings, etc.—deserve increased attention by members of campus in order to promote increased understanding. Importantly, very little of this commentary is focused on "strategic" planning. Rather, it focused on tactical decision-making: how decisions are arrived at day by day, what input drives or is perceived to drive the decisions that affect the campus more generally.

Some commentary strayed from the immediate concerns of Phase 2B in order to raise issues outside the scope of the study—and the candor that was prompted by the open-endedness of the question should be expected. As examples, various commenters mentioned:

- It's all a show/façade/theater/waste of time
- Not enough input from lecturers
- Too much time for important decisions to be made because faculty only work a 9-month year
- Too much "micromanagement" by administrators

Other respondents, exclusively faculty, underscored the change in leadership. Of the respondents who entered a response to the open-ended question, half chose to mention this aspect in particular (8/15 Faculty Leaders, 10/18 Faculty Members). Many in this group emphasized the difficulty of disentangling the many strands of motive, attitude, economic pressure, poor behavior, etc., in sorting through and assessing either blame for past situations or progress toward a brighter tomorrow. A further complication resides in the fact that the study asked respondents to reflect on the last year of the previous President and the first year of a new, then-Interim, President. The net effect of the actions and attitudes of the former President are crucial in this respect, but the mere fact of his leaving has clearly not resolved the feelings of many people on campus about his time here.

A locus of blame on the former President for the University's ills emerged from the census. Judging from the frequency and vehemence of the responses, some wounds are still raw, an impression confirmed in subsequent interviews with faculty leaders. The patterns of behavior that characterized campus conduct during the tenure of the former President may remain important to unearth, discuss, and if appropriate, correct. The elaboration of the present report may contribute to this outcome.

Other results from the Census invite further study, reflection, and discussion. For example, items asking about the General Education Summit skew pronounced positive, yet it is debatable whether "General Education Summit" should or could (practically) become a regular event. While the general practice of using a campus-wide summit to air views and gather input from a wide variety of perspectives is a useful endeavor in some situations, this fact should be kept distinct from whether a summit should be a tactic regularly used to resolve questions ordinarily assigned to a standing committee.

The question of tactics appears to explain several of the variances found in Phase 2B Census results. One such variance mentioned in the Phase 2B findings is the difference between agreement between Faculty Members and Faculty Leaders. In several cases, Faculty Members were much less inclined to agree than Faculty Leaders. A close examination of those responses suggests that Faculty Member and Faculty Leader responses tend to agree and to appear more positive in areas in which broad participation is expected, as in summits or open forums, as opposed to those activities involving select participants, as the TRPC. Administrators and Faculty Leaders alike have, and should have, a vested interest in maintaining processes and achieving outcomes through those processes. Faculty Members may not have, or see, the same interest. Additional transparency and communication may garner greater awareness and support. This suggestion merits additional campus reflection and discussion.

In another example, questions asking whether the campus should continue the Trust Restoration Planning Committee tend to reveal a range of opinion more evenly spread than other questions, clearly an indication it might be discontinued. Yet Phase 2A Inventory responses underscore the many successes of

the TRPC. From Phase 2A responses, one might expect a recommendation to continue this kind of practice in this kind of situation, but Phase 2B responses indicate a desire to discontinue it. This pattern suggests that the TRPC, an ad hoc committee, has completed its task and may now be disbanded. In any case, the continued existence of an ad hoc committee suggests unfinished business, a topic worthy of campus discussion.

In contrast, the Holistic Academic Program Review received deeply ambivalent responses about its effectiveness, and questions about the process gathered uneven responses on the advisability of its continuance. This diversity of opinion echoes the results of the Phase 2A Inventory, suggesting another topic for campus discussion.

Staff opinion was not gathered for Phase 2B Census due to the tighter focus on "shared governance" and the expressed concern of the Commission on strained relations between faculty members and members of administration. The limited opinion gathered in the Phase 2A Inventory suggests a strongly felt desire for additional inclusion in planning and acknowledgement of current participation in activities. Staff opinion, along with that of students and other constituents, are important to consider in future studies of campus climate. The level and arenas for such participation or inclusion should also be committed to campus discussion.

Lastly, the Action Theme with the least ambivalent responses, overall, was Transparency. While behaviors can be modified with only a little physical exertion, attitudes and habits of mind are much harder to alter. Sufficient evidence exists to indicate that behaviors have changed; greater transparency may also help to foster those habits of mind conducive to greater trust and cohesion. Remarks expressing gratitude for increased transparency are often coupled with those anticipating enhanced collaboration; this combination suggests a desire to build on the quality of transparency and to ensure adequate mechanisms are in place to ensure increased collaboration. Such a desire might ground further campus discussion.

Recommendations and Priorities for Next Steps

As a result of the two-phase study and discussions among campus governance groups, the following steps are recommended as priorities. These recommendations and priorities will be presented to Academic Senate and the President's Cabinet (PC), as appropriate, for further deliberation and action. The groups identified below represent the likeliest forum for deliberation and response.

Table 5

WASC 2014 Self –Study Recommendations and Priorities

Topic	Group
Gain consensus on challenges to RPT procedures.	URPTC, FAC, VPAA, VPFAHR
Continue development of long-range (strategic) planning.	SEC, PC
Confirm alignment of various deliberative groups (UBAC, SPWG, etc.) with strategic decision-making.	SEC, COC, PC
Confirm alignment of operational units (divisions, departments, etc.) with strategic decision-making.	SEC, PC, PAC
Receive final recommendations from TRPC and HAPR for deliberative review.	SEC/AS, PC
Continue to establish a culture of transparency featuring clarity of communication and enhanced collaboration among constituents.	SEC, PC

Final Note

The Special Visit marks the end of an episode, not an ongoing condition. The campus desires to close this episode and move forward toward the next regular visit in 2019. The process of preparation, reporting, and planning for the Special Visit should reveal to the WASC Commission the level of institutional commitment maintained by the University to the terms of the review. The process of self-study and report itself is an example of collaborative, responsible, and collegial work among an engaged professoriate and administrators. The campus looks forward to receiving the Special Visit.

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APPENDIX A
Research Design 2011-2014

	SPECIAL VISIT 2011		SPECIAL VISIT 2014	
	Phase 1A	**Phase 1B**	**Phase 2A**	**Phase 2B**
INSTRUMENT	Substantive Actions Inventory	Substantive Actions Assessment Inventory	Substantive Actions Inventory	Substantive Actions Census
METHODOLOGY	Qualitative: Open-ended items	Quantitative: Likert-scale items Qualitative: Open-ended responses	Qualitative: Open-ended responses	Quantitative: Likert-scale items Qualitative: Open-ended responses
RESEARCH PARTICIPANTS	Key Administrative Leaders (n=6)	Key Faculty Leaders (n=37)	Administrators and faculty and staff who had served in key leadership roles or key governance committees over the past two years (2011-12-2012-13)	All administrators and full-time and tenure-track faculty members
GUIDING QUESTION/PURPOSE	Inventory administrative actions designed to improve issues of trust, leadership, and governance.	Garner faculty leadership perceptions on the impact of administrative-led substantive actions on fostering a climate of trust and improving leadership and shared governance.	Inventory of substantive actions aimed at improving trust, leadership, and governance. "Substantive actions" defined as policies, procedures, or activities initiated by administration or governance committees, and designed to improve trust, leadership, and/or governance, or having that effect.	Garner perceptions of broader campus community regarding the impact of substantive actions engaged in by members of key governance and university committees and those serving in key leadership positions.

APPENDIX B
Glossary: Committee Acronym, Name, and Charge Location

Acronym	Committee Name	Charge Location
COC	Committee on Committees	http://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Commitee/COC1314.pdf
CCDC	Committee on Cross-Divisional Collaboration	http://www.csustan.edu/sites/default/files/BF/Documents/UBAC/ProposalCommitteeCrossDivisionalCollaboration.pdf
HAPR	Ad hoc committee to holistically review the university's academic programs	http://www.csustan.edu/sites/default/files/AcademicProgReviewCommittee/documents/HollisticReviewMemo.pdf
RPTSG	Retention, Promotion, and Tenure Survey Group	http://www.csustan.edu/sites/default/files/FacultyHandbook/AdHocTrust/9-AS-11-TRPCRecommendationsResolution.pdf (Recommendation #6)
SEC	Senate Executive Committee	http://www.csustan.edu/sites/default/files/FacultyHandbook/Publications/Commitee/SEC1314.pdf
SPWG	Strategic Plan Working Group	http://www.csustan.edu/StrategicPlanning/documents/StrategicPlanImplementation.pdf
SST (2014)	Self-Study Team	https://www.csustan.edu/wasc/2014-special-visit
SVRT(2011)	Special Visit Research Team	https://www.csustan.edu/wasc/2011-special-visit
TRPC	Ad hoc Trust Restoration Planning Committee	https://www.csustan.edu/faculty-handbook/ad-hoc-trust-restoration-planning-committee
UBAC	University Budget Advisory Committee	http://www.csustan.edu/sites/default/files/BF/Documents/UBAC/UBACReformulation.pdf
UBAC Rev.	Ad hoc committee to recommend changes to UBAC	http://archive.csustan.edu/bf/Documents/UBAC/AdHocCommitteeToRecommendChangesInUBAC.pdf
UEPC	University Educational Policies Committee	http://archive.csustan.edu/facultyhandbook/Publications/Commitee/UEPC1314.pdf

NOTE: This document includes committees frequently mentioned in the WASC 2014 Special Visit Report; it is not a comprehensive list of University committees and workgroups.

APPENDIX C
Phase 2A Survey Instrument

Informed Consent

Dear Participant:

You are being asked to participate in a research study being conducted by the CSU Stanislaus WASC Self Study Team (SST). In this portion of the study, Phase IIA, our purpose is to identify the substantive actions that the CSU Stanislaus administration and faculty encouraged or implemented to foster a climate of trust in regard to shared governance and to provide for a resolution to leadership and governance issues. Additionally, the SST will be collecting evidence on progress on shared roles in Strategic Planning and formulation of Retention, Promotion, and Tenure policies.

You have been selected as a participant in Phase IIA of the study because we believe that you have specific knowledge and insight that may inform the research. If you agree to participate, you will be committing to a two-part data collection process. First, you will be asked to complete an open-ended inventory focused on the administrative actions that were encouraged or implemented following the WASC Commission Action Letter (July 13, 2011) to foster a climate of trust in regard to issues of leadership and governance. You will complete this inventory privately and will be requested to provide your responses to the inventory within two weeks.

Following the completion of your inventory, you may be asked to participate in a follow-up interview with one or more members of the SST. This interview is intended to be conducted in a group setting with other members of the appropriate committee or organization. The purpose of this interview, if necessary, is to ask questions to clarify and ensure that participant perspectives are fully captured. We expect that the interview would last no longer than 1 hour.

We believe that the risks to you for your participation in this study are minimal. All response data captured from this portion of the study will be presented in aggregate form. As such, while your identity (as a member of a faculty committee, for example) will be publicly known, your specific responses will be protected from inappropriate disclosure—your identity and your individual responses will not be publicly linked. All data collected in this research will be kept in a secure location, and only the members of the SST will have access to your individual inventory and the follow-up interview responses.

It is possible that you will not benefit directly by participating in this study. Nevertheless, your participation in this study will be valuable in providing a clear understanding of the actions that have been encouraged or implemented in response to WASC's concerns. In participating in this study, there is no cost to you beyond the time and effort required to complete the procedures described above. Your participation is voluntary. Refusal to participate in this study will involve no penalty or loss of benefits. You may withdraw from the study at any time without penalty or loss of benefits, and you may elect to skip any question that is posed to you.

If you agree to participate, please continue. By continuing with the inventory survey, you are implying consent to participate to both parts of Phase IIA (survey and interview). If you do not wish to participate, please do not continue. If you have any questions about this research, please contact Marge Jaasma at 667-3082 or Scott Davis at 667-3883. If you have any questions regarding your rights and participation as a research subject, please contact the Campus Compliance Officer by phone at 667-3794 or email IRBAdmin@csustan.edu.

Sincerely,

Marge Jaasma, Chair, WASC Self Study Team
Scott Davis, Principal Writer, WASC Self Study Team

Substantive actions

In your capacity as a member of the **${e://Field/Committees}**, please reflect on **policy, procedure, substantive discussion**, or **other actions** your group conducted to help foster a climate of trust in regard to shared governance *(including diagnosing particular areas for attention)* and to provide for a <u>resolution to issues of leadership and governance</u>.

Please list all those substantive actions below. You may list up to 10 actions.

1. Action

2. Action

3. Action

4. Action

5. Action

6. Action

7. Action

8. Action

9. Action

10. Action

<u>**Action details**</u>

Please provide the following information for ***${lm://Field/1}.***

	Please answer the following:
	Response
What was the point or purpose of the action in the context of WASC's concerns?	
Describe how the action was implemented.	
Identify who was involved in implementing the action.	
When was the action implemented?	
Describe the current status of the action.	
What are the indicators of success of the action?	
Would you repeat this action? Why or why not?	
Is there anything else that is important for us to know about this action?	

Action rank

Please rank the following substantive actions in order of <u>how important you think each action was in helping to address the concerns raised by WASC.</u>

To rank, begin by typing a **"1"** next to the action you consider ***Most Important.*** Type a **"2"** next to the action you consider second most important, and so on until you have ranked all of the actions. If you regard two actions as equally important, please assign both of them the same number.

${q://QID2/ChoiceTextEntryValue/141}

${q://QID2/ChoiceTextEntryValue/142}

${q://QID2/ChoiceTextEntryValue/143}

${q://QID2/ChoiceTextEntryValue/144}

${q://QID2/ChoiceTextEntryValue/145}

${q://QID2/ChoiceTextEntryValue/146}

${q://QID2/ChoiceTextEntryValue/147}

${q://QID2/ChoiceTextEntryValue/148}

${q://QID2/ChoiceTextEntryValue/149}

${q://QID2/ChoiceTextEntryValue/150}

Similar substantive actions

Please describe below any additional activities or actions that you believe fostered a climate of trust.

APPENDIX D
Phase 2B Survey Instrument

Statement of Purpose

Dear Participant:

You are being asked to participate in a survey being conducted by the WASC 2014 Special Visit Self-Study Team (SST). The purpose of the survey is to identify faculty and management personnel (MPP) views of the impact of substantive actions that the University community encouraged or implemented to foster a climate of trust in regard to shared governance and to provide for a resolution to the leadership and governance issues as identified by WASC.

The web-based survey includes a number of closed questions and one open-ended question that are intended to capture your views on the impact of substantive actions identified by administrative and faculty leaders to foster a climate of trust between faculty and administration. The survey also provides you with the opportunity to identify additional actions that have positively or negatively impacted the climate of trust.

We are requesting that you submit your responses no later than September 17, 2013. We expect that you will need no more than 15-20 minutes to complete the survey.

We believe that the risks to you for your participation in this survey are minimal. All data captured will be presented in a manner that protects your identity from inappropriate disclosure. The intent is not to ascribe responses to individual participants, but rather to document and describe faculty and MPP views as a whole. As such, your identity and your individual responses will not be publicly linked. All data collected will be kept in a secure location, and the members of the SST will be the only persons to have access to your individual responses.

It is possible that you will not benefit directly by participating in this survey. Nevertheless, your participation will be valuable in providing a clear understanding of the impact of the actions that have been encouraged or implemented in response to WASC's concerns. There is no cost to you beyond the time and effort required to complete the procedures described above. Your participation is voluntary. Refusal to participate will involve no penalty or loss of benefits. You may withdraw at any time without penalty or loss of benefits, and you may elect to skip any question that is posed to you.

If you have any questions about this survey, please contact Marjorie Jaasma at 667-3023 or Scott Davis at 667-3883. If you have any questions regarding your rights and participation as a research subject, please contact the University IRB by phone at 667-3784 or e-mail IRBAdmin@csustan.edu.

Sincerely,
Marjorie Jaasma (Chair) and Scott Davis (Principal Writer), WASC 2014 Special Visit Self-Study Team

Self-Identifier

Please Indicate your role(s) on campus during the 3-year time frame between 2011/12 and 2013/14. Please select all that apply.

- ☐ Faculty Member

- ☐ Management Personnel (MPP)

Please indicate if your role as a faculty member during the 3-year time frame between 2011/12 and 2013/14 included either of the options below. Please select all that apply.

☐ Department/Program Chair

☐ Member of SEC or COC

☐ Not Applicable

Outreach

OUTREACH

Over the past two years, the University community undertook actions to advance **outreach.** These included:

- Creating ad hoc committees to address university-wide issues (e.g., ad hoc UBAC, RPT Task Force, Cross-Divisional Collaboration)
- Meeting of ad hoc Trust, Restoration, Planning Committee
- Holding campus open forums
- Conducting campus-wide surveys
- Seeking administration's input (by faculty committees)
- Hosting a General Education Summit
- Hosting Provost's Brown Bags
- Holding Provost's meetings with Chairs

Please indicate your level of agreement with the following statements regarding actions to advance **outreach**.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The actions to advance outreach facilitated information sharing.	○	○	○	○	○
The actions to advance outreach encouraged open discussion of important matters.	○	○	○	○	○
The actions to advance outreach improved relationships between faculty and administrators.	○	○	○	○	○
The actions to advance outreach contributed to respecting divergent views.	○	○	○	○	○
The actions to advance outreach facilitated collaborative decision making.	○	○	○	○	○
The actions to advance outreach contributed to respecting the legitimacy of faculty leadership roles.	○	○	○	○	○
The actions to advance outreach contributed to respecting administrative leadership roles.	○	○	○	○	○
The actions to advance outreach had a positive impact on shared governance.	○	○	○	○	○
The actions to advance outreach improved the climate of trust.	○	○	○	○	○

Please indicate whether the following actions to advance **outreach** should be continued.

	Definitely Not	Probably Not	Maybe	Probably Yes	Definitely Yes
Creating ad hoc committees to address university-wide issues	⊙	⊙	⊙	⊙	⊙
Meeting of the ad hoc Trust, Restoration, Planning Committee	⊙	⊙	⊙	⊙	⊙
Holding campus open forums	⊙	⊙	⊙	⊙	⊙
Conducting campus-wide surveys	⊙	⊙	⊙	⊙	⊙
Seeking administration's input (by faculty committees)	⊙	⊙	⊙	⊙	⊙
Hosting a General Education Summit	⊙	⊙	⊙	⊙	⊙
Hosting Provost's Brown Bags	⊙	⊙	⊙	⊙	⊙
Holding Provost's meetings with Chairs	⊙	⊙	⊙	⊙	⊙

Block 3

Phase 2B Survey Instrument

D3

TRANSPARENCY

Over the past two years, the University community undertook actions to advance **transparency.** These included:

- Creating ad hoc committees to address university-wide issues (e.g., ad hoc UBAC, RPT Task Force, Cross-Divisional Collaboration)
- Holding campus open forums
- Advancing the Holistic Program Review process
- Sharing information and data with committees and governance
- Maintaining an open agenda for UBAC
- Posting the UBAC proceedings (video) and minutes on web
- Moving forward with Strategic Plan Work Group activities

Please indicate your level of agreement with the following statements regarding actions to advance **transparency**.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The actions to advance transparency facilitated information sharing.	○	○	○	○	○
The actions to advance transparency encouraged open discussion of important matters.	○	○	○	○	○
The actions to advance transparency improved relationships between faculty and administrators.	○	○	○	○	○
The actions to advance transparency contributed to respecting divergent views.	○	○	○	○	○
The actions to advance transparency facilitated collaborative decision making.	○	○	○	○	○
The actions to advance transparency contributed to respecting the legitimacy of faculty leadership roles.	○	○	○	○	○
The actions to advance transparency contributed to respecting administrative leadership roles.	○	○	○	○	○
The actions to advance transparency had a positive impact on shared governance.	○	○	○	○	○
The actions to advance transparency improved the climate of trust.	○	○	○	○	○

Please indicate whether the following actions to advance **transparency** should be continued.

	Definitely Not	Probably Not	Maybe	Probably Yes	Definitely Yes
Creating ad hoc committees to address university-wide issues	○	○	○	○	○
Holding campus open forums	○	○	○	○	○
Advancing the Holistic Program Review process	○	○	○	○	○
Sharing information and data with committees and governance	○	○	○	○	○
Maintaining an open agenda for UBAC	○	○	○	○	○
Posting of UBAC proceedings (video) and minutes on web	○	○	○	○	○
Moving forward with Strategic Plan Work Group activities	○	○	○	○	○

Block 4

RECIPROCAL COMMUNICATION

Over the past two years, the University community undertook actions to advance **reciprocal communication.** These included:

- Meeting of the ad hoc Trust, Restoration, Planning Committee
- Holding campus open forums
- Collaborating over RSCA funding
- Consulting (early) between faculty committees and administration
- Seeking faculty input on provost's memoranda
- Distributing information and data with committees and governance
- Meeting among the president, provost, and speaker
- Moving forward with the Strategic Plan Work Group activities

Please indicate your level of agreement with the following statements regarding actions to advance **reciprocal communication**.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The actions to advance reciprocal communication facilitated information sharing.	○	○	○	○	○
The actions to advance reciprocal communication encouraged open discussion of important matters.	○	○	○	○	○
The actions to advance reciprocal communication improved relationships between faculty and administrators.	○	○	○	○	○
The actions to advance reciprocal communication contributed to respecting divergent views.	○	○	○	○	○
The actions to advance reciprocal communication facilitated collaborative decision making.	○	○	○	○	○
The actions to advance reciprocal communication contributed to respecting the legitimacy of faculty leadership roles.	○	○	○	○	○
The actions to advance reciprocal communication contributed to respecting administrative leadership roles.	○	○	○	○	○
The actions to advance reciprocal communication had a positive impact on shared governance.	○	○	○	○	○
The actions to advance reciprocal communication improved the climate of trust.	○	○	○	○	○

Please indicate whether the following actions to advance **reciprocal communication** should be continued.

	Definitely Not	Probably Not	Maybe	Probably Yes	Definitely Yes
Meeting of the ad hoc Trust, Restoration, Planning Committee	○	○	○	○	○
Holding campus open forums	○	○	○	○	○
Collaborating over RSCA funding	○	○	○	○	○
Consulting (early) between faculty committees and administration	○	○	○	○	○
Seeking faculty input on provost's memoranda	○	○	○	○	○
Distributing information and data with committees and governance	○	○	○	○	○
Meeting among the president, provost, and speaker	○	○	○	○	○
Moving forward with Strategic Plan Work Group activities	○	○	○	○	○

Block 5

Phase 2B Survey Instrument
D6

SHARED GOVERNANCE

Over the past two years, the University community undertook several actions to advance **shared governance.** These included:

- Moving forward with the six ad hoc Trust, Restoration, Planning Committee's recommendations
- Collaborating over RSCA funding
- Creating ad hoc committees to address university-wide issues (e.g., ad hoc UBAC, RPT Task Force, Cross-Divisional Collaboration)
- Demonstrating commitment to follow existing policies
- Advancing the Holistic Program Review process
- Sharing information and data with committees and governance
- Collaborating on ad hoc committee composition and membership
- Moving forward with Strategic Plan Work Group activities

Please indicate your level of agreement with the following statements regarding actions to advance **shared governance.**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The actions to advance shared governance facilitated information sharing.	○	○	○	○	○
The actions to advance shared governance encouraged open discussion of important matters.	○	○	○	○	○
The actions to advance shared governance improved relationships between faculty and administrators.	○	○	○	○	○
The actions to advance shared governance contributed to respecting divergent views.	○	○	○	○	○
The actions to advance shared governance facilitated collaborative decision making.	○	○	○	○	○
The actions to advance shared governance contributed to respecting the legitimacy of faculty leadership roles.	○	○	○	○	○
The actions to advance shared governance contributed to respecting administrative leadership roles.	○	○	○	○	○
The actions to advance shared governance had a positive impact on shared governance.	○	○	○	○	○
The actions to advance shared governance improved the climate of trust.	○	○	○	○	○

Please indicate whether the following actions to advance **shared governance** should be continued.

	Definitely Not	Probably Not	Maybe	Probably Yes	Definitely Yes
Moving forward with the six ad hoc Trust, Restoration, Planning Committee's recommendations	○	○	○	○	○
Collaborating over RSCA funding	○	○	○	○	○
Creating ad hoc committees to address university-wide issues	○	○	○	○	○
Demonstrating commitment to follow existing policies	○	○	○	○	○
Advancing the Holistic Program Review process	○	○	○	○	○
Sharing information and data with committees	○	○	○	○	○
Collaborating on ad hoc committee composition and membership	○	○	○	○	○
Moving forward with Strategic Plan Work Group activities	○	○	○	○	○

Block 6

Is there anything else you would like to share regarding substantive actions taken by the University community?

PHASE 2B: SUBSTANTIVE ACTION CENSUS TECHNICAL REPORT

WASC SELF-STUDY TEAM

2014

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Executive Summary

Background

In its 2011 study, the CSU Stanislaus Special Visit Research Team (SVRT) conducted a two-part research study (Phases 1A & 1B) designed to inventory and describe perceptions of administrative actions to foster a climate of trust and to provide for resolution of issues in leadership and governance.

The 2014 Self-Study Team adopted the approach used in the 2011 study, but expanded the sample size. The purpose of the research was to identify faculty and administration views of the impact of the substantive actions that the University community encouraged or implemented to foster a climate of trust and to provide for a continued resolution to the leadership and governance issues identified in the WASC Commission Action Letter (November 26, 2011).

This second phase consisted of two parts, Phase 2A and Phase 2B (with "2" specifying that this is a follow-up to the 2011 study). The first phase (2A) of the study inventoried substantive actions or activities initiated by administration or key governance committees to foster a climate of trust in regard to the areas identified in the 2011 Special Visit, especially shared governance, strategic planning, and retention, promotion, and tenure processes. In the second, phase (2B), administrators and faculty were asked to assess the effectiveness of these actions or activities.

Methodology

A survey was sent out to 281 faculty and 65 administrators in fall 2013. The survey instrument contained one self-identifier section, four substantive actions themes (outreach, transparency, reciprocal communication, and shared governance) with five-point Likert-scale items, and one open-ended section. Of the 103 responses from faculty, 61 were identified as Faculty Members and 42 were identified as Faculty Leaders (served as Department Chair and/or as a member of the Committee on Committees (CoC) or Senate Executive Committee (SEC) over the past three years). For Administrators, 45 responded to the survey.

A two-way contingency table analysis was conducted on each of the Likert-scale items to evaluate whether there was a difference between Faculty Members, Faculty Leaders, and Administrators when it comes to perceptions about actions the University has taken to advance shared governance. When appropriate, follow up pairwise comparisons were conducted to evaluate the differences among proportions. The Holm's sequential Bonferroni method was used to control for Type I error at the .05 level across pairwise comparisons.

Key Findings

Action Theme: Outreach

1. Actions to advance outreach:
   - There were no significant differences between Faculty Members, Faculty Leaders, and Administrators in their perceptions of the effect of outreach actions on: relationships between faculty and administrators, respecting divergent views, respecting administrative leadership roles, impact on shared governance, and climate of trust. The majority of the respondents were neutral or positive to the effect of the outreach actions.
   - Significant differences were found between Faculty Members and Administrators in their perceptions of the effect of outreach actions on: information sharing, open discussion of important matters, respecting divergent views, and collaborative decision making. Responses from Administrators were substantially more positive to the effect of the outreach actions.
   - Significant differences were found between Faculty Leaders and Administrators in their perceptions of the effect of outreach actions on information sharing. Responses from Administrators were substantially more positive to the effect of the outreach actions.

2. Continuation of actions to advance outreach:
   - Significant differences were found between Faculty Leaders and Administrators in perceptions on: continuation of ad hoc committees to address university-wide issues, hosting Provost's Brown Bags, and holding Provost's meetings with Chairs. Responses from Administrators were substantially more supportive of the continuation of these outreach actions.
   - Significant differences were found between Faculty Members and Administrators in perceptions on: continuation of seeking administration's input (by faculty committees) and holding Provost's meetings with Chairs. Responses from Administrators were substantially more supportive of the continuation of these outreach actions.
   - Significant differences were found between Faculty Members, Faculty Leaders, and Administrators in perceptions on: continuation of Meeting of the Ad Hoc Trust Restoration Planning Committee, holding campus open forums, and conducting campus-wide surveys.
   - There were no significant differences between Faculty Members, Faculty Leaders, and Administrators in perceptions on continuation of hosting a General Education Summit. The majority of the respondents were neutral or positive to the continuation of the outreach action.

Action Theme: Transparency

1. Actions to advance Transparency:
   - Significant differences were found between Faculty Members and Administrators in perceptions of the effect of transparency actions on: information sharing, open

discussion of important matters, respecting divergent views, collaborative decision making, respecting the legitimacy of faculty leadership roles, respecting administrative leadership roles, and shared governance. Responses from Administrators were substantially more positive to the effect of the transparency actions compared to Faculty Members.

- Significant differences were found between Faculty Leaders and Administrators in perceptions of the effect of transparency actions on: collaborative decision making, respecting the legitimacy of faculty leadership roles, and shared governance. Responses from Administrators were substantially more positive to the effect of the transparency actions compared to Faculty Leaders.

- No significant differences between Faculty Members, Faculty Leaders, and Administrators were found in perceptions of the effect of transparency actions on relationships between faculty and administrators and climate of trust. The majority of the respondents were neutral or positive to the effect of the outreach actions.

2. Continuation of actions to advance Transparency:
   - There were no significant differences between Faculty Members, Faculty Leaders, and Administrators in perceptions on: continuation of ad hoc committees to address university-wide issues, sharing information and data with committees and governance, and posting of UBAC proceedings (video) and minutes on web. The majority of the respondents were positive to the continuation of the transparency actions.

   - Significant differences were found between Faculty Members and Administrators and between Faculty Leaders and Administrators in perceptions on continuation of holding campus open forums and moving forward with Strategic Plan Working Group activities. Responses from Administrators were substantially more supportive of the continuation of these transparency actions.

   - Significant differences were found between Faculty Members, Faculty Leaders, and Administrators in perceptions on continuation of the Holistic Academic Program Review process and maintaining an open agenda for UBAC.

Action Theme: Reciprocal Communication

1. Actions to advance Reciprocal Communication:
   - There were no significant differences between Faculty Members, Faculty Leaders, and Administrators in perceptions of the effect of reciprocal communication actions on: relationships between faculty and administrators, respecting administrative leadership roles, impact on shared governance, and climate of trust. The majority of the respondents were neutral or positive to the effect of the reciprocal communication actions.

   - Significant differences were found between Faculty Members and Administrators in perceptions of the effect of reciprocal communication actions on: information sharing, open discussion of important matters, respecting divergent views, collaborative

decision making, and respecting the legitimacy of faculty leadership roles. Responses from Administrators were substantially more positive to the effect of the reciprocal communication actions compared to Faculty Members.

- Significant differences were found between Faculty Leaders and Administrators in perceptions of the effect of reciprocal communication actions on respecting the legitimacy of faculty leadership roles. Responses from Administrators were substantially more positive to the effect of the reciprocal communication action compared to Faculty Leaders.

2. Continuation of actions to advance Reciprocal Communication:
   - There were no significant differences between Faculty Members, Faculty Leaders, and Administrators in perceptions on: continuation of collaborating over RSCA funding, consulting (early) between faculty committees and administration, seeking faculty input on provost's memoranda, distributing information and data with committees and governance, and meeting among the president, provost, and speaker. The majority of the respondents were positive to the continuation of the reciprocal communication actions.
   - Significant differences were found between Faculty Leaders and Administrators in perceptions on: continuation of meeting of the Ad Hoc Trust Restoration Planning Committee, holding campus open forums, and moving forward with Strategic Plan Working Group activities. Responses from Administrators were substantially more supportive of the continuation of these reciprocal communication actions.
   - Significant differences were found between Faculty Members and Administrators in perceptions on meeting of the Ad Hoc Trust Restoration Planning Committee and moving forward with Strategic Plan Working Group activities. Responses from Administrators were substantially more supportive of the continuation of these reciprocal communication actions.

Action Theme: Shared Governance

1. Actions to advance Shared Governance:
   - There were no significant differences between Faculty Members, Faculty Leaders, and Administrators in perceptions of the effect of actions to advance shared governance on: information sharing, respecting administrative leadership roles, and climate of trust. The majority of the respondents were neutral or positive to the effect of the shared governance actions.
   - Significant differences were found between Faculty Members and Administrators in perceptions of the effect of shared governance actions on: open discussion of important matters, relationships between faculty and administrators, and respecting the legitimacy of faculty leadership roles. Responses from Administrators were substantially more positive to the effect of the shared governance actions compared to Faculty Members.
   - Significant differences were found between Faculty Leaders and Administrators in perceptions of the effect of shared governance actions on respecting the legitimacy of

faculty leadership roles. Responses from Administrators were substantially more positive to the effect of the shared governance action compared to Faculty Leaders.

- Significant differences were found between Faculty Members, Faculty Leaders, and Administrators in perceptions of the effect of shared governance actions on respecting divergent views and collaborative decision making.

2. Continuation of actions to advance Shared Governance:
   - There were no significant differences between Faculty Members, Faculty Leaders, and Administrators in perceptions on: continuation of collaborating over RSCA funding, creating ad hoc committees to address university-wide issues, demonstrating commitment to follow existing policies, and Collaborating on ad hoc committee composition and membership. The majority of the respondents were positive to the continuation of the shared governance actions.
   - Significant differences were found between Faculty Members and Administrators in perceptions on meeting of sharing information and data with committees and moving forward with Strategic Plan Working Group activities. Responses from Administrators were substantially more supportive of the continuation of these shared governance actions.
   - Significant differences were found between Faculty Members, Faculty Leaders, and Administrators in perceptions on: continuation of moving forward with the six Ad Hoc Trust Restoration Planning Committee's recommendations, and advancing the Holistic Academic Program Review process.

1.0 Introduction

The 2014 Self-Study Team (SST) adopted a scientific approach and decided to replicate the study that was conducted in preparation for 2011 special site visit. This new study included an expanded sample consisting of Administrators, Faculty Leaders, and Faculty Members as recommended in the March 2012 Commission Action Letter. The study consisted of two parts, Phase 2A and Phase 2B (with 2 indicating that this is a follow up to the 2011 study).

The first phase (2A) of the study was aimed to inventory substantive actions or activities initiated by administration or faculty governance committees that have fostered a climate of trust in regard to shared governance and other key roles (e.g., strategic planning and retention, promotion, and tenure processes) identified by WASC. In the second phase (2B), administrators, faculty, and faculty leaders (e.g., department chairs and faculty serving on key governance committees over the past three years) were asked to assess the effectiveness of these actions or activities.

1.1 Background

While WASC initially viewed the administration at CSU Stanislaus as "primarily responsible for fostering a climate of trust and for designing the initiative and circumstances that will provide for a resolution" to the leadership and governance issues highlighted in the WASC Commission Action Letter (7/13/10), the WASC Special Visit Team noted in its Report that "faculty must bear some responsibility as well" (11/26/11). Therefore, in this phase of research, the Self-Study Team (SST) was interested in identifying Faculty Members, Faculty Leaders, and Administrator views of the impact of the substantive actions that the University community encouraged or implemented to foster a climate of trust in regard to shared governance and to provide for a continued resolution to the leadership and governance issues as identified by WASC.

The Phase 2B Census was the second part of a two-part study that first inventoried substantive actions engaged in by individual members of administrative and faculty groups (Phase 2A). Findings from the Phase 2A Inventory identified four categories of substantive actions: outreach, transparency, reciprocal communication, and shared governance whereas Phase 2B measured faculty and administrators' perceptions of the utility of these activities.

1.2 Objectives

The purpose of the research was to identify Faculty Members, Faculty Leaders, and Administrators' views of the impact of the substantive actions that the University community encouraged or implemented to foster a climate of trust in regard to shared governance and to provide for a continued resolution to the leadership and governance issues as identified by WASC.

2.0 Methodology

2.1 Research Questions

1. From the view of faculty and administrators, have substantive actions had an impact on fostering a climate of trust and improving leadership and shared governance?
2. Which (if any) of these activities should be continued?

2.2 Research Design

A survey design was used to capture the data. Survey research design is a useful tool for assessing opinions and trends, in this case, from various constituents within the University. The intent of the research was not to ascribe responses to individual responders, but rather to document and describe campus response as a whole to actions of administrators and faculty serving on key governance committees.

A proposal for the study was submitted to and approved by the University Institutional Review Board.

2.3 Instruments

The survey instrument was divided into three sections – demographics, Likert-scale items, and an open-ended question.

The first section asked respondents to self-identify as either "Faculty Member" or "Management Personnel (MPP)." Respondents selecting "Faculty Member" were further directed to indicate whether they had served as a "Department/Program Chair" or "Member of SEC or COC" [Senate Executive Committee, Committee on Committees] over the past three years. Based on categories established in the 2011 report, faculty members identifying in one or both of these roles were included in a "Faculty Leader" subgroup.

In the second section, two prompts were organized by the four Action Themes identified in the Phase 2A Inventory. Each of the four themed sections included two items for response. For both items, participants were asked to indicate their level of agreement by use of a 5-point Likert scale (1-Strongly Disagree to 5-Strongly Agree). The first question in each Action Theme section lists substantive actions collected from the Phase 2A data. Participants were then asked to indicate their level of agreement with nine statements describing outcomes characterizing shared governance:

1. Facilitated information sharing;
2. Encouraged open discussion of important matters;
3. Improved relationships between faculty and administrators
4. Contributed to respecting divergent views;
5. Facilitated collaborative decision making;
6. Contributed to respecting the legitimacy of faculty leadership roles;
7. Contributed to respecting administrative leadership roles;
8. Had a positive impact on shared governance; and

9. Improved the climate of trust.

These nine outcomes are modeled on Venable and Gardiner (Gardiner, 2006)[1] and replicate those used in the 2011 study (Phase 1B) with the exception of one change – adding an outcome for administrative leadership to match that of faculty leadership, given the conditions prompting a special visit.

The second question in each themed section asked participants to respond by a 5-point Likert scale (1-Definitely Not to 5-Definitely Yes) to indicate whether or not each listed substantive action should be continued.

A final, open-ended survey item provided respondents the opportunity to share any additional comments.

2.4 Sample

Of the 281 faculty and 65 administrative invitees, 118 (42%) Faculty Members and 47 (72%) Administrators initiated a response. Of the 118 faculty respondents, 44 self-identified as being Faculty Leaders (e.g., served as Department/Program Chair or served on the Senate Executive Committee (SEC) or Committee on Committees (COC) over the past three years).

2.5 Data Collection

Participants received an email invitation to participate in the web-based survey (Qualtrics) and an informed consent statement in the fall of 2013. Invitees had two weeks to complete the survey during which they received three email reminders – two during week 2 and one 24 hours before the close of the survey.

2.6 Data Analysis

A factor analysis was performed on all items within each theme. Cronbach's Alpha ranged from $\alpha =$ .81 to $\alpha = .97$. These results indicate that the responses to all of the items within each theme reflected a single underlying construct, respondents who gave a high rating to any one item tended to give a similar rating to all items within each theme.

A two-way contingency table analysis (Pearson Chi Square) was conducted on each of the items in each of the themed sections to evaluate whether there was a difference in the perceptions between Faculty Members, Faculty Leaders, and Administrators. The indicators initially ranged from 1 ("Strongly disagree") to 5 ("Strongly agree"). During the analysis the number of indicators was reduced to three; "Strongly Disagree/Disagree," "Neither Agree nor Disagree," and "Strongly Agree/Agree." Alpha level for the contingency table analyses was set to .05.

When the omnibus test on a survey item yielded significant results, follow up pairwise comparisons were conducted to evaluate the differences among proportions. The Holm's sequential Bonferroni

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[1] [1] Gardiner (2006) cites Venable & Gardiner (1988): both include six characteristics of shared governance: a climate of trust, information sharing, meaningful participation, collective decision making, protecting divergent views, and redefining roles.

method was used to control for Type I error at the .05 level across pairwise comparisons (Green & Salkind, 2008).

3.0 Results

3.1 Outreach Actions

Participants were asked to respond to the following prompt:

Over the past year, the University community undertook actions to advance outreach. These included:

- *Creating ad hoc committees to address university-wide issues (e.g., ad hoc UBAC, RPT Survey Group, Cross-Divisional Collaboration)*
- *Meeting of Ad Hoc Trust Restoration Planning Committee*
- *Holding campus open forums*
- *Conducting campus-wide surveys*
- *Seeking administration's input (by faculty committees)*
- *Hosting a General Education Summit*
- *Hosting Provost's Brown Bags*
- *Holding Provost's meetings with Chairs*

Please indicate your level of agreement with the following statements regarding actions to advance outreach.

A factor analysis indicated that the responses to all nine of the items reflected a single underlying construct (Cronbach's Alpha = .95). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

Question 1: The actions to advance outreach facilitated information sharing.
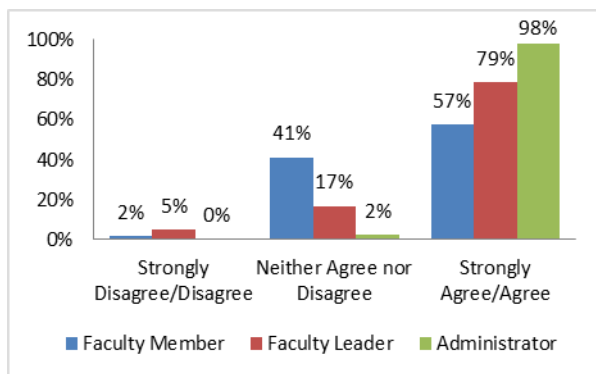
Figure 1. Outreach facilitated information sharing.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=148)=26.44, p=.00, Cramer's V=.29. A larger proportion of Administrators and Faculty Leaders viewed the outreach activities positively (97.8% and 78.6%) when compared to the responses from Faculty Members (57.4%).

Two pairwise differences were significant, between Faculty Members and Administrators and between Faculty Leaders and Administrators (See Table 1). The probability of an Administrator to "Strongly agree" or "Agree" that outreach actions facilitated information sharing was about 1.70 times more likely than for a Faculty Member. Similarly, the probability of an Administrator to "Strongly agree" or "Agree" that outreach actions facilitated information sharing was about 1.24 times more likely than for a Faculty Leader.

Table 1

Outreach facilitated information sharing

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	22.27*	.000 (.017)	.46
Faculty Leaders vs. Administrators	7.98*	.019 (.025)	.19
Faculty Members vs. Faculty Leaders	7.26	.027 (.050)	.27

*p value ≤ Alpha

2. The actions to advance outreach encouraged open discussion of important matters.

Figure 2. Outreach encouraged open discussion of important matters.
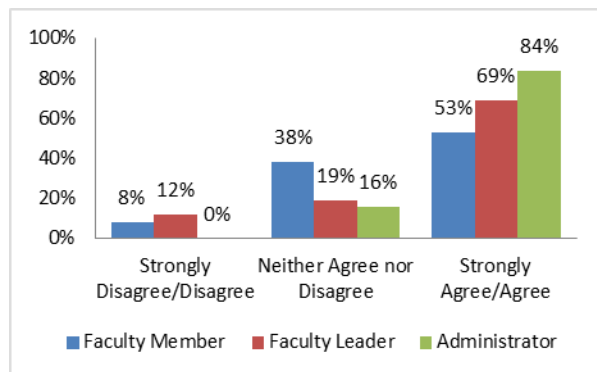
University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=146)=14.39, p=.01, Cramer's V=.22. A larger proportion of Administrators and Faculty Leaders viewed the outreach activities positively (84.1% and 69%) when compared to the responses from Faculty Members (53.3%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 2). The probability of an Administrator to "Strongly agree" or "Agree" that outreach actions facilitated open discussion of important matters was about 1.6 times more likely than for a Faculty Member.

Table 2

Outreach encouraged open discussion of important matters

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	11.71*	.003 (.017)	.34
Faculty Leaders vs. Administrators	5.99	.05 (.025)	.26
Faculty Members vs. Faculty Leaders	4.37	.11 (.050)	.21

*p value ≤ Alpha

3. The actions to advance outreach improved relationships between faculty and administrators.
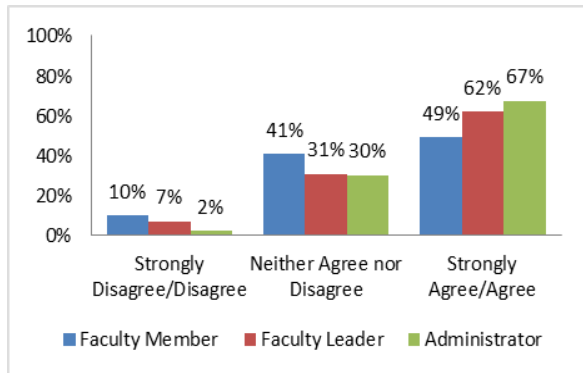

Figure 3. Outreach improved relationships between faculty and administrators.

University roles and perceptions of the value of the outreach activities were not found to be significantly related, Pearson $\chi^2(3, N=146)=4.76$, $p=.31$.

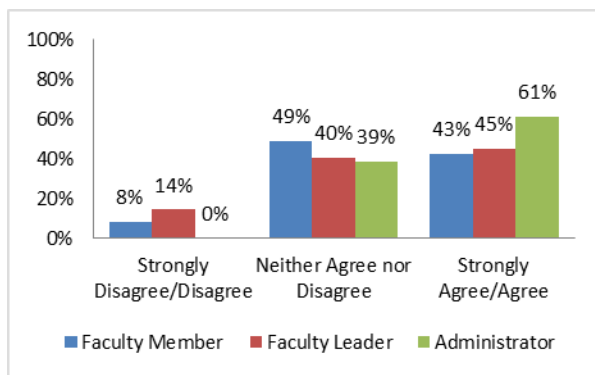## 4. The actions to advance outreach contributed to respecting divergent views.

Figure 4. Outreach contributed to respecting divergent views.

A two-way contingency table analysis was conducted to evaluate whether there was a difference among Faculty Members, Faculty Leaders, and Administrators' perceptions of

the effects of outreach activities on respecting divergent views. University roles and perceptions of the value of the outreach activities were not found to be significantly related, Pearson $\chi^2(3, N=147)=8.71$, $p=.07$.

5. The actions to advance outreach facilitated collaborative decision making.
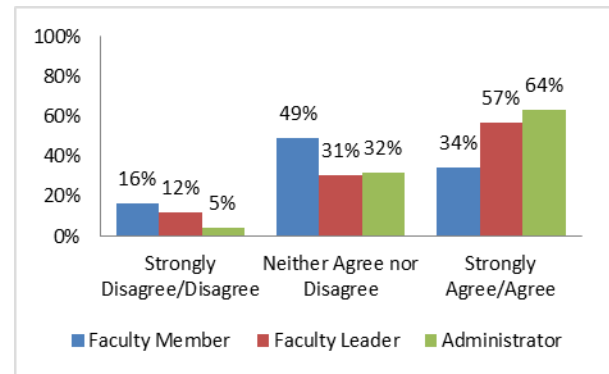
Figure 5. Outreach facilitated collaborative decision making.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson $\chi^2(3, N=147)=11.08$, $p=.03$, Cramer's $V=.20$. A larger proportion of Administrators and Faculty Leaders viewed the outreach activities positively (63.6% and 57.1%) when compared to the responses from Faculty Members (34.4%).

Follow up pairwise comparisons were conducted to evaluate the difference among these proportions (See Table 3). The only significant pairwise difference was between Faculty Members and Administrators. The probability of an Administrator to "Strongly agree" or "Agree" that outreach actions facilitated collaborative decision making was about 1.85 times more likely than for a Faculty Member.

Table 3

Outreach facilitated collaborative decision making

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	9.65*	.008 (.017)	.30
Faculty Members vs. Faculty Leaders	5.26	.072 (.025)	.23
Faculty Leaders vs. Administrators	1.59	.45 (.050)	.14

*p value ≤ Alpha

6. The actions to advance outreach contributed to respecting the legitimacy of faculty leadership roles.
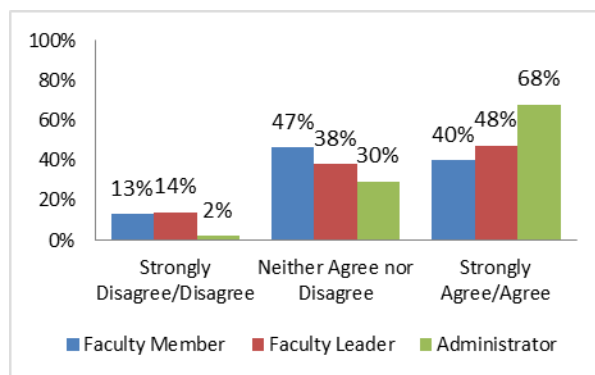
Figure 6. Outreach contributed to respecting the legitimacy of faculty leadership roles.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=146)=9.95, p=.04, Cramer's V=.19. A larger proportion of Administrators viewed the outreach activities positively (68.2%) compared to the responses from Faculty Members (40.0%) and Faculty Leaders (47.6%).

Follow up pairwise comparisons were conducted to evaluate the difference among these proportions (See Table 4). The only significant pairwise difference was between Faculty Members and Administrators. The probability of an Administrator to "Strongly agree" or "Agree" that outreach actions facilitated respect for the legitimacy of faculty leadership roles was about 1.7 times more likely than for a Faculty Member.

Table 4

Outreach contributed to respecting the legitimacy of faculty leadership roles

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	9.65*	.009 (.017)	.30
Faculty Leaders vs. Administrators	1.59	.054 (.025)	.26
Faculty Members vs. Faculty Leaders	5.26	.681 (.050)	.09

*p value ≤ Alpha

7. The actions to advance outreach contributed to respecting administrative leadership roles.
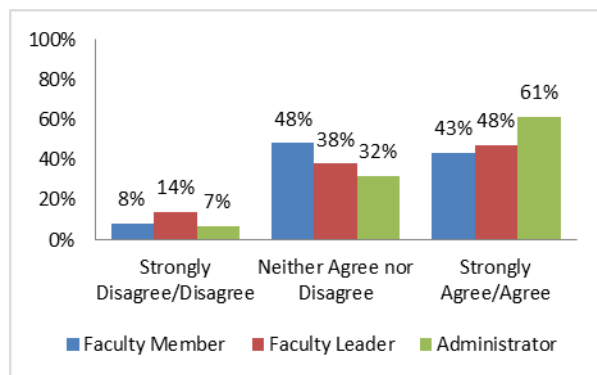
Figure 7. Outreach contributed to respecting administrative leadership roles.

University roles and perceptions of the value of the outreach activities were not found to be significantly related, Pearson χ^2(3, N=146)=4.93, p=.30.

8. The actions to advance outreach had a positive impact on shared governance.
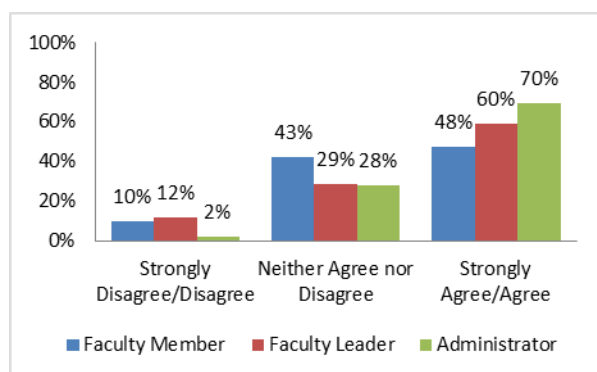
Figure 8. Outreach had a positive impact on shared governance.

University roles and perceptions of the value of the outreach activities were not found to be significantly related, Pearson χ^2(3, N=146)=7.06, p=.13.

9. The actions to advance outreach improved the climate of trust.

Figure 9. Outreach improved the climate of trust.

University roles and perceptions of the value of the outreach activities were not found to be significantly related, Pearson χ2(3, N=147)=5.05, p=.2

3.2 Outreach Continuation

Participants were asked to respond to the following prompt:

Please indicate whether the following actions to advance outreach should be continued.

A factor analysis indicated that the responses to all 8 of the items reflected a single underlying construct (Cronbach's Alpha = .81). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

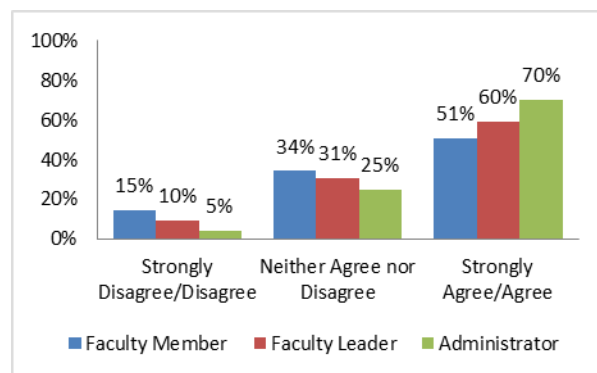### 1. Creating ad hoc committees to address university-wide issues.
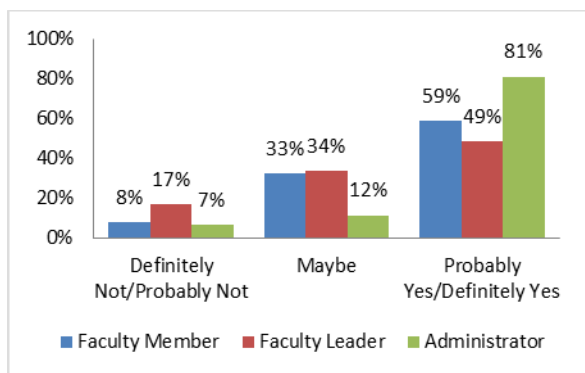
Figure 10. Creating ad hoc committees to address university-wide issues.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=145)=11.65, p=.02, Cramer's V=.20. A larger proportion of Administrators thought that the outreach action should continue (81.4%) compared to the responses from Faculty Members (59%) and Faculty Leaders (48.8%).

The only significant pairwise difference was between Faculty Leaders and Administrators (See Table 5). The probability of an Administrator to "Strongly agree" or "Agree" that ad hoc committees to address university-wide issues should continue was about 1.7 times more likely than for a Faculty Leader.

Table 5

Creating ad hoc committees to address university-wide issues

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Leaders vs. Administrators	9.91*	.007 (.017)	.34
Faculty Members vs. Administrators	6.60	.037 (.025)	.25
Faculty Members vs. Faculty Leaders	2.12	.346 (.050)	.14

*p value ≤ Alpha

2. Meetings of the Ad Hoc Trust Restoration Planning Committee.

Figure 11. Meetings of the Ad Hoc Trust Restoration Planning Committee.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=145)=10.75, p=.03, Cramer's V=.19. A larger proportion of Administrators thought that the outreach action should continue (59.5%) compared to the responses from Faculty Members (32.8%) and Faculty Leaders (35.7%).

None of the pairwise comparisons were significant (See Table 6).

Table 6

Meetings of the Ad Hoc Trust Restoration Planning Committee

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	7.26	.026 (.017)	.27
Faculty Leaders vs. Administrators	5.57	.057 (.025)	.26
Faculty Members vs. Faculty Leaders	2.33	.312 (.050)	.15

*p value ≤ Alpha

3. Holding campus open forums.

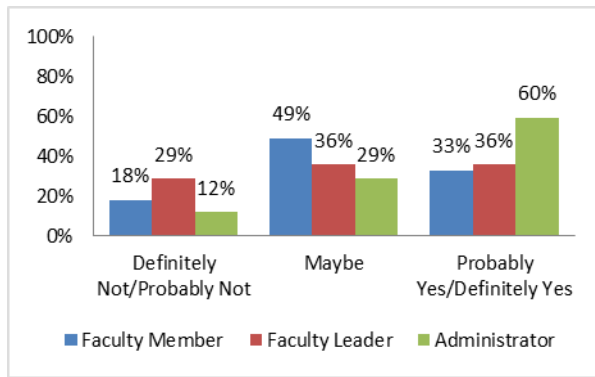*Figure 12.* Holding campus open forums.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=147)=19.70, p=.00, Cramer's V=.37. A larger proportion of Administrators thought that the outreach action should continue (93.2%) compared to the responses from Faculty Members (78.7%) and Faculty Leaders (57.1%).

All of the pairwise comparisons were significant (See Table 7). The probability of an Administrator to "Strongly agree" or "Agree" that open forums should continue was about 1.6 times more likely than for a Faculty Leader. Similarly, the probability of a Faculty Member to "Strongly agree" or "Agree" that open forums should continue was about 1.4 times more likely than for a Faculty Leader.

Table 7

Holding campus open forums

	Pearson Chi-Square	p value (Alpha)	Cramer's V

Faculty Leaders vs. Administrators	15.21*	.000 (.017)	.42
Faculty Members vs. Faculty Leaders	8.83*	.012 (.025)	.29
Faculty Members vs. Administrators	7.05*	.029 (.050)	.26

*p value ≤ Alpha

4. Conducting campus-wide surveys.
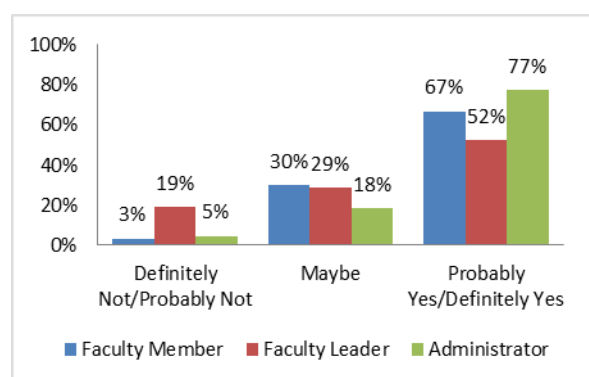
Figure 13. Conducting campus-wide surveys.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=146)=12.00, p=.02, Cramer's V=.20. A larger proportion of Administrators thought that the outreach action should continue (77.3%) compared to the responses from Faculty Members (66.7%) and Faculty Leaders (52.4%).

None of the pairwise comparisons were significant (See Table 8).

Table 8

Conducting campus-wide surveys

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Faculty Leaders	7.07	.029 (.017)	.26
Faculty Leaders vs. Administrators	6.93	.031 (.025)	.28
Faculty Members vs. Administrators	1.92	.384 (.050)	.14

*p value ≤ Alpha

5. Seeking administration's input (by faculty committees).
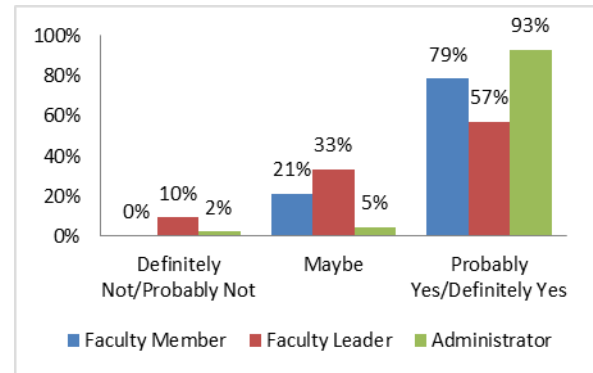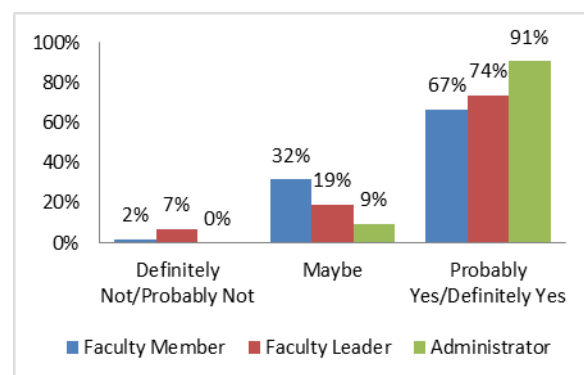

Figure 14. Seeking administration's input (by faculty committees).

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=145)=12.32, p=.02, Cramer's V=.21. A larger proportion of Administrators thought that the outreach action should continue (90.7%) compared to the responses from

Faculty Members (66.7%) and Faculty Leaders (73.8%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 9). The probability of an Administrator to "Strongly agree" or "Agree" to continue seeking administration's input (by faculty committees) was about 1.4 times more likely than for a Faculty Member.

Table 9

Seeking administration's input (by faculty committees)

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	8.21*	.016 (.017)	.28
Faculty Leaders vs. Administrators	5.23	.073 (.025)	.25
Faculty Members vs. Faculty Leaders	3.56	.169 (.050)	.19

*p value ≤ Alpha

6. Hosting a General Education Summit.
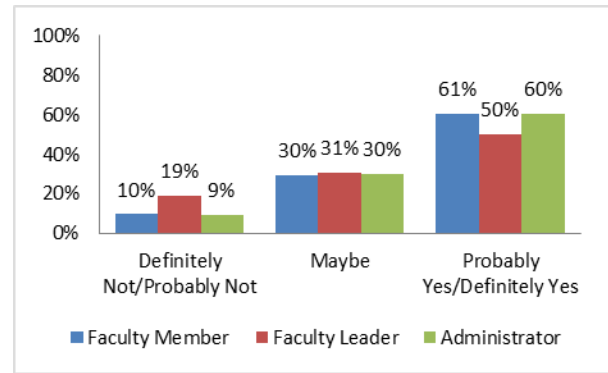
Figure 15. Hosting a general education summit.

University roles and perceptions of the value of the outreach activities were not found to be significantly related, Pearson χ^2(3, *N*=146)=2.76, *p*=.60.

7. Hosting Provost's Brown Bags.
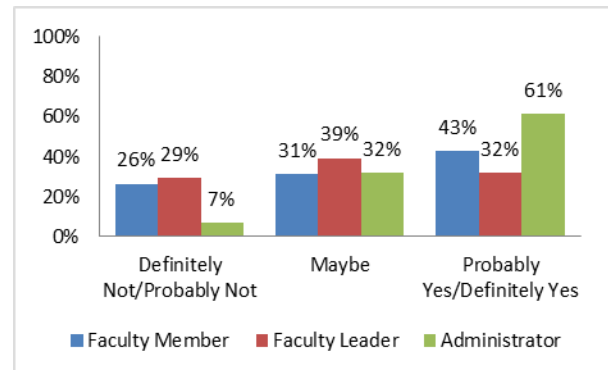
Figure 16. Hosting Provost's brown bags.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, *N*=146)=11.06, *p*=.03, Cramer's *V*=.20. A larger proportion of Administrators thought that the outreach action should continue (61.4%) compared to the responses from Faculty Members (42.6%) and Faculty Leaders (31.7%).

The only significant pairwise difference was between Faculty Leaders and Administrators (See Table 10). The probability of an

Administrator to "Strongly agree" or "Agree" to continue Provost's brown bags was about 1.9 times more likely than for a Faculty Leader.

Table 10

Hosting Provost's brown bags

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Leaders vs. Administrators	10.34*	.006 (.017)	.35
Faculty Members vs. Administrators	7.11	.029 (.025)	.26
Faculty Members vs. Faculty Leaders	1.29	.525 (.050)	.11

*p value ≤ Alpha

8. Holding Provost's meetings with Chairs.
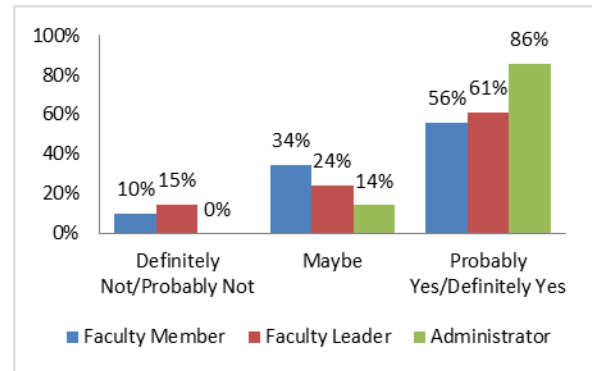
Figure 17. Holding Provost's meetings with Chairs.

University roles and perceptions of the value of the outreach activities were found to be significantly related, Pearson χ^2(3, N=144)=13.19, p=.01, Cramer's V=.21. A larger proportion of Administrators thought that the outreach action should continue (85.7%) compared to the responses from Faculty Members (55.7%) and Faculty Leaders (61%).

Two of the pairwise comparisons were significant (See Table 11). The probability of an Administrator to "Strongly agree" or "Agree" to continue holding Provost's meetings with Chairs was about 1.5 times more likely than for a Faculty Member. Similarly, the probability of an Administrator to "Strongly agree" or "Agree" to continue holding Provost's meetings with Chairs was about 1.4 times more likely than for a Faculty Leader.

Table 11

Holding Provost's meetings with Chairs

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	11.27*	.004 (.017)	.33
Faculty Leaders vs. Administrators	8.97*	.011 (.025)	.33
Faculty Members vs. Faculty Leaders	1.41	.494 (.050)	.12

*p value ≤ Alpha

3.3 Transparency Actions

Participants were asked to respond to the following prompt:

Over the past year, the University community undertook actions to advance transparency. These included:

- *Creating ad hoc committees to address university-wide issues (e.g., ad hoc UBAC, RPT Task Force, Cross-Divisional Collaboration)*
- *Holding campus open forums*
- *Advancing the Holistic Program Review process*
- *Sharing information and data with committees and governance*
- *Maintaining an open agenda for UBAC*
- *Posting the UBAC proceedings (video) and minutes on web*
- *Moving forward with Strategic Plan Working Group activities*

Please indicate your level of agreement with the following statements regarding actions to advance transparency.

A factor analysis indicated that the responses to all 9 of the items reflected a single underlying construct (Cronbach's Alpha = .96). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

1. The actions to advance transparency facilitated information sharing.
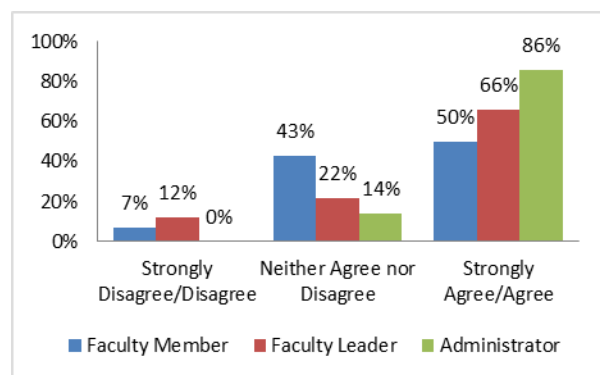
Figure 18. Transparency facilitated information sharing.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson $\chi^2(3, N=142)=18.11$, $p=.00$, Cramer's $V=.25$. A larger proportion of Administrators and Faculty Leaders viewed the transparency activities positively (86% and 65.9%) when compared to the responses from Faculty Members (50%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 12). The probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated information sharing was about 1.72 times more likely than for a Faculty Member.

Table 12

Transparency facilitated information sharing

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	14.71*	.001 (.017)	.38
Faculty Leaders vs. Administrators	7.12	.028 (.025)	.29
Faculty Members vs. Faculty Leaders	4.94	.085 (.050)	.22

*p value ≤ Alpha

2. The actions to advance transparency encouraged open discussion of important matters.
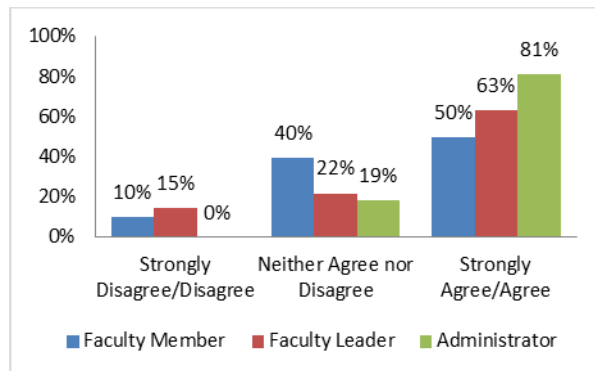
Figure 19. Transparency encouraged open discussion of important matters.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=142)=14.25, p=.01, Cramer's V=.22. A larger proportion of Administrators and Faculty Leaders viewed the transparency activities positively (81.4% and 63.4%) when

compared to the responses from Faculty Members (50%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 13). The probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated open discussion of important matters was about 1.63 times more likely than for a Faculty Member.

Table 13

Transparency encouraged open discussion of important matters

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	11.85*	.003 (.017)	.34
Faculty Leaders vs. Administrators	7.34	.025 (.025)	.30
Faculty Members vs. Faculty Leaders	3.47	.176 (.050)	.19

*p value ≤ Alpha

3. The actions to advance transparency improved relationships between faculty and administrators.
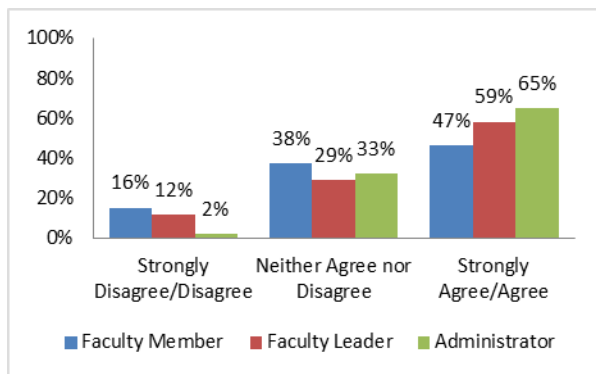
Figure 20. Transparency improved relationships between faculty and administrators.

University roles and perceptions of the value of the transparency activities were not found to be significantly related, Pearson χ^2(3, N=142)=6.39, p=.17.

4. The actions to advance transparency contributed to respecting divergent views.
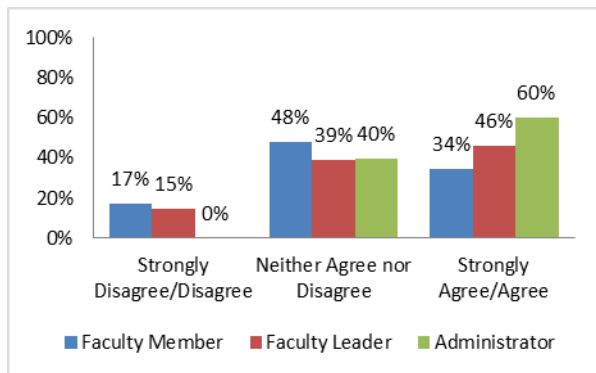
Figure 21. Transparency contributed to respecting divergent views.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=142)=11.39, p=.02, Cramer's V=.20. A larger proportion of Administrators and Faculty Leaders viewed the transparency

activities positively (60.5% and 46.3%) when compared to the responses from Faculty Members (34.5%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 14). The probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated respect for divergent views was about 1.75 times more likely than for a Faculty Member.

Table 14

Transparency contributed to respecting divergent views

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	11.50*	.003 (.017)	.34
Faculty Leaders vs. Administrators	7.08	.029 (.025)	.29
Faculty Members vs. Faculty Leaders	1.42	.491 (.050)	.12

*p value ≤ Alpha

5. The actions to advance transparency facilitated collaborative decision making.
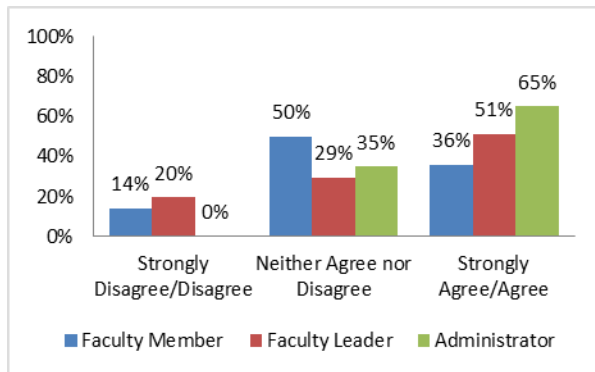
Figure 22. Transparency facilitated collaborative decision making.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=140)=14.87, p=.01, Cramer's V=.23. A larger proportion of Administrators and Faculty Leaders viewed the transparency activities positively (65.1% and 51.2%) when compared to the responses from Faculty Members (35.7%).

Two pairwise comparisons were found to be significant (See Table 15). The probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated collaborative decision making was about 1.82 times more likely than for a Faculty Member. Similarly, the probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated collaborative decision making was about 1.27 times more likely than for a Faculty Leader.

Table 15

Transparency facilitated collaborative decision making

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	11.76*	.003 (.017)	.35
Faculty Leaders vs. Administrators	9.29*	.010 (.025)	.33
Faculty Members vs. Faculty Leaders	4.21	.122 (.050)	.21

*p value ≤ Alpha

6. The actions to advance transparency contributed to respecting the legitimacy of faculty leadership roles.
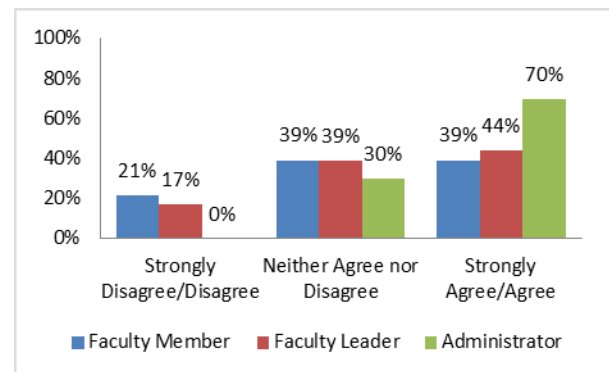
Figure 23. Transparency contributed to respecting the legitimacy of faculty leadership roles.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=140)=14.36, p=.01, Cramer's V=.23. A larger proportion of Administrators and Faculty Leaders viewed the transparency

activities positively (69.8% and 43.9%) when compared to the responses from Faculty Members (39.3%).

Two pairwise comparisons were found to be significant (See Table 16). The probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated respect for the legitimacy of faculty leadership roles was about 1.78 times more likely than for a Faculty Member. Similarly, the probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated respect for the legitimacy of faculty leadership roles was about 1.60 times more likely than for a Faculty Leader.

Table 16

Transparency contributed to respecting the legitimacy of faculty leadership roles

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	14.08*	.001 (.017)	.38
Faculty Leaders vs. Administrators	10.27*	.006 (.025)	.35
Faculty Members vs. Faculty Leaders	.35	.839 (.050)	.06

*p value ≤ Alpha

7. The actions to advance transparency contributed to respecting administrative leadership roles.
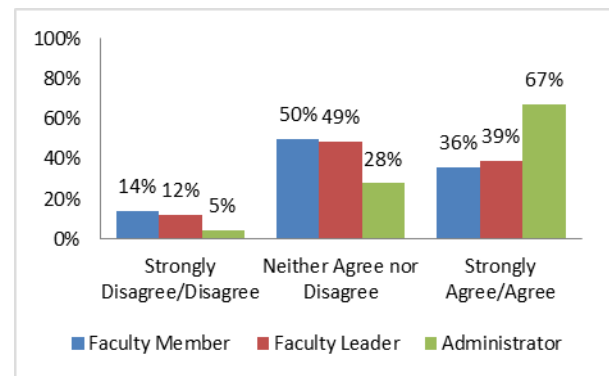
Figure 24. Transparency contributed to respecting administrative leadership roles.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=140)=11.43, p=.02, Cramer's V=.20. A larger proportion of Administrators viewed the transparency activities positively (67.4%) compared to the responses from Faculty Members and Faculty Leaders (35.7% and 39%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 17). The probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated respect for administrative leadership roles was about 1.75 times more likely than for a Faculty Member.

Table 17

Transparency contributed to respecting administrative leadership roles

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	10.12*	.006 (.017)	.32
Faculty Leaders vs. Administrators	7.00	.030 (.025)	.29
Faculty Members vs. Faculty Leaders	.15	.926 (.050)	.04

*p value ≤ Alpha

8. The actions to advance transparency had a positive impact on shared governance.
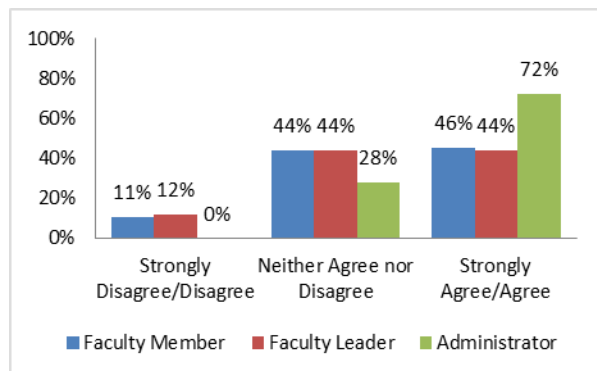
Figure 25. Transparency had a positive impact on shared governance.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=141)=11.03, p=.03, Cramer's V=.20. A larger proportion of Administrators viewed the transparency activities positively (72.1%) compared to the responses from Faculty Members and Faculty Leaders (45.6% and 43.9%).

Two pairwise comparisons were found to be significant (See Table 18). The probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated shared governance was about 1.58 times more likely than for a Faculty Member. Similarly, the probability of an Administrator to "Strongly agree" or "Agree" that transparency actions facilitated shared governance was about 1.64 times more likely than for a Faculty Leader.

Table 18

Transparency had a positive impact on shared governance

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Leaders vs. Administrators	9.61*	.008 (.017)	.34
Faculty Members vs. Administrators	9.23*	.010 (.025)	.30
Faculty Members vs. Faculty Leaders	.08	.963 (.050)	.03

*p value ≤ Alpha

9. The actions to advance transparency
improved the climate of trust.
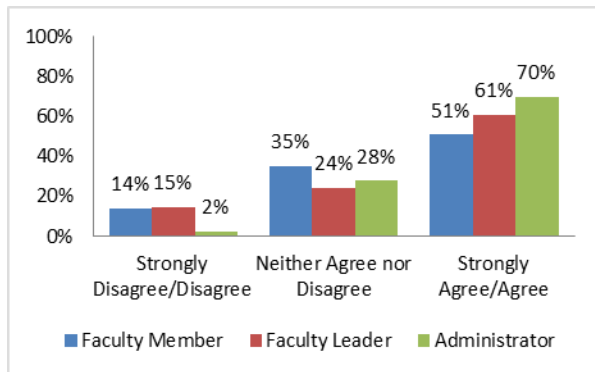
Figure 26. Transparency improved the climate of trust.

University roles and perceptions of the value of the transparency activities were not found to be significantly related, Pearson χ^2(3, N=141)=6.50, p=.17.

3.4 Transparency Continuation

Participants were asked to respond to the following prompt:

Please indicate whether the following actions to advance transparency should be continued.

A factor analysis indicated that the responses to all seven of the items reflected a single underlying construct (Cronbach's Alpha = .82). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

1. Creating ad hoc committees to address university-wide issues.
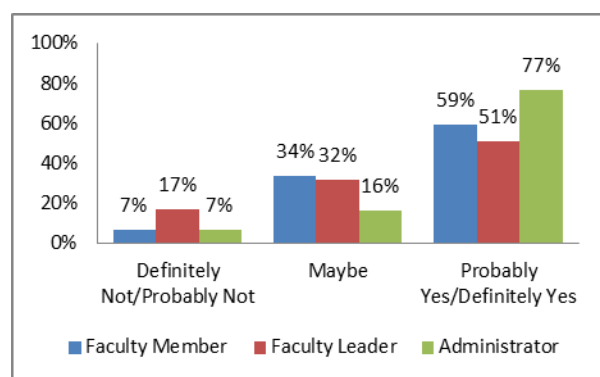
Figure 27. Creating ad hoc committees to address university-wide issues.

University roles and perceptions of the value of the transparency activities were not found to be significantly related, Pearson χ^2(3, N=143)=8.50, p=.08.

2. Holding campus open forums.

Figure 28. Holding campus open forums.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=143)=18.39, p=.00, Cramer's V=.25. A larger proportion of Administrators thought that the outreach action should continue (90.7%) compared to the responses from the Faculty Members (79.7%) and Faculty Leaders (53.7%).

Two of the pairwise comparisons were significant (See Table 19). The probability of an Administrator to "Strongly agree" or "Agree" that open forums should continue was about 1.7 times more likely than for a Faculty Leader. Similarly, the probability of a Faculty Member to "Strongly agree" or "Agree" that open forums should continue was about 1.5 times more likely than for a Faculty Leader.

Table 19

Results for the Pairwise Comparisons

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Leaders vs. Administrators	15.07*	.001 (.017)	.42
Faculty Members vs. Faculty Leaders	8.51*	.014 (.025)	.29
Faculty Members vs. Administrators	2.56	.277 (.050)	.16

*p value ≤ Alpha

3. Advancing the Holistic Program Review process.

Figure 29. Advancing the Holistic Program Review process.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=141)=30.12, p=.00, Cramer's V=.33. A larger proportion of Administrators thought that the outreach action should continue (61.0%) compared to the responses from Faculty Members (33.9%) and Faculty Leaders (12.2%).

All of the pairwise comparisons were found to be significant (See Table 20). The probability of an Administrator to "Strongly agree" or "Agree" to continue the holistic program review process was about 5.0 times more likely than for a Faculty Leader and 1.8 times more likely than for a Faculty Member.

Table 20

Advancing the Holistic Program Review process

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Leaders vs. Administrators	30,56*	.000 (.017)	.61
Faculty Members vs. Administrators	15.48*	.000 (.025)	.39
Faculty Members vs. Faculty Leaders	6.22*	.045 (.050)	.25

*p value ≤ Alpha

4. Sharing information and data with committees and governance.
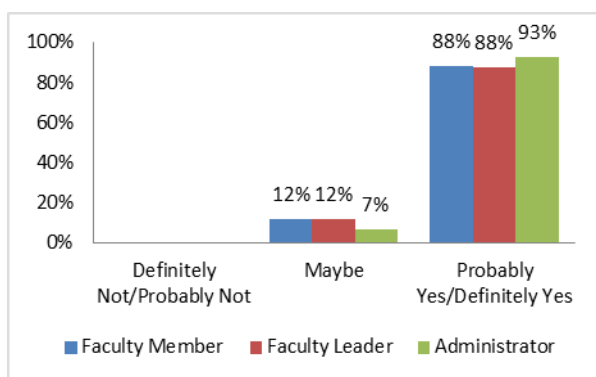
Figure 30. Sharing information and data with committees and governance.

University roles and perceptions of the value of the transparency activities were not found to be significantly related, Pearson χ^2(3, N=143)=.81, p=.67.

5. Maintaining an open agenda for UBAC.

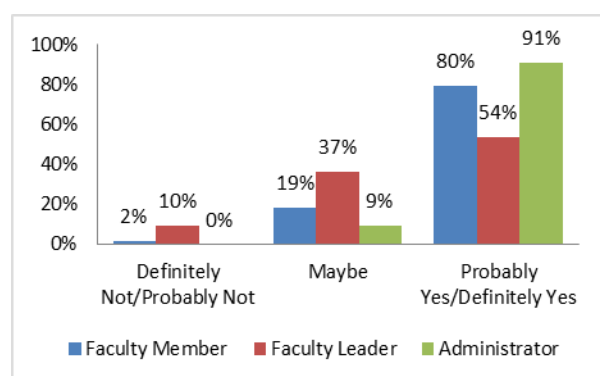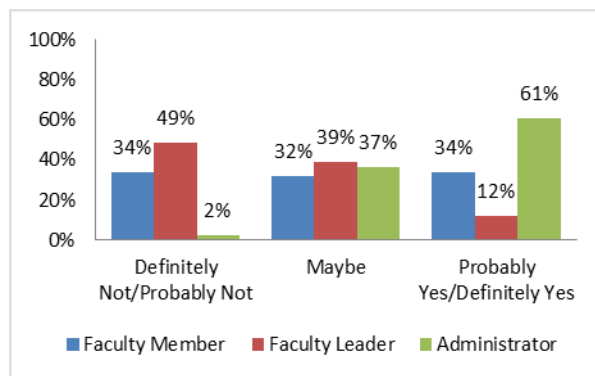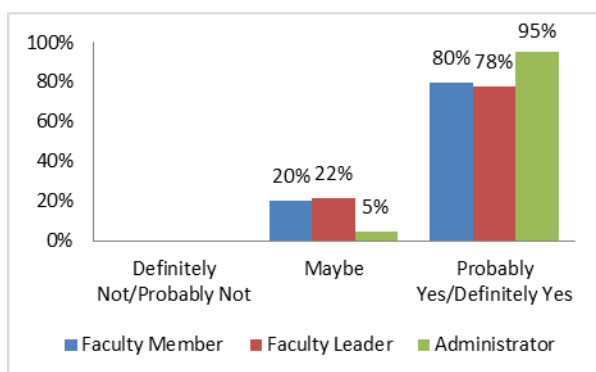*Figure 31.* Maintaining an open agenda for UBAC.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=143)=6.00, p=.05, Cramer's V=.05. A larger proportion of Administrators thought that the outreach action should continue (95.3%) compared to the responses from Faculty Members (79.7%) and Faculty Leaders (78.0%).

None of the pairwise comparisons were significant (See Table 21).

Table 21

Maintaining an open agenda for UBAC

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Leaders vs. Administrators	5.52	.019 (.017)	.26
Faculty Members vs. Administrators	5.17	.023 (.025)	.23
Faculty Members vs. Faculty Leaders	.04	.846 (.050)	.02

*p value ≤ Alpha

6. Posting of UBAC proceedings (video) and minutes on web.
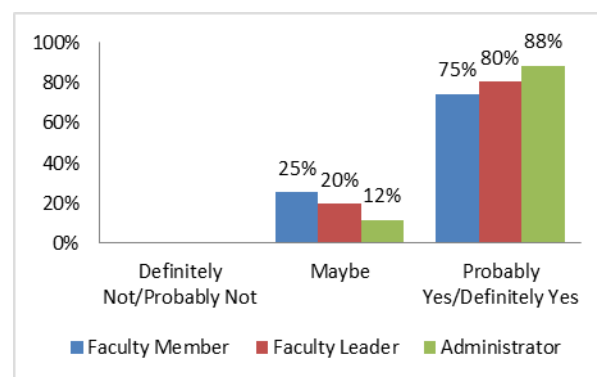
Figure 32. Posting of UBAC proceedings (video) and minutes on web.

University roles and perceptions of the value of the transparency activities were not found to be significantly related, Pearson χ^2(3, N=143)=3.01, p=.22.

7. Moving forward with Strategic Plan Working Group activities.
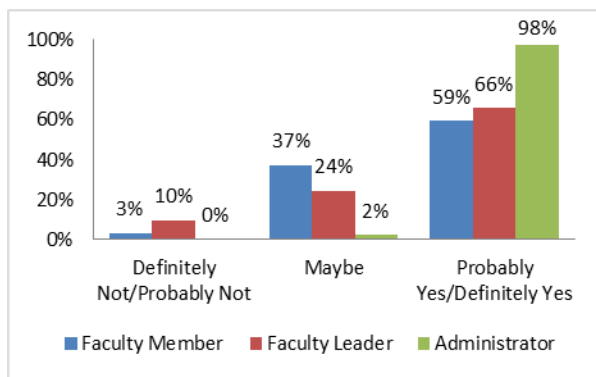
Figure 33. Moving forward with Strategic Plan Working Group activities.

University roles and perceptions of the value of the transparency activities were found to be significantly related, Pearson χ^2(3, N=142)=23.05, p=.00, Cramer's V=.29. A larger proportion of Administrators thought that the outreach action should continue (97.6%) compared to the responses from Faculty Members (59.3%) and Faculty Leaders (65.9%).

Two of the pairwise comparisons were significant (See Table 22). The probability of an Administrator to "Strongly agree" or "Agree" that Strategic Plan Working Group activities should continue was about 1.7 times more likely than for a Faculty Member and 1.5 times more likely than for a Faculty Leader.

Table 22

Moving forward with Strategic Plan Working Group activities

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	19.33*	.000 (.017)	.44
Faculty Leaders vs. Administrators	14.24*	.001 (.025)	.41
Faculty Members vs. Faculty Leaders	3.06	.217 (.050)	.18

*p value ≤ Alpha

3.5 Reciprocal Communication Actions

Participants were asked to respond to the following prompt:

Over the past year, the University community undertook actions to advance reciprocal communication. These included:

- *Meeting of the Ad Hoc Trust Restoration Planning Committee*
- *Holding campus open forums*
- *Collaborating over RSCA funding*
- *Consulting (early) between faculty committees and administration*
- *Seeking faculty input on provost's memoranda*
- *Distributing information and data with committees and governance*
- *Meeting among the president, provost, and speaker*
- *Moving forward with the Strategic Plan Working Group activities*

Please indicate your level of agreement with the following statements regarding actions to advance reciprocal communication.

A factor analysis indicated that the responses to all nine of the items reflected a single underlying construct (Cronbach's Alpha = .97). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

1. The actions to advance reciprocal communication facilitated information sharing.

Figure 34. Reciprocal communication facilitated information sharing.

University roles and perceptions of the value of the activities were found to be significantly related, Pearson χ^2(3, N=139)=15.75, p=.00, Cramer's V=.24. A larger proportion of Administrators and Faculty Leaders viewed the activities positively (85.7% and 64.1%) when compared to the responses from Faculty Members (48.3%).

Only one comparison was found to be significant (See Table 23). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance reciprocal communication facilitated information sharing was about 1.77 times more likely than for a Faculty Member.

Table 23

Reciprocal communication facilitated information sharing

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	15.33*	.000 (.017)	.39
Faculty Leaders vs. Administrators	5.46	.065 (.025)	.26
Faculty Members vs. Faculty Leaders	2.68	.261 (.050)	.16

*p value ≤ Alpha

2. The actions to advance reciprocal communication encouraged open discussion of important matters.
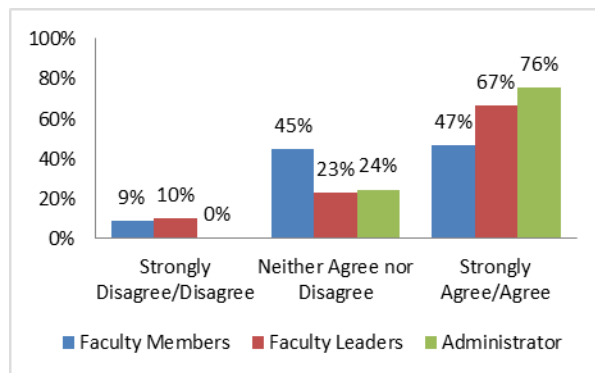
Figure 35. Reciprocal communication encouraged open discussion of important matters.

University roles and perceptions of the value of the actions were found to be significantly related, Pearson χ^2(3, *N*=138)=12.12, *p*=.02, Cramer's *V*=.21. A larger proportion of Administrators and Faculty Leaders viewed the actions positively (75.6% and 66.7%) when compared to the responses from Faculty Members (46.6%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 24). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance reciprocal communication encouraged open discussion of important matters was about 1.6 times more likely than for a Faculty Member.

Table 24

Reciprocal communication encouraged open discussion of important matters.

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	9.76*	.008 (.017)	.31
Faculty Members vs. Faculty Leaders	4.85	.088 (.025)	.22
Faculty Leaders vs. Administrators	4.44	.108 (.050)	.24

*p value ≤ Alpha

3. The actions to advance reciprocal communication improved relationships between faculty and administrators.
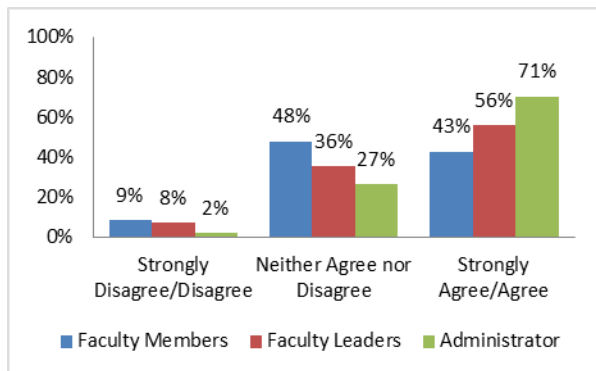
Figure 36. Reciprocal communication improved relationships between faculty and administrators.

University roles and perceptions of the value of the actions were not found to be significantly related, Pearson χ^2(3, N=138)=7.83, p=.10.

4. The actions to advance reciprocal communication contributed to respecting divergent views.
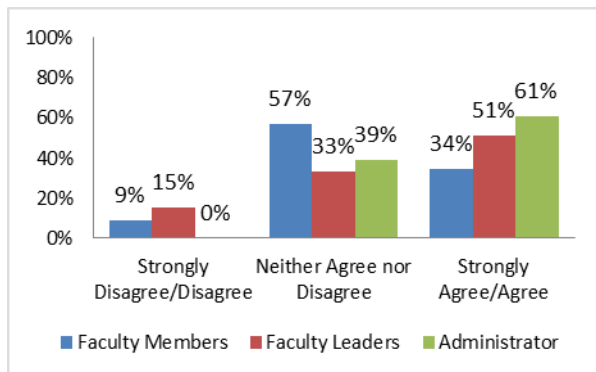
Figure 37. Reciprocal communication contributed to respecting divergent views.

University roles and perceptions of the value of the actions were found to be significantly related, Pearson χ^2(3, N=138)=13.10, p=.01, Cramer's V=.22. A larger proportion of Administrators and Faculty Leaders viewed

the actions positively (61% and 51.3%) when compared to the responses from Faculty Members (34.5%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 25). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance reciprocal communication contributed to open discussion of important matters was about 1.8 times more likely than for a Faculty Member.

Table 25

Reciprocal communication contributed to respecting divergent views

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	8.79*	.012 (.017)	.30
Faculty Leaders vs. Administrators	6.82	.033 (.025)	.29
Faculty Members vs. Faculty Leaders	5.27	.072 (.050)	.23

*p value ≤ Alpha

5. The actions to advance reciprocal communication facilitated collaborative decision making.
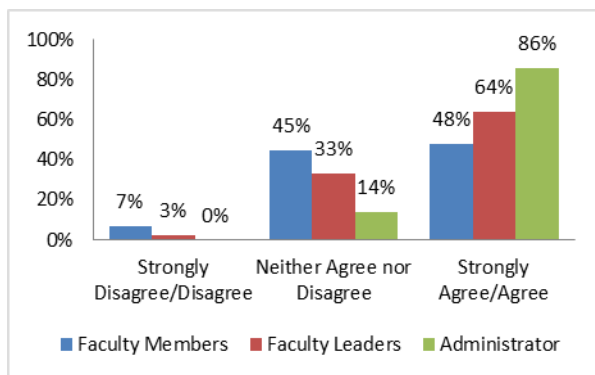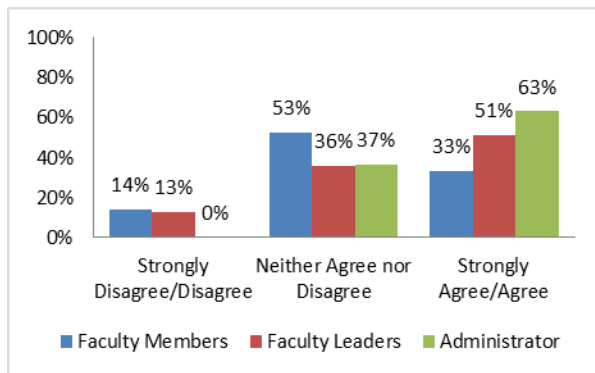

Figure 38. Reciprocal communication facilitated collaborative decision making.

University roles and perceptions of the value of the actions were found to be significantly related, Pearson χ^2(3, *N*=137)=12.38, *p*=.02, Cramer's *V*=.21. A larger proportion of Administrators and Faculty Leaders viewed the actions positively (63.4% and 51.3%) when compared to the responses from Faculty Members (33.3%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 26). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance reciprocal communication facilitated collaborative decision making was about 1.9 times more likely than for a Faculty Member.

Table 26

Reciprocal communication facilitated collaborative decision making

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	11.79*	.003 (.017)	.35
Faculty Leaders vs. Administrators	5.77	.056 (.025)	.27
Faculty Members vs. Faculty Leaders	3.28	.194 (.050)	.19

**p* value ≤ Alpha

6. The actions to advance reciprocal communication contributed to respecting the legitimacy of faculty leadership roles.
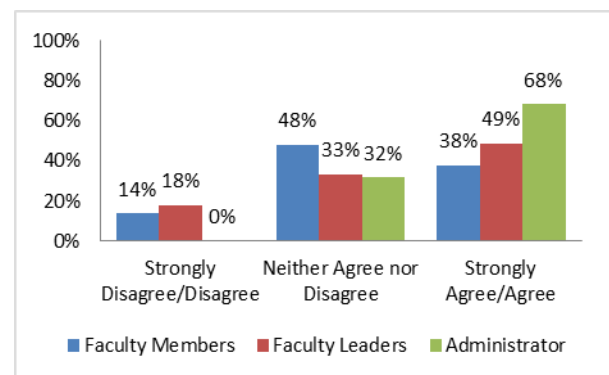
Figure 39. Reciprocal communication contributed to respecting the legitimacy of faculty leadership roles.

University roles and perceptions of the value of the actions were found to be significantly related, Pearson χ^2(3, *N*=138)=13.31, *p*=.01, Cramer's *V*=.22. A larger proportion of Administrators and Faculty Leaders viewed

the actions positively (68.3% and 48.7%) when compared to the responses from Faculty Members (37.9%).

Two pairwise differences were significant (See Table 27). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance reciprocal communication contributed to respecting the legitimacy of faculty leadership roles was about 1.8 times more likely than for a Faculty Member and 1.4 times more likely than for a Faculty Leader.

Table 27

Reciprocal communication contributed to respecting the legitimacy of faculty leadership roles

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Members vs. Administrators	11.63*	.003 (.017)	.34
Faculty Leaders vs. Administrators	8.68*	.013 (.025)	.23
Faculty Members vs. Faculty Leaders	2.13	.344 (.050)	.15

*p value ≤ Alpha

7. The actions to advance reciprocal communication contributed to respecting administrative leadership roles.
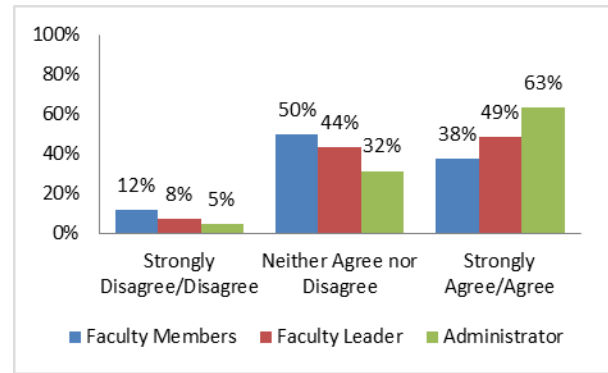
Figure 40. Reciprocal communication contributed to respecting administrative leadership roles.

University roles and perceptions of the value of the actions were not found to be significantly related, Pearson χ^2(3, N=138)=6.59, p=.16.

8. The actions to advance reciprocal communication had a positive impact on shared governance.
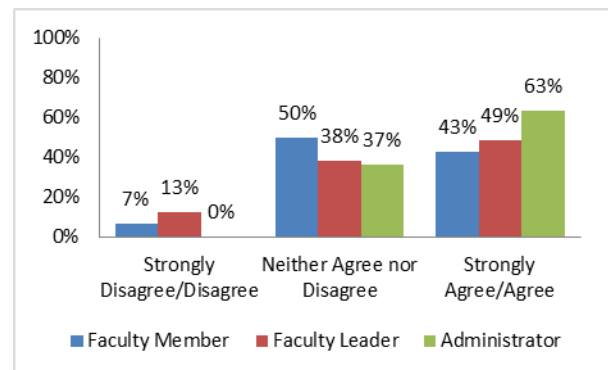
Figure 41. Reciprocal communication had a positive impact on shared governance.

University roles and perceptions of the value of the actions were not found to be significantly related, Pearson χ^2(3, N=138)=8.30, p=.08.

9. The actions to advance reciprocal communication improved the climate of trust.
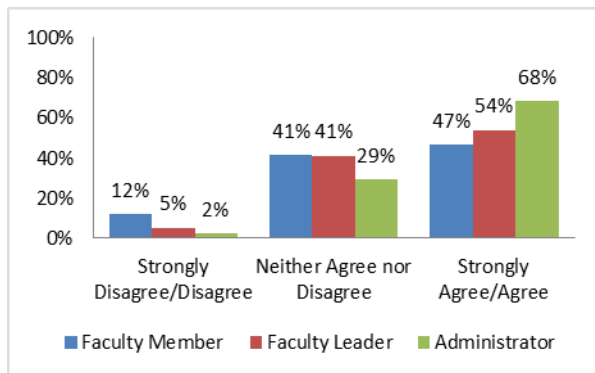
Figure 42. Reciprocal communication improved the climate of trust.

University roles and perceptions of the value of the actions were not found to be significantly related, Pearson $\chi^2(3, N=138)=6.58, p=.16$.

3.6 Reciprocal Communication Continuation

Participants were asked to respond to the following prompt:

Please indicate whether the following actions to advance reciprocal communication should be continued.

A factor analysis indicated that the responses to all eight of the items reflected a single underlying construct (Cronbach's Alpha = .84). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

1. Meeting of the ad hoc Trust Restoration Planning Committee.
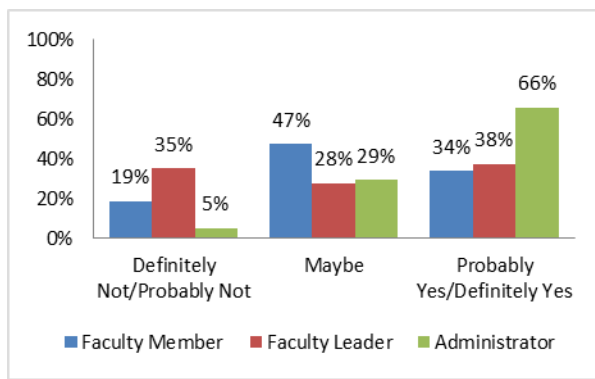
Figure 43. Meeting of the ad hoc Trust Restoration Planning Committee.

University roles and perceptions of the value of the reciprocal communication activities were found to be significantly related, Pearson χ^2(3, N=140)=19.13, p=.00, Cramer's V=.26. A larger proportion of Administrators thought that the reciprocal communication activities should continue (65.9%) compared to the responses from Faculty Members (33.9%) and Faculty Leaders (37.5%).

Two of the pairwise comparisons were significant (See Table 28). The probability of an Administrator to "Strongly agree" or "Agree" that meetings of the ad hoc Trust Restoration and Planning Committee should continue was about 1.9 times more likely than for a Faculty Member and 1.8 times more likely than for a Faculty Leader.

Table 28

Meeting of the ad hoc Trust Restoration Planning Committee

	Pearson Chi-Square	p value (Alpha)	Cramer's V
Faculty Leaders vs. Administrators	12.46*	.002 (.017)	.39
Faculty Members vs. Administrators	10.78*	.005 (.025)	.33
Faculty Members vs. Faculty Leaders	5.02	.081 (.050)	.23

*p value ≤ Alpha

2. Holding campus open forums.

Figure 44. Holding campus open forums.

University roles and perceptions of the value of the reciprocal communication activities were found to be significantly related, Pearson χ^2(3, N=140)=13.42, p=.01, Cramer's V=.22. A larger proportion of Administrators thought that the reciprocal communication activities should continue (85.4%) compared to the responses from Faculty Members (69.5%) and Faculty Leaders (50%).

One of the pairwise comparisons was significant (See Table 29). The probability of an Administrator to "Strongly agree" or "Agree" that holding campus open forums should continue was about 1.7 times more likely than for a Faculty Leader.

Table 29

Holding campus open forums

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Leaders vs. Administrators	12.62*	.002 (.017)	.40
Faculty Members vs. Faculty Leaders	4.41	.110 (.025)	.21
Faculty Members vs. Administrators	3.91	.142 (.050)	.20

*p value ≤ Alpha

3. Collaborating over RSCA funding.
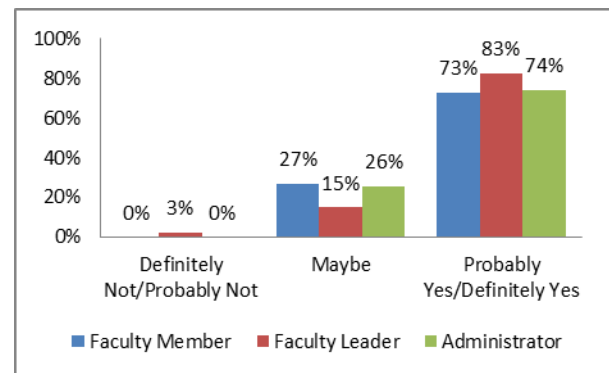
Figure 45. Collaborating over RSCA funding.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson χ^2(3, N=138)=4.41, p=.35.

4. Consulting (early) between faculty committees and administration.
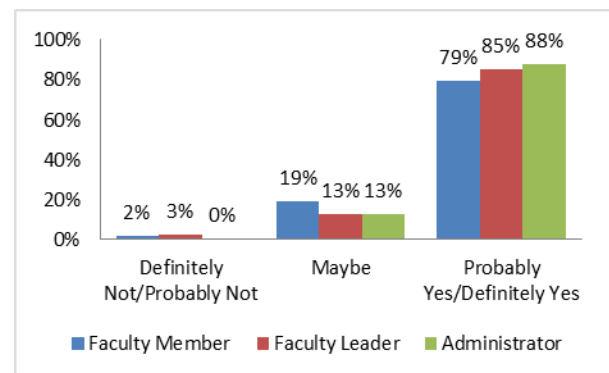
Figure 46. Consulting (early) between faculty committees and administration.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson χ^2(3, N=138)=2.05, p=.73.

5. Seeking faculty input on Provost's memoranda.
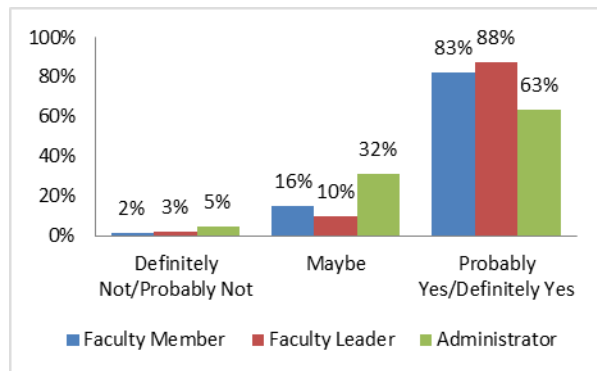
Figure 47. Seeking faculty input on Provost's memoranda.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson χ^2(3, N=139)=8.24, p=.08.

6. Distributing information and data with committees and governance.
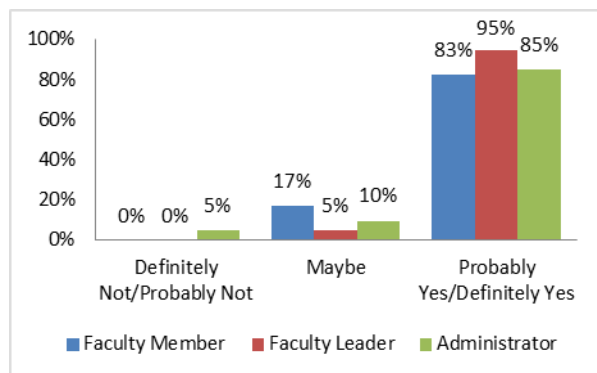
Figure 48. Distributing information and data with committees and governance.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson χ^2(3, N=139)=8.44, p=.08.

7. Meeting among the President, Provost, and Speaker.
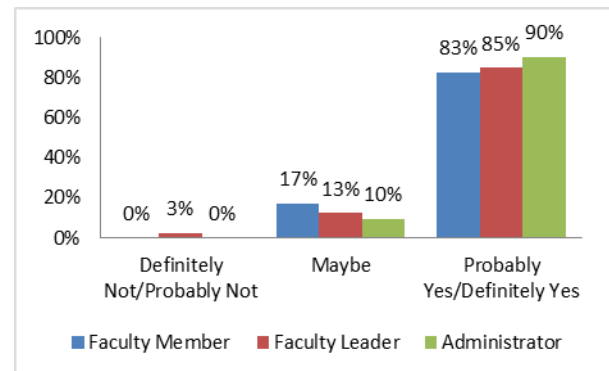
Figure 49. Meeting among the President, Provost, and Speaker.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson χ^2(3, N=139)=3.68, p=.45.

8. Moving forward with Strategic Plan Working Group activities.
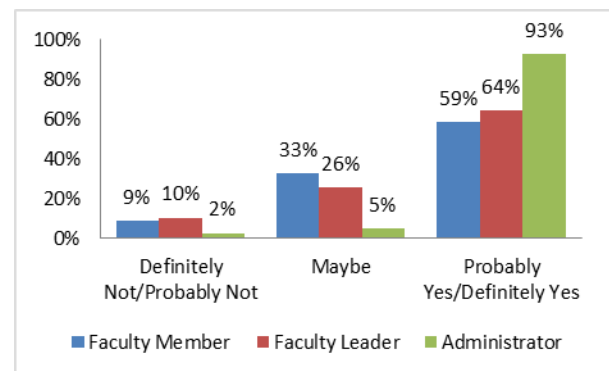
Figure 50. Moving forward with Strategic Plan Working Group activities.
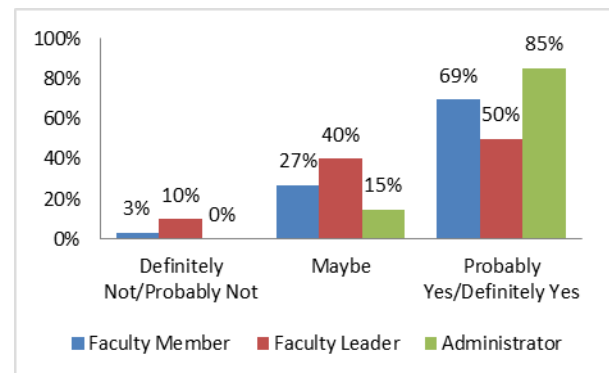
University roles and perceptions of the value of the reciprocal communication activities were found to be significantly related, Pearson χ^2(3, N=138)=14.76, p=.01, Cramer's V=.23. A larger proportion of Administrators thought that the reciprocal communication activities should continue (92.7%) compared

to the responses from Faculty Members (58.6%) and Faculty Leaders (64.1%).

Two of the pairwise comparisons were significant (See Table 30). The probability of an Administrator to "Strongly agree" or "Agree" that moving forward with Strategic Plan Working Group activities was about 1.6 times more likely than for a Faculty Member and 1.4 times more likely than for a Faculty Leader.

Table 30

Moving forward with Strategic Plan Working Group activities

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	14.15*	.001 (.017)	.38
Faculty Leaders vs. Administrators	9.77*	.008 (.025)	.35
Faculty Members vs. Faculty Leaders	.59	.749 (.050)	.08

*p value ≤ Alpha

3.7 Shared Governance Actions

Participants were asked to respond to the following prompt:
Over the past year, the University community undertook several actions to advance shared governance. These included:

- *Moving forward with the six Ad Hoc Trust Restoration Planning Committee's recommendations*
- *Collaborating over RSCA funding*
- *Creating ad hoc committees to address university-wide issues (e.g., ad hoc UBAC, RPT Task Force, Cross-Divisional Collaboration)*
- *Demonstrating commitment to follow existing policies*
- *Advancing the Holistic Program Review process*
- *Sharing information and data with committees and governance*
- *Collaborating on ad hoc committee composition and membership*
- *Moving forward with Strategic Plan Working Group activities*

Please indicate your level of agreement with the following statements regarding actions to advance shared governance.

A factor analysis indicated that the responses to all nine of the items reflected a single underlying construct (Cronbach's Alpha = .97). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

1. The actions to advance shared governance facilitated information sharing.

Figure 51. Shared governance facilitated information sharing.

University roles and perceptions of the value of the actions to advance shared governance were not found to be significantly related, Pearson χ^2(3, N=136)=8.76, p=.07.

2. The actions to advance shared governance encouraged open discussion of important matters.
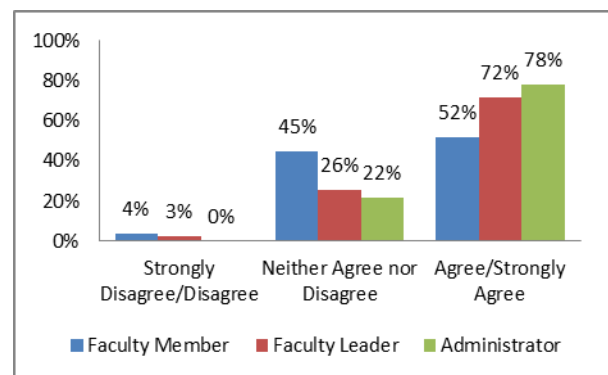
Figure 52. Shared governance encouraged open discussion of important matters.

University roles and perceptions of the value of the actions to advance shared governance were found to be significantly related, Pearson χ^2(3, N=136)=13.13, p=.01, Cramer's V=.22. A larger proportion of Administrators and Faculty Leaders viewed the actions to

advance shared governance positively (78% and 71.8%) when compared to the responses from Faculty Members (46.4%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 31). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance shared governance facilitated open discussion of important matters was about 1.7 times more likely than for a Faculty Member.

Table 31

Shared governance encouraged open discussion of important matters.

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	10.55*	.005 (.017)	.33
Faculty Members vs. Faculty Leaders	6.44	.04 (.025)	.26
Faculty Leaders vs. Administrators	2.22	.33 (.050)	.17

*p value ≤ Alpha

3. The actions to advance shared governance improved relationships between faculty and administrators.
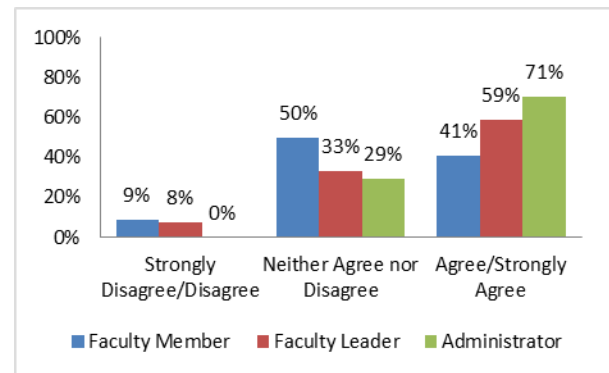
Figure 53. Shared governance improved relationships between faculty and administrators.

University roles and perceptions of the value of the actions to advance shared governance were found to be significantly related, Pearson χ^2(3, *N*=136)=10.49, *p*=.03, Cramer's *V*=.20. A larger proportion of Administrators and Faculty Leaders viewed the actions to advance shared governance positively (70.7% and 59%) when compared to the responses from Faculty Members (41.1%).

The only significant pairwise difference was between Faculty Members and Administrators (See Table 32). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance shared governance improved relationships between faculty and administrators was about 1.7 times more likely than for a Faculty Member.

Table 32

Shared governance improved relationships between faculty and administrators

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	10.01*	.007 (.017)	.32
Faculty Leaders vs. Administrators	3.69	.158 (.025)	.22
Faculty Members vs. Faculty Leaders	3.04	.218 (.050)	.18

*p value ≤ Alpha

4. The actions to advance shared governance contributed to respecting divergent views.
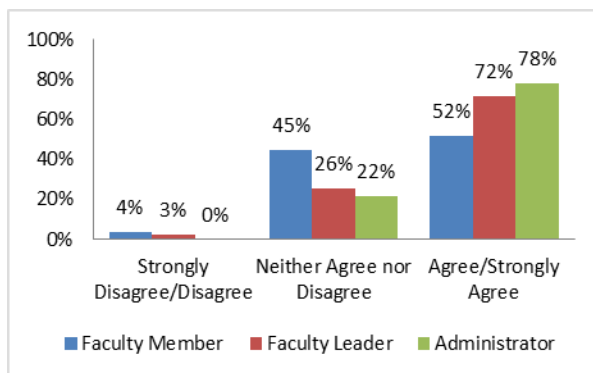
Figure 54. Shared governance contributed to respecting divergent views.

University roles and perceptions of the value of the actions to advance shared governance were found to be significantly related, Pearson χ^2(3, *N*=136)=11.99, *p*=.02, Cramer's *V*=.21. A larger proportion of Administrators and Faculty Leaders viewed the actions to advance shared governance positively (61%

and 48.7%) when compared to the responses from Faculty Members (41.1%).

None of the pairwise comparisons were found to be significant (See Table 33).

Table 33

Shared governance contributed to respecting divergent views

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Leaders vs. Administrators	8.08	.018 (.017)	.32
Faculty Members vs. Administrators	5.66	.059 (.025)	.24
Faculty Members vs. Faculty Leaders	4.39	.111(.050)	.22

*p value ≤ Alpha

5. The actions to advance shared governance facilitated collaborative decision making.
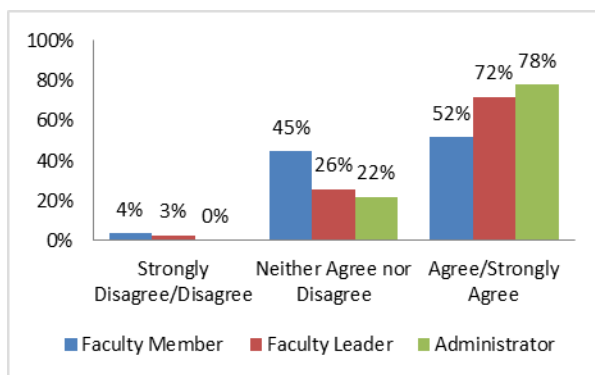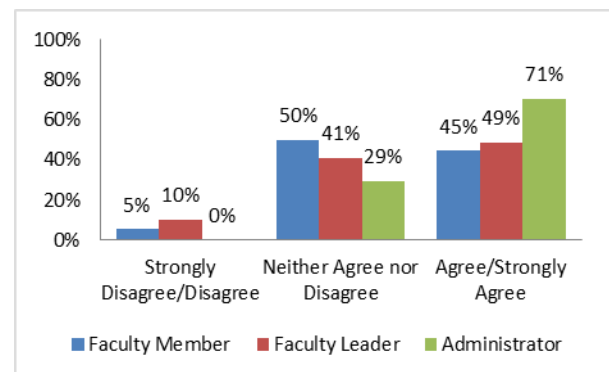

Figure 55. Shared governance facilitated collaborative decision making.

University roles and perceptions of the value of the actions to advance shared governance were found to be significantly related, Pearson χ^2(3, N=136)=9.82, p=.04, Cramer's V=.19. A larger proportion of Administrators and Faculty Leaders viewed the actions to advance shared governance positively (70.7% and 48.7%) when compared to the responses from Faculty Members (44.6%).

None of the pairwise comparisons were found to be significant (See Table 34).

Table 34

Shared governance facilitated collaborative decision making

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Leaders vs. Administrators	7.56	.023 (.017)	.28
Faculty Members vs. Administrators	6.61	.037 (.025)	.29
Faculty Members vs. Faculty Leaders	1.23	.540 (.050)	.11

*p value ≤ Alpha

6. The actions to advance shared governance contributed to respecting the legitimacy of faculty leadership roles.
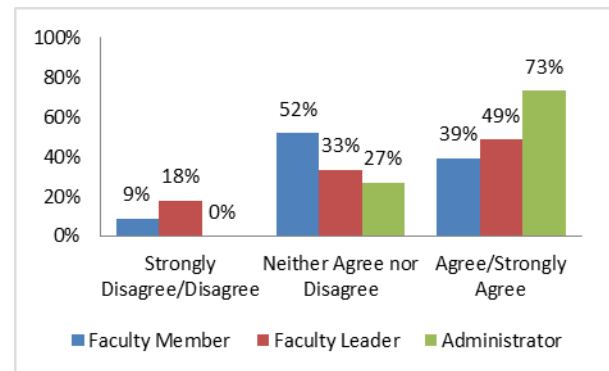
Figure 56. Shared governance contributed to respecting the legitimacy of faculty leadership roles.

University roles and perceptions of the value of the actions to advance shared governance were found to be significantly related, Pearson χ^2(3, N=136)=16.86, p=.00, Cramer's V=.25. A larger proportion of Administrators and Faculty Leaders viewed the actions to advance shared governance positively (73.2% and 48.7%) when compared to the responses from Faculty Members (39.3%).

Two of the pairwise comparisons were significant (See Table 35). The probability of an Administrator to "Strongly agree" or "Agree" that actions to advance shared governance contributed respecting the legitimacy of faculty leadership roles was about 1.9 times more likely than for a Faculty Member and 1.5 times more likely than for a Faculty Leader.

Table 35

Shared governance contributed to respecting the legitimacy of faculty leadership roles

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	12.31*	.002 (.017)	.36
Faculty Leaders vs. Administrators	9.59*	.008 (.025)	.35
Faculty Members vs. Faculty Leaders	3.73	.155 (.050)	.20

*p value ≤ Alpha

7. The actions to advance shared governance contributed to respecting administrative leadership roles.
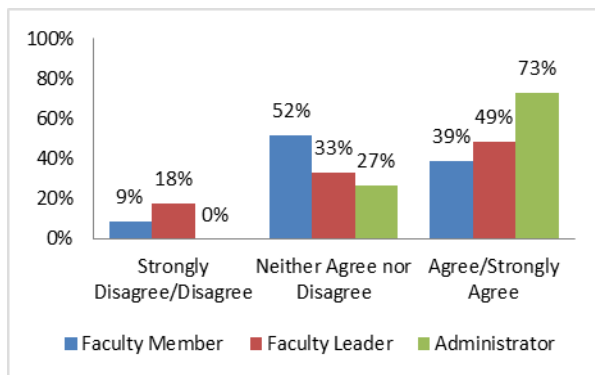
Figure 57. Shared governance contributed to respecting administrative leadership roles.

University roles and perceptions of the value of the actions to advance shared governance were not found to be significantly related, Pearson χ^2(3, *N*=136)=8.23, *p*=.08.

8. The actions to advance shared governance had a positive impact on shared governance.
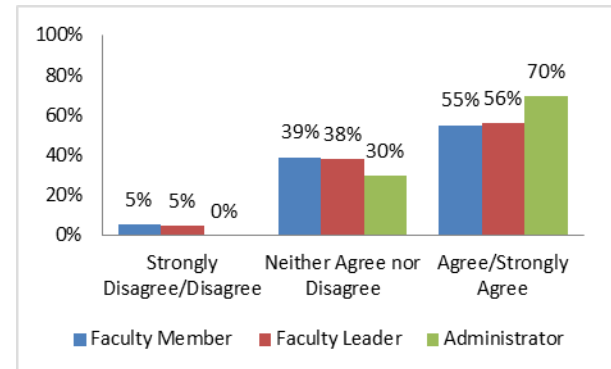
Figure 58. Shared governance had a positive impact on shared governance.

University roles and perceptions of the value of the actions to advance shared governance were not found to be significantly related, Pearson χ^2(3, *N*=135)=3.69, *p*=.45.

9. The actions to advance shared governance improved the climate of trust.
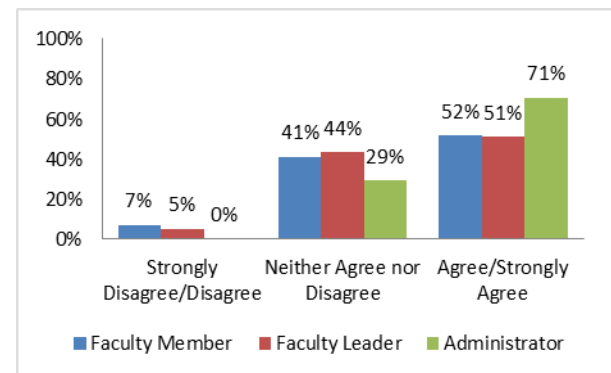
Figure 59. Shared governance improved the climate of trust.

University roles and perceptions of the value of the actions to advance shared governance were not found to be significantly related, Pearson χ^2(3, *N*=136)=5.91, *p*=.21.

3.8 Shared Governance Continuation

Participants were asked to respond to the following prompt:

Please indicate whether the following actions to advance shared governance should be continued.

A factor analysis indicated that the responses to all eight of the items reflected a single underlying construct (Cronbach's Alpha = .84). Respondents who gave a high rating to any one item tended to give a similar rating to all items.

1. Meeting of the ad hoc Trust Restoration Planning Committee.
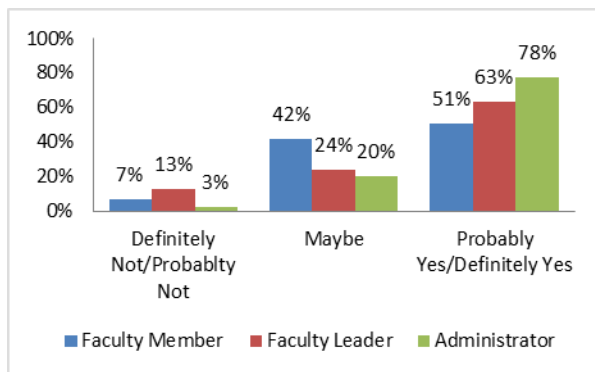
Figure 60. Meeting of the ad hoc Trust Restoration Planning Committee.

University roles and perceptions of the value of the reciprocal communication activities were found to be significantly related, Pearson χ^2(3, N=140)=19.13, p=.00, Cramer's V=.26. A larger proportion of Administrators responded that the reciprocal communication activities should continue (65.9%) compared to the responses from Faculty Members (33.9%) and Faculty Leaders (37.5%).

Two of the pairwise comparisons were significant (See Table 36). The probability of an Administrator to "Strongly agree" or "Agree" that meetings of the ad hoc Trust Restoration and Planning Committee should continue was about 1.9 times more likely than for a Faculty Member and 1.8 times more likely than for a Faculty Leader.

Table 36

Meeting of the ad hoc Trust Restoration Planning Committee

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Leaders vs. Administrators	12.46*	.002 (.017)	.39
Faculty Members vs. Administrators	10.78*	.005 (.025)	.33
Faculty Members vs. Faculty Leaders	5.02	.081 (.050)	.23

*p value ≤ Alpha

2. Holding campus open forums.
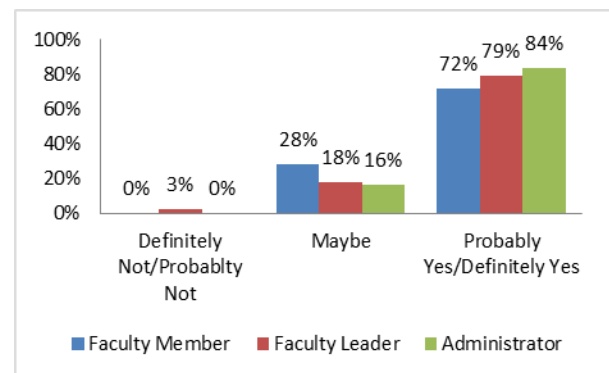
Figure 61. Holding campus open forums.

University roles and perceptions of the value of the reciprocal communication activities were found to be significantly related, Pearson χ^2(3, *N*=140)=13.42, *p*=.01, Cramer's *V*=.22. A larger proportion of Administrators thought that the reciprocal communication activities should continue (85.4%) compared to the responses from Faculty Members (69.5%) and Faculty Leaders (50%).

One of the pairwise comparisons was significant (See Table 37). The probability of an Administrator to "Strongly agree" or "Agree" that holding campus open forums should continue was about 1.7 times more likely than for a Faculty Leader.

Table 37

Holding campus open forums

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Leaders vs. Administrators	12.62*	.002 (.017)	.40
Faculty Members vs. Faculty Leaders	4.41	.110 (.025)	.21
Faculty Members vs. Administrators	3.91	.142 (.050)	.20

*p value ≤ Alpha

3. Collaborating over RSCA funding.

Figure 62. Collaborating over RSCA funding.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson χ^2(3, *N*=138)=4.41, *p*=.35.

4. Consulting (early) between faculty committees and administration.
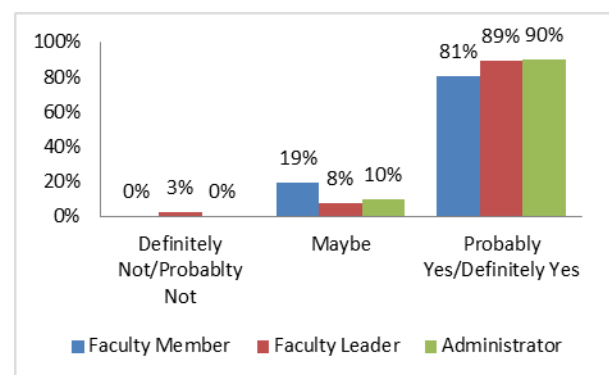
Figure 63. Consulting (early) between faculty committees and administration.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson χ^2(3, *N*=138)=2.05, *p*=.73.

5. Seeking faculty input on Provost's memoranda.
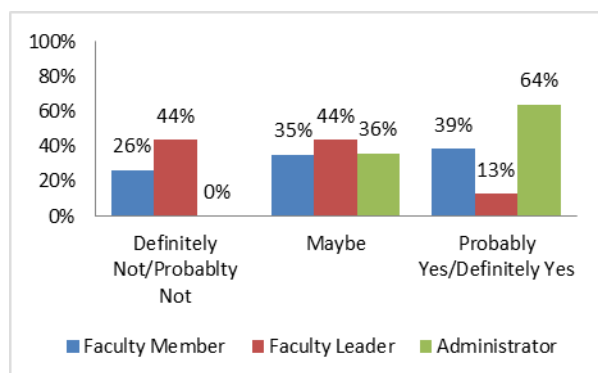
Figure 64. Seeking faculty input on Provost's memoranda.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson $\chi^2(3, N=139)=8.24$, $p=.08$.

6. Distributing information and data with committees and governance.
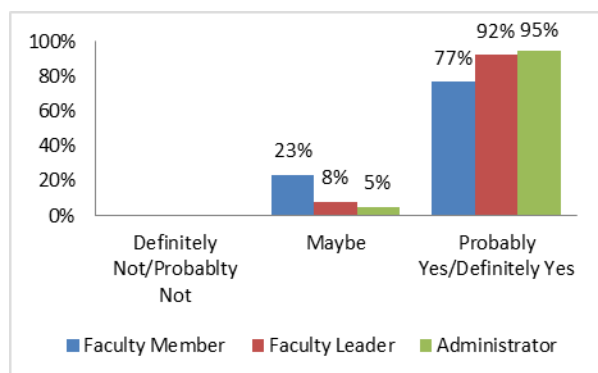
Figure 65. Distributing information and data with committees and governance.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson $\chi^2(3, N=139)=8.44$, $p=.08$.

7. Meeting among the president, provost, and speaker.
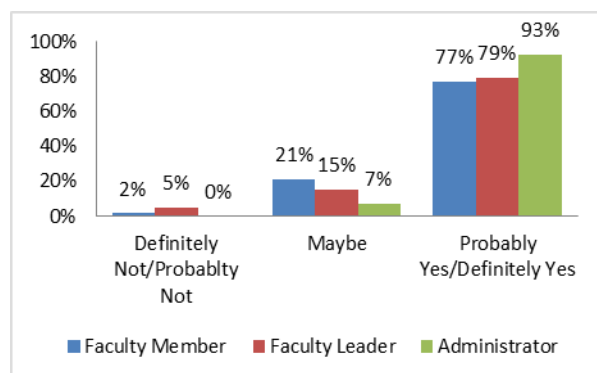
Figure 66. Meeting among the president, provost, and speaker.

University roles and perceptions of the value of the reciprocal communication activities were not found to be significantly related, Pearson $\chi^2(3, N=139)=3.68$, $p=.45$.

8. Moving forward with Strategic Plan Working Group activities.
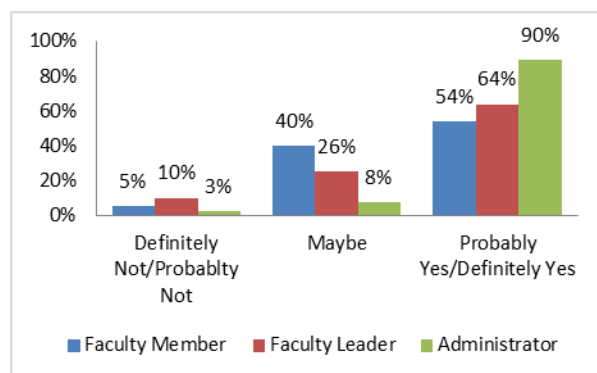
Figure 67. Moving forward with Strategic Plan Working Group activities.

University roles and perceptions of the value of the reciprocal communication activities were found to be significantly related, Pearson $\chi^2(3, N=138)=14.76$, $p=.01$, Cramer's $V=.23$. A larger proportion of Administrators thought that the reciprocal communication activities should continue (92.7%) compared

to the responses from Faculty Members (58.6%) and Faculty Leaders (64.1%).

Two of the pairwise comparisons were significant (See Table 38). The probability of an Administrator to "Strongly agree" or "Agree" to continue moving forward with Strategic Plan Working Group activities was about 1.6 times more likely than for a Faculty Member and 1.4 times more likely than for a Faculty Leader.

Table 38

Moving forward with Strategic Plan Working Group activities

	Pearson Chi-Square	*p* value (Alpha)	Cramer's *V*
Faculty Members vs. Administrators	14.15*	.001 (.017)	.38
Faculty Leaders vs. Administrators	9.77*	.008 (.025)	.35
Faculty Members vs. Faculty Leaders	.59	.749 (.050)	.08

*p value ≤ Alpha

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APPENDIX F

CALIFORNIA STATE UNIVERSITY STANISLAUS
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Vice President Faculty Affairs & Human Resources
Dennis Shimek

Provost & Vice President Academic Affairs

Associate Vice President Academic Planning & Analysis/ALO
- Academic Programs & Curriculum
- WASC & Accreditation
- Learning Outcomes Assessment
- Writing Proficiency Screening Test
- General Education

Dean College of the Arts, Humanities & Social Sciences 12 Departments

Dean College of Business Administration 3 Departments

Dean College of Education, Kinesiology & Social Work 5 Departments

Dean College of Science 7 Departments

Dean Library Services

Dean University Extended Education

Dean Stockton Center

Director Athletics

Director Institutional Research

Director International Education

Director Office of Research & Sponsored Programs

Director Service Learning

Director Center for Excellence in Graduate Education (Grant)

Director Central Valley Math & Science Alliance (STEM Grant)

Vice President Enrollment & Student Affairs

Associate Vice President & Dean of Students
- Psychological Services
- Disability Resource Services
- Housing & Residential Life
- Student Leadership & Development

Associated Students/ University Student Union

Director Admissions & Financial Aid
- Admissions
- Financial Aid
- Outreach

Director Retention & Advising
- Advising Resource
- Career Services
- EOP (Educational Opportunity Program)
- Tutoring Center

Registrar
- CMS Systems
- Registration
- Student Records

Judicial Affairs Officer
- Student Support Services
- PACE (Title V)

Vice President University Advancement

Associate Vice President Communications & Public Affairs
- Communications
- Marketing
- Advertising
- Public Relations
- Media Relations
- Legislative Relations
- Creative Services

Associate Vice President Development
- Corporate & Foundation Relations
- Major Gift Fundraising
- Planned Giving
- Annual Giving
- Colleges & Athletic Development

Director Advancement Operations

Director Alumni Relations

Director Donor and Special Events

Vice President Business & Finance

Associate Vice President Financial Services
- Financial Services
- Commercial Operations
- Interim Executive Director Auxiliary Business Services

Associate Vice President Facilities Services

Director Audit & Internal Controls/ Executive Director of the Foundation

Associate Vice President Office of Information Technology
- Client Services
- Information Services
- Learning Services
- Technology Services

Chief of Police & Director Public Safety
- Risk Management

Director Student Recreation Center

Vice President Faculty Affairs & Human Resources

Director Faculty Development Center

Director Student Health Center

Compliance Officer University Compliance

Conf. Administrative Support Faculty Affairs

Conf. Administrative Support Labor Relations

Conf. Technical Support Human Resources & Faculty Information Systems

Payroll

(As of 08/04/2014)

KEY EXHIBIT A
Shared Governance (CFRs 3.6, 3.7, 3.10)

This exhibit provides a brief overview of actions taken by CSU Stanislaus to promote Shared Governance since the 2011 WASC Special Visit. Administrators and faculty have been active in promoting shared governance through community consultation and collaboration. Table 1 provides a summary view of recommendations and actions. Items in **red** represent the March 2012 WASC Commission Letter's recommendations.

Table 1

Shared Governance: Internal and External Recommendations and Campus Action

Recommendation and Source	Campus Action
• Trust Restoration Planning Committee: Recommendations 2-5 *Source*: 9/AS/11/K. Jasek-Rysdahl, K. Stone, J. Strong, D. Shimek. Recommendations of the Trust Restoration Planning Committee, (internal) May 2011	• See Table 3
• Continue to dialogue with faculty leaders and administrators on how to operationalize concretely substantive actions to address **shared governance** and to promote increasingly effective working relations between faculty and administration. *Source:* Self-Study Report (internal) August 2011, p. 52. • Engage in respectful dialogue over the meaning of **shared governance** that takes into account California State University System policies, WASC standards, collective bargaining agreements, and the importance of striving to sustain the ideal of an academic community. *Source:* WASC Team Report (external) November 2011, p. 10.	• Discussions on shared governance and university roles occurred in Academic Senate (8/28/12 and 10/1/2013)
• Continue and intensify the work of other joint faculty-administrative committees such as the University Budget Advisory Committee for purposes of communicating and discussing important University issues. *Source:* WASC Team Report (external) November 2011, p. 9.	• UBAC reorganized and re-charged per campus recommendations. New version began meeting 2013-14. •
• Model collaboration and create an atmosphere in which courageous conversations about diverse issues can be had with safety and mutual respect. *Source:* WASC Commission Letter (external) March 2012, p.2.	• See report of 2013 Self Study.

Examples of consultation and collaboration include, but are not limited to, the following: administrators and faculty governance committees have collaborated on charges for committees; the procedure for selecting faculty members for committees has been followed; the campus community has been provided with draft documents for review and feedback; and proposals that have been approved by the Academic Senate are forwarded to the President for consideration and final approval. These types of activities can be found in the working of many committees, indeed would be considered normal consultative behavior on most campuses, detailed here to provide a view of the picture of a return to normalcy.

This exhibit highlights the formation and work of four committees: the Trust Restoration Planning Committee (TRPC), the Ad Hoc Committee to Recommend Changes in UBAC (UBAC Rev.), the Holistic Academic Program Review Committee (HAPR), and the Committee on Cross-Divisional Collaboration (CCDC). These groups served as ad hoc or temporary solutions during the time of trouble, and in most cases helped prepare the return to normal.

Trust Restoration Planning Committee

The WASC Commission letter of July 13, 2010, cited a concern over the "long simmering tensions between faculty and the senior administration." As detailed in the 2011 Special Visit Report, the Provost and the Senate Executive Committee (SEC) gathered information from the campus and developed, "A four person working group…to meet regularly to develop a plan to improve campus morale, improve communication between faculty and upper administration, and rebuild a productive working environment…the next step toward rehabilitation and restoration of relationships between faculty and upper administration" (Memorandum from the President, Oct. 26, 2010). The President and Speaker of the Faculty jointly announced the formation of the Ad Hoc Trust Restoration Planning Committee on October 26, 2010, in an email to the campus and in an announcement in Academic Senate. The membership of the Committee includes the Provost and Vice President for Academic Affairs, the Vice President for Faculty Affairs and Human Resources, the Speaker of the Faculty, and the Speaker-Elect of the Faculty.

The TRPC met weekly from November 9, 2010, to May 31, 2011. They developed an Academic Senate resolution proposing six specific actions by which the campus could address the issues of rebuilding campus morale, improving communication between faculty and upper administration, and rebuilding a productive working environment. The resolution was passed by the Academic Senate on May 10, 2011, and approved by the President. The meetings of this ad hoc committee provided an avenue for continued dialogue between upper administration and faculty leadership, in the absence of regular meetings between the President and faculty leadership.

The WASC Special Visit Team Report (November, 2011) noted the work of the TRPC and recommended the continuation of "the good work of the Ad Hoc Trust Restoration Planning Committee in addressing forthrightly the important issues facing this academic community." The WASC Commission Letter (March, 2012) reinforced this in recommending the university, "Continue support for, and participation in, the Ad Hoc Trust Restoration Committee." As shown in Table 2, the campus acted on similarly worded recommendations from external and internal sources. Again, items in **red** represent the March 2012 WASC Commission Letter's recommendations.

Table 2

Ad hoc Trust Restoration Planning Committee: Internal and External Recommendations and Campus Action

Recommendation	Campus Action
• The **TRPC** should continue to meet to address issues of trust, leadership and governance. The continuation and membership of this committee will be evaluated at least once a year. The **TRPC** should continue to meet with a slightly different charge. Specifically, **TRPC** will be charged to: ○ Have regular, ongoing, face-to-face interaction, at minimum every other week ○ Identify areas of conflict ○ Discuss concerns regarding university issues ○ Continue to develop ways to address issues of trust, leadership, and governance *Source*: 9/AS/11/K. Jasek-Rysdahl, K. Stone, J. Strong, D. Shimek. Recommendations of the Trust Restoration Planning Committee, (internal) May 2011, Rec. 1. • Engage the campus community to discuss the outcomes of the research findings in this [2011] Special Visit Report. *Source:* Self-Study Report (internal) August 2011, p. 52. • Continue to monitor progress and slippage on the issues raised in this research. *Source:* Self-Study Report (internal) August 2011, p. 52. • Continue the good work of the **Ad Hoc Trust Restoration Planning Committee** (Ad Hoc TRPC) in addressing forthrightly the important issues facing this academic community. *Source:* WASC Team Report (external) November 2011, p. 9. • Continue support for, and participation in, the **Ad Hoc Trust Restoration Planning Committee.** *Source***:** WASC Commission Letter (external) March 2012, p.2.	• TRPC continues to meet, with a revised charge and modified schedule, to provide a space for oversight and exchange of perspectives. • Most functions of the TRPC have returned to their appropriate arenas for further discussion and deliberation.

Of the six recommendations proposed by the TRPC, passed by the Academic Senate, and signed by the President, Recommendation 1 speaks directly to the continuation of the TRPC but with a slightly different charge. Specifically, TRPC was charged to have regular, ongoing, face-to-face interaction at minimum, every other week; identify areas of conflict; discuss concerns regarding university issues; and continue to develop ways to address issues of trust, leadership, and governance (see Table 2). The other five recommendations address specific points of tension at the time (UEE policy, endowed professors) and on-going areas in which tension had spiked (COC consultation, RPT policy). Table 3 reveals the pattern of campus response to all six recommendations.

Table 3

Trust Restoration Planning Committee (TRPC) Recommendations and Campus Action

	TRPC Recommendation	Campus Action
1	TRPC continue to meet, with a revised charge	TRPC continues to meet, with a revised charge
2	Faculty recruitment to committees by COC/SEC	Widespread adherence to the practice
3	UEE Policy for special sessions, winter and summer	Local Policy Governing Special Sessions Degree and Academic Certificate Programs Offered Through University Extended Education (UEE) approved (39/AS/13/FBAC)
4	Endowed Professorships policy	CSU Stanislaus Endowed Faculty Policy approved (1/AS/12/FAC/FBAC)
5	COC to examine committee memberships to enhance communication	Discussions continue
6	Address RPT Policy	RPT Survey Group established; report to be submitted to campus summer 2014.

The members of the TRPC met 19 times in Academic Year 2011/2012. The 2012 annual report (Memo to speaker, General Faculty Meeting May 8, 2012) outlines many issues that were discussed, commenting, "Most of these issues have had positive outcomes."

The TRPC annual report for 2012/2013 notes that the committee "carefully reviewed the [TRPC] resolution and discussed with various stakeholder groups (including SEC) progress that had been made on the six recommendations and whether or not TRPC was still needed. The conclusion was that TRPC was still needed and should be reviewed annually relative to progress and need for the Committee."

The TRPC continues to meet in 2013/2014, however meetings are now held bi-weekly rather than weekly.

University Budget Advisory Committee

The University Budget Advisory Committee (UBAC) "is a campus-wide advisory committee to the President charged with advising the President on financial planning and budget allocation matters based on the University mission and strategic plans" (UBAC Reformulations, Effective 7/12/2013). Prior to fall 2013, UBAC was co-chaired by the Provost and Vice President for Academic Affairs and the Vice President for Business and Finance. The membership consisted of:

- 3 Faculty Members, including one member of FBAC, selected by the Committee on Committees.
- 2 Student Members selected by the standard ASI process.
- 2 Staff Members selected via a call for nominations/self-nominations from among staff only.
- 2 MPP Members, including one dean, not a vice president, given that the committee will be evaluating budget proposals from vice presidents.
- 1 Chair. Two year Presidential appointment based on recommendations from the campus community. The chair is not a vice president and votes only in case of a tie.

- 1 Associate Chair. Two year Presidential appointment. Non-voting member. Becomes Chair after two years (UBAC, Committee Membership 2012-13).

In July 2012, UBAC recommended a restructuring of UBAC that "includes taking into consideration the effectiveness of the committee as it relates to charge, leadership and membership while having equal representation on the committee among its constituencies (faculty, staff, administrators, and students)" (UBAC Transcript, 7/5/2012). For the first step in addressing this recommendation, the then-Interim, President called for campus comments on the restructuring of the UBAC in his President's Update, 9/12/2012. He posted the feedback in a memo on the UBAC website. He moved to the next step in the restructuring process by calling for "more specific proposals and recommendations regarding possible revisions—large or small, major or minor—of UBAC's charge, leadership, and membership" in his letter to the campus community (10/11/2012).

The President was prepared to draft a proposal for the Academic Senate and campus community to review based on feedback received from the campus community. However, after consultation with the Speaker of the Faculty and others, the decision was made to ask the Trust Restoration Planning Committee to propose an ad hoc committee to develop the proposal. The seven-member ad hoc Committee to Recommend Changes in UBAC was formed with administration, faculty, staff, and student representation, charged with "producing a proposal regarding the charge, membership, and leadership of UBAC" (President's memo to campus community, Dec. 13, 2012). The proposal would be submitted to Academic Senate to initiate the formal shared governance process. The proposal would also be shared with the campus community, including Associated Students, Inc. (ASI), to invite feedback.

The Ad Hoc Committee to Recommend Changes in UBAC submitted its report to the President (April, 2013). The report was reviewed by Academic Senate and ASI, and UBAC was reformulated with a new charge and membership on 7/12/2013 for the 2013/14 Academic Year. The charge of the reformulated UBAC is "to (1) advise the president on matters of financial and other resource management and (2) consult with and inform the university community about budget and other resource issues. The Committee will review the prioritization of both short- and long-term goals and advise the President on the allocation of resources" (UBAC Reformulation, 7/12/2013). The reconstituted committee membership consists of :

- 3 Faculty Members, including one member of FBAC, selected by the Committee on Committees.
- 2 Student Members selected by the standard ASI process.
- 2 Staff Members selected via a call for nominations/self-nominations from among staff only.
- 2 MPP Members, including one dean, not a vice president, given that the committee will be evaluating budget proposals from vice presidents.
- 1 Chair. Two year Presidential appointment following a call for recommendations from the campus community. The chair is not a vice president and votes only in the case of a tie.
- 1 Associate Chair. Two year Presidential appointment. Non-voting member. Becomes Chair after two years.
- University Budget Manger appointed as a non-voting member of the committee (UBAC Reformulation, 7/12/2013).

The reformulated UBAC began regular meetings on January 10, 2014. The agendas, notes, and video recordings of meetings are available on the [UBAC website](#).

Holistic Academic Program Review

The Provost initiated a Holistic Academic Program Review process in fall 2011, stating that "one important driver … is the significantly constrained budgetary environment" of that period. The review would be conducted by an ad hoc committee to holistically review the University's academic program. He drafted a memo titled "[Charge to Provost's Ad Hoc Committee to Holistically Review the University's Academic Program to Improve the Effectiveness and Efficiency of the Program in Achieving the Mission of the University](#)." In fall, 2011, the Provost shared the memo with various groups for feedback. He discussed this memo numerous times with the Provost's Advisory Council, with the Council of Deans in November and December, 2011, and with the Academic Affairs Council in November, 2011-February, 2012. He continued to give the Academic Affairs Council updates from March-May, 2012. He shared the memo for feedback with the Department Chairs at the monthly lunch with the Provost and with the TRPC. These groups made comments and the memo was revised.

In addition to administrators and faculty, the Provost shared the memo with the Speaker and SEC. The Speaker and SEC made suggestions for changes, and revisions were made. The document went through several iterations of change based on feedback from stakeholder groups. There were extensive discussions between the Provost and the Speaker and SEC during this time.

Membership on the ad hoc committee was determined by collaboration between the Provost and the Speaker and SEC. The committee was chaired by one administrator and one faculty member. In addition, nine other academic administrators and six other faculty members were appointed. Ex-officio, non-voting members included 3 administrators involved with budget and enrollment issues (Senior Budget Analyst for Academic Affairs, University Budget Manager, and Dean of Admissions and Registrar), one staff member, and one student. The names of administrators were presented to the Speaker and SEC for agreement. The names of faculty members were recommended by the Committee on Committees and agreed to by the Provost.

The memo with the [Charge and committee membership](#) was sent by the Provost on February 6, 2012, to the SEC, Faculty, Academic Affairs Administration, with copies going to the President, the President's Senior Staff, UBAC, FBAC, PAC, and the Strategic Plan Working Group.

The charge to the ad hoc committee was "to carefully and thoughtfully review the University's academic program relative to achieving the academic dimensions of the University's mission, vision, values, and strategic plan under the current and likely future budget conditions." The Committee began regular meetings on February 17, 2012, for the remainder of spring semester. During spring 2012, the committee was informed about budget/workload productivity data sources, enrollment/workload data sources, and the university budget status. The decision was made to collect input from the colleges that identified priorities and concerns from their perspective. Each Dean worked with Department Chairs and faculty to develop a report that included priorities and potential budget cuts. The committee reviewed program prioritizations that had been completed by CSU Humboldt and CSU Sacramento. The committee identified criteria to

rank academic programs as *higher priority (top 25%), medium priority, and lower priority (bottom 25%)* relative to the University's mission and operative budget constraints. An open forum was held on May 23, 2012, to receive feedback from the campus community on a draft final report. The [final report and recommendations dated June 25, 2012,](#) included recommendations in "three categories: criteria for the priority valuation of academic programs; high-priority focal points for further investigation; quantitative data categories to emphasize in conducting the priority valuation of academic programs; some priorities calling for further input from the colleges; and a proposal to extend the work of the committee into the coming academic year."

The committee resumed its meetings in fall 2012. Comparative data was assembled that compared CSU Stanislaus programs to programs from CSU Bakersfield and CSU San Bernardino on a number of points, including FTES, FTEF, SFR, ACS, C-Factor, and Small Sections. With the passing of Proposition 30 in November 2012, the focus of the committee shifted from planning for budget cuts to using data to determine the health of departments.

On January 29, 2014, the Provost sent the committee a [Memorandum](#) requesting the committee to make final recommendations to be considered by Academic Affairs and the University. These are to include recommendations regarding the future role, if any, the committee should play in budget affairs and the value of the structure of the committee.

The Holistic Academic Program Review process included much input from faculty and Department Chairs. Committee meetings between faculty and administrators involved frank discussions of the difficult topic of program prioritization. The process was one of prioritizing Strategic Plan Action 1.2: "Continue to provide excellent undergraduate and graduate programs in the liberal arts and professions." In the face of continuing budget reductions, Academic Affairs engaged in this process as a means of identifying ways to improve program delivery so that excellent programs could continue to be offered in the liberal arts and professions.

Committee on Cross-Divisional Collaboration

A final example of the campus' move away from division and toward "synergistic partnerships, problem solving and team building" (Recommendation #3 in the Fiscal Year 2012-2013 UBAC Recommendations) is the creation of the [Committee on Cross-Divisional Collaboration](#). The formation of this committee began with a UBAC recommendation for a Workgroup on Across Divisional Collaboration, October 2012. The workgroup produced a [draft report](#) for the President that was also shared with the campus community for comment, March 2013. The workgroup recommended the formation of a standing committee, the Committee on Cross-Divisional Collaboration: "The charge of this committee shall be to develop processes and opportunities for ensuring across division collaboration that will foster synergistic partnerships, problem solving and team building" (Draft Report from the Workgroup on Across Division Collaboration). The committee has begun to meet regularly and are currently analyzing results from a survey regarding campus communication.

Summary

The AAUP "gold standard" for institutional governance derives from their [1966 Statement on Government of Colleges and Universities](). Good practice involves four areas for which campus administrations are urged to recognize the special expertise and primary responsibility of faculty:

1. Curriculum and mode of instruction
2. Faculty status, including hiring, retention, promotion, and tenure
3. Research
4. Faculty Participation in campus deliberation

Governance at CSU Stanislaus, through General Faculty and Academic Senate deliberative bodies, is designed to facilitate discussion and deliberation and recommendation in these areas, through widely known practices and established procedures. A return to these practices—consultation on faculty representation in ad hoc committees, acknowledgement of faculty responsibility for research and curricular development and delivery, and especially the hiring, retention, promotion, and tenure of faculty members—has been a hallmark of the current approach. Not all conversations are sunshine and daisies, but conversations and decision-making occur where they are intended, with the appropriate individuals at the table.

KEY EXHIBIT B
Strategic Planning (CFRs 3.7, 4.6)

This exhibit provides a brief overview of Strategic Planning (2003-2012) and a discussion of actions taken by CSU Stanislaus to address the Strategic Planning process since the 2011 Special Visit. Table 1 provides a summary view of recommendations and actions. Items in **red** represent the March 2012 WASC Commission Letter's recommendations.

Table 1
Strategic Planning: Internal and External Recommendations and Campus Action

Recommendation and Source	Campus Action
• Engage in serious conversations around **strategic directions and plans** for the future that take into account economic realities, CSUS's mission and distinctive strengths, and the importance of continuing its comparative excellence when it comes to student achievement. *Source*: WASC Team Report (external) November 2011, p. 9-10. • Difficult conversations must address historic points of tension, including the role of faculty in **strategic planning**. *Source:* WASC Commission Letter (external) March 2012, p.2. • Address shared roles in **strategic planning**. *Source:* WASC Commission Letter (external) March 2012, p.2.	• Strategic Plan Working Group (SPWG) reconvened in 2010 to examine the prior plan. • SPWG administered survey to campus. • SPWG shared survey results (2012) with campus. • SPWG was charged in 2012 to recommend process. • President announced new process, led by Provost (fall 2013).

Strategic Planning at CSU Stanislaus 2003-2012
Faculty involvement in the initial strategic planning process

In 2003/2004, the Strategic Planning Steering Committee, consisting of 13 members, six of whom were faculty, oversaw an inclusive process that gathered input from the internal and external campus community. Over 500 members of the campus community participated including students, faculty, staff, administrators, alumni and community members. Through this process, the University created a vision statement, defined its core values, and engaged in strategic planning that produced a set of three major university goals and priorities in addition to one president's goal. The Mission, Vision, and Core Values developed were intended to guide the University through 2010.

The newly appointed University President in February 2006 convened a strategic planning forum that assembled 28 faculty, staff, students, administrators, and community members for a two-day strategic planning session. Eight of the participants were faculty members. This forum developed a conceptual framework that framed the future of CSU Stanislaus; after the forum, a small writing group, comprised of faculty and administrators, drafted a new Strategic Plan consistent with the framework and actions identified during the strategic planning discussions. Appropriate campus

committees, including the Academic Senate, reviewed the resultant draft. During spring of 2007, a 5-year Strategic Plan was approved for 2007-12.

The Strategic Plan was quite broad and included 26 strategic actions, not all of which could be acted upon during the first year of the plan. Consequently, during 2007/2008, a Strategic Plan Working Group consisting of six individuals, half of whom were faculty members and half of whom were from the administration, were charged with gathering input about prioritizing and implementing the Strategic Plan and making recommendations to the President's Cabinet. Standing committees and other representative bodies on campus, including the Academic Senate, Associated Students, Labor Council, Staff Council, and Academic Affairs Council were asked to consider the strategic actions and prioritize four or five actions. A call was also sent to the entire campus community inviting individual recommendations. Almost all committees provided recommended priorities to the work group, and based on the input received, the Strategic Plan Working Group recommended that seven of the 26 strategic actions receive priority in 2008/2009. The Working Group planned to repeat the process during 2008/2009, in order to establish priorities for 2009/2010.

Decline of faculty involvement in the strategic planning process
The Strategic Plan Working Group was not reconvened in 2008/2009, nor in 2009/2010, and faculty members were no longer systematically involved in strategic planning and priority-setting. Any strategic planning that took place at the administrative level between 2008 and 2012 was not transparent to the rest of the campus.

During spring 2010, the Academic Senate passed a resolution asking the President to reconvene the Strategic Plan Working Group so that priorities could be established through an inclusive and transparent process.

At the beginning of fall 2010, the President announced at the General Faculty meeting his six priorities for implementation of the Strategic Plan during 2010/2011, which were developed without the participation or input from appropriate faculty committees. Several faculty members in attendance expressed dismay at the failure to follow an inclusive process in establishing priorities.

Progress on involving faculty in strategic planning
During fall 2010, the Provost reconvened the Strategic Plan Working Group, maintaining the previous membership structure (six members, three of whom are faculty), and asking the group to conceptualize how best to approach the assessment of evidence regarding progress toward achieving the intent of the 2007-12 Strategic Plan. That is, the group's intent was not to develop a strategic vision or plan for 2010 and beyond, but to assess the relative strengths and weaknesses of the prior plan. The SPWG recommended the development of a campus-wide assessment survey to assess the progress the University had made toward meeting its strategic objectives and to determine whether identified progress was the result of strategic planning.

The SPWG was reconvened in spring 2011 to begin work on the development of the survey. However, no other actions were taken to include the faculty in the prioritization of strategic activities, and in fall 2011, the Academic Senate passed another resolution again asking that the Strategic Plan Working Group reconvene. Since the Strategic Plan covered the period from 2007-12, little time remained for effective implementation of any recommendations that might come from the SPWG.

In part to avoid the impasse of Strategic Planning and in part to respond rationally to critical budgetary restraints, in spring 2012 the Provost created an ad hoc committee to holistically review the University's academic programs to improve their effectiveness and efficiency in achieving the University's mission, vision, values, and strategic plan. Approximately 40% of the voting members were from faculty, indicative of the relative inclusion of faculty perspectives in planning during this period. While a comprehensive review of the academic programs ultimately was not accomplished, the committee did recommend criteria for the priority valuation of academic programs and identified points for possible further investigation.

During 2011, the Office of Institutional Research worked with the SPWG to develop a web-based survey instrument administered in spring 2012 to all full-time faculty, staff, and administrators. For the survey administration, 749 individuals were invited to respond. Of those invited, 395 responses were received, with 164 responses coming from faculty members. Many respondents did not complete the entire survey, but limited their responses to those questions with which they had familiarity or interest. The results of the survey suggest that the University Strategic Plan Priorities were not implemented in a systematic way across divisions and organizational units as originally envisioned, perhaps because of budgetary uncertainty and frequent turnover in administrative positions. However, responses to the survey also suggest a strong positive sentiment about the university mission and support for continuing the strategic planning process. A frequent concern expressed was that the process of developing and implementing the strategic plan should be more collaborative with greater communication about implementation progress.

The Strategic Plan Working Group presented survey results in meetings held spring through fall 2013 to deans and department chairs, ASI, staff (open forum), Academic Senate, Provost's Advisory Council, and administrators (Management meeting). The SPWG collected feedback from these stakeholder groups to determine what the next steps would be in improving strategic planning in general and specifically improving the participation of faculty in strategic planning. In fall 2013, the President suggested the need for a new strategic plan, with the process led by the Provost and supported by the SPWG.

Summary

While the University's mission, vision, and strategic plan originated from an inclusive process, faculty involvement in strategic planning and prioritization was essentially non-existent from 2008 through 2011. In spring 2010 and fall 2011, the Academic Senate passed resolutions asking that the Strategic Plan Working Group be reconvened and engaged in meaningful consideration of the mission and strategic plan, including prioritization of strategic actions. The reinstituted SPWG developed and administered a survey distributed to all full-time employees of the university to gather information that would inform a broad-based discussion about the effectiveness of the strategic planning process and ways in which faculty participation in the process could be improved and increased. Results were shared with the campus in 2013, and the SPWG continues to discuss refinements to the process. A new process was initiated in fall 2013.

KEY EXHIBIT C
Retention, Promotion, and Tenure (CFRs 3.2)

This exhibit provides a brief overview of Retention, Promotion, and Tenure procedures and practice at CSU Stanislaus since the WASC 2011 Special Visit. Table 1 provides a summary view of recommendations and actions. Items in **red** represent the March 2012 WASC Commission Letter's recommendations.

Table 1
Retention, Promotion, and Tenure: Internal and External Recommendations and Campus Action

Recommendation	Campus Action
• The Speaker, URPTC, and FAC will work with administration to develop a process to gather information regarding **RPT** from the provost, deans, department **RPT** committees, department chairs, and candidates who are going through the review cycle or have just completed the review cycle. The goal will be to gather information about the perceptions people have about the **RPT** policy and procedures. This information will be used to examine our policies and procedures to determine if any steps can be taken to reduce the conflict that is created every year on this campus. Any recommendations will go through the normal faculty governance evaluation process. *Source*: 9/AS/11/K. Jasek-Rysdahl, K. Stone, J. Strong, D. Shimek. Recommendations of the Trust Restoration Planning Committee (internal) May 2011, Rec. 6.	• Identified a group, group developed a process, and gathered information. • RPT Survey Group administered two surveys. • Continue to refine report for campus presentation (summer/fall 2014).
• Engage in candid discussion of verifiable standards for faculty **retention, promotion and tenure** that align with CSUS's mission. *Source*: WASC Team Report (external) November 2011, p. 10.	
• Difficult conversations must address historic points of tension, including the role of faculty in the formalization of faculty policies dealing with **retention, promotion, and tenure (RPT)**. *Source:* WASC Commission Letter (external) March 2012, p.2.	
• Faculty must fully engage with the administration to address the challenge of establishing **RPT** policies that are institution-wide and include rigorous requirements that reflect good practice in higher education. *Source:* WASC Commission Letter (external) March 2012, p.2.	
• Address shared roles in the formulation of **retention, promotion, and tenure** policies. *Source:* WASC Commission Letter (external) March 2012, p.2.	

Retention, Promotion, and Tenure

Retention, Promotion, and Tenure—who merits the award, how such decisions are made, who creates the criteria by which these decisions are made, who has the authority to back up the decision—is an ongoing topic of discussion at CSU Stanislaus, as it is in American higher education. The negotiated Collective Bargaining Agreement between the California Faculty Association (union) and the California State University (system) defines the process of review as well as the responsible players in the development of any contemplated changes to that process. Open discussion supported by documented evidence on campus is constrained by the confidential nature of the review: specific details about specific cases are difficult to acquire and unavailable to cite as data. Notwithstanding these persistent limitations, the campus has sustained a discussion about these processes for several decades.

The relationship between teaching and research for faculty is a particular subject of discussion at CSU Stanislaus. During the last regular review, Academic Senate adopted a statement that teaching proficiency was the primary qualification for RPT (May 2009). The Academic Senate also mandated that each department develop RPT elaborations that specify criteria used to assess faculty on teaching, research, and service. (See EER Key Exhibit II for a full discussion of the campus actions taken following the CPR report and visit in 2008 through fall 2010).

Noting improvement but also inconsistency in application, the WASC EER Visiting Team Report (2010) recommended the campus clarify "the University's commitment to teaching in the context of increased expectations for research through explicit statements at the department, college, and university levels." The Report continues:

> A review of all of the currently approved elaborations suggest that the University must continue to develop departmental specifications of the standards used to judge faculty work in the three usual areas of teaching, research (scholarship and creative activity), and service. Few of the current departmental elaborations provide clear guidance to faculty who are preparing themselves for RPT about expected levels of attainment with regard to either quality or scope. All of the elaborations list types of evidence that may be offered to document attainment, but few specify the levels of attainment that are sufficient for retention or promotion, and fewer still offer indications of what might be considered excellent beyond satisfactory or sufficient (CFR 3.3). (WASC EER Team Report, 2010, p.21)

The discussions over the specificity and flexibility that should be included in department elaborations have continued. Departments have submitted revised elaborations to the University Retention, Promotion, and Tenure Committee for review and approval. These revised elaborations have since been posted on the RPT website, housed in the Faculty Affairs Division, and updated as they evolve. Discussions continue about the elaborations and how they are to be applied at all levels of review (department, Dean, URPTC, Provost).

The same WASC Visiting Team remarked, in parentheses:

> [It is important to note that CSU Stanislaus uses the term 'criteria' in the context of elaborations to refer to areas of faculty work—i.e., teaching, research, scholarship and creative activities, and service—plus qualifications or professional preparation. This is in contrast to the more typical definition of criteria as 'standards or rules by

which a judgment can be made.' Perhaps as a consequence, elaborations for the most part do not address substantive achievements or quality of performance.] (WASC EER Team Report, April 4, 2010, p.20)

While presented as a parenthetical, the remark neatly summarizes one perspective, and implies a remedy, but this remedy has not achieved consensus on campus.

The level of shared mistrust around RPT processes during the time for which the WASC Commission registered "grave concern" can best be viewed in the discussion leading to the approval of 15/AS/10 and 11/AS/11, both "Sense of Senate" (non-binding) resolutions reaffirming the *Principles, Criteria, and Procedures for Retention, Promotion, and Tenure Review* adopted by Senate and approved by the President. The discussions in the Academic Senate minutes for 5/11/10 and 5/10/11 are revelatory in this regard, revealing significant faculty disappointment in higher administration actions and mutual disaffection between faculty and administration members.

During the WASC Special Visit in 2011, tensions over the application of elaborations and consequent RPT decisions at various levels of review was still evident. The WASC Commission Letter dated March 7, 2012, references the need for difficult conversations to "address historic points of tension, including the formalization of faculty policies dealing with retention, promotion, and tenure (RPT). In this regard, faculty must fully engage with the administration to address the challenge of establishing RPT policies that are institution-wide and include rigorous requirements that reflect good practice in higher education. (CFRs 1.3, 3.3, 3.8, 4.1)"

The campus approached this engagement through Recommendation 6 of a resolution that emerged from the Trust Restoration Planning Committee (9/AS/11, approved in the same session as 11/AS/11), passed by the Academic Senate and signed by the President in fall 2011. This resolution states:

> The Speaker, URPTC, and FAC will work with administration to develop a process to gather information regarding RPT from the provost, deans, department RPT committees, department chairs, and candidates who are going through the review cycle or have just completed the review cycle.

> The goal will be to gather information about the perceptions people have about the RPT policy and procedures. This information will be used to examine our policies and procedures to determine if any steps can be taken to reduce the conflict that is created every year on this campus. Any recommendations will go through the normal faculty governance evaluation process (9/AS/11 – Recommendations of the Trust Restoration Planning Committee).

To address this recommendation, and using the resolution as their charge, an RPT Survey Group was formed, consisting of the Speaker, Speaker-Elect, Co-Chairs of the University Retention, Promotion, and Tenure Committee (URPTC), Chair of the Faculty Affairs Committee (FAC), Provost, and Vice President for Faculty Affairs and Human Resources. The RPT Survey Group began their work in spring 2011. Observing close confidentiality, they conducted a two-part study to gather information about perceptions people have about the RPT policy and procedures.

In the first part of the study, an open-ended survey was developed and distributed to key stakeholders, specifically, members of Department RPT Committees, members of the URPTC, the Deans, and the Provost. Fifty-three participants completed the survey (response rate of 47.3%). The qualitative data were analyzed and used to create a quantitative survey for the second part of the study. The quantitative survey was sent to all faculty and appropriate administrators in October 2013. The RPT Survey Group is currently analyzing the results of the second survey and will make a report to the Academic Senate upon completion of this analysis.

The RPT Survey Group is an example of collaborative work between faculty and administrators. Early results from the survey indicate that key stakeholders identified strengths in the current RPT process, a positive that tends to get overlooked during times of tension.

The transparency of deliberations involving or mentioning actual RPT disagreements is restricted by the need for confidentiality in the transaction. This confidentiality often affects policy changes as well, especially when they are prompted by individual cases or grievances. As examples of another form of transparent communication, the transparency and responsiveness of information supporting faculty undergoing RPT review and those faculty members and administrators conducting these reviews appears to have been strengthened. While the RPT Survey Group has been conducting their study, the Co-Chairs of the URPTC and the Vice President for Faculty Affairs and Human Resources have been involving the campus community in the RPT process through information sharing and trainings. They regularly update the RPT website, have posted all Department RPT Elaborations, provide instructions for faculty on compiling the RPT file, and conduct trainings and workshops.

While sharing information and providing training opportunities may not address "formalization of faculty policies dealing with retention, promotion, and tenure," the practices contribute to transparency in the RPT process. The campus continues to hold orientation and support meetings for faculty on both sides of the review, including department chairs and department committee chairs, whose reviews are expected to set the bar for subsequent reviews. RPT elaborations for every department have been posted on this site for comparison and mutual support (a practice dating back to the 2009 Educational Effectiveness Review Report).

Lastly, a new faculty contract was ratified in 2012. This action routinely triggers the review and revision of RPT Policies and Procedures, a fact substantiated by the number of times that this document has been revised since 1978 (the first year they were required), the record plainly visible on the cover page of the Policies and Procedures document. Accordingly, the campus Faculty Affairs Committee is reviewing the contract, along with the Vice President for Faculty Affairs and Human Resources, for specific and necessary improvements to the process. As of fall 2013, changes to the process for collecting and evaluating student evaluations were adopted, and changes to the evaluation of temporary faculty, while not part of RPT procedures as such, recently have been adopted as well. Any further recommendations would come before Senate and would proceed to the President for approval.

Summary

The campus experienced considerable turmoil concerning RPT policy, practice, and procedures during the period preceding the 2011 Special Visit. This turmoil is partly a result of industry-wide

pressures and partly the result of specific local practices. Since that time (the 2011/2012 RPT review cycle), the campus appears to have reduced considerably the level of audible acrimony.

A group of well-placed faculty and administration members studied the current procedures and practices and will present their findings. In general, faculty members and administration members continue to discuss and monitor the need, form, and timing of any further evolution.