WSCUC Interim Report

INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:
- Interim Report Form and Appendices

Please respond completely to each question on the following pages and do not delete the questions. Appendices should be uploaded as separate attachments.

Institutions will use Box.com to upload the report. Instructions for the Box.com account and uploading the report will be provided by email.

REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be <u>no more than five pages each</u>. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement". Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: What is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?

- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.

- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.

- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.

- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.

- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

REVIEW PROCESS
A panel of the WSCUC Interim Report Committee (IRC) and member(s) of the previous review team will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

OUTCOMES OF THE REVIEW
After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.

- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.

- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.

- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.

- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team**—Serious, ongoing issues involving potential non-compliance with WSCUC's Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

Revised, August 2023

Interim Report Form
DRAFT! DRAFT! DRAFT!

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: University of La Verne

Person Submitting the Report: Muriel Lopez-Wagner

Report Submission Date: November 1, 2025

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

Since 2024, the university has conducted a term-based survey to document decisions and changes implemented in response to WSCUC's four recommendations (Attachment1_Recommendation_Survey). The survey was distributed to the President's Executive Cabinet and other campus leadership, and the collected responses served as the foundation for the institution's progress narrative. In early summer 2025, the Provost's Office appointed a lead for each recommendation, each tasked with forming a team. Team writing began in July 2025.

Throughout September 2025, the campus community had opportunities to provide feedback on the report draft in meetings or through a survey. The President's Executive Cabinet gave their feedback on September 16, Board of Trustees on September 19, campuswide on September 22, the University Management Council and Graduate and Adult Student Government on October 1, Faculty Senate and Associated Students of University of La Verne on October 6, and Staff Senate and Faculty Assembly on October 8. The last day for the campus to provide feedback was October 15.

Throughout October 2025, each team synthesized survey results and community input to shape a comprehensive and cohesive response, culminating in a final draft. In her capacity as Accreditation Liaison Officer, the Interim Chief Data Officer served as the project manager and editor to create a consistent voice in the report prior to submission.

Authors and Contributors:

Alaina Dunn, Vice-President of Enrollment Management
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Suzanne Beaumaster, Associate Provost

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

This interim report addresses four areas for development as stated in the Commission letter dated March 2024:

1. Design and implement assessment and program review across academic and co-curricular programs that are valued by ULV's faculty and staff. (CFR 2.3, 2.4, 2.6, 2.7)
2. Strategically align positions and roles with prioritized needs to achieve organizational integrity and operational capacity. (CFR 3.1, 3.6, 3.7, 4.6)
3. Pursue a sustainable, strategic approach to participatory decision-making, ensuring that faculty can ably exercise effective academic leadership. (CFR 3.7, 3.10, 4.6)
4. Develop and operationalize integrated systems, structures, and policies for reliable, ongoing data collection, analysis, and distribution to inform strategic planning and decision-making. (CFR 3.7, 4.1, 4.2, 4.3, 4.6)

Furthermore, in response to a Commission letter dated May 29, 2025, based on a complaint submitted by representatives of the ULV faculty against the Board of Trustees, this interim report provides information on the progress of the University on four specific issues:

5. The state of the process to select the next president of the institution, including the engagement of stakeholders in that process. (CFR 3.7, 3.11)
6. Evidence that the board has engaged in assessments of the institution's shared governance structure and actions taken to address deficiencies in that structure, along with evidence of its progress in strengthening communications processes with faculty and decision-making structures generally. (CFR 3.11, 4.7)
7. Discussion of changes in the hiring of leadership at the unit or program level and explanation/evidence of the role of faculty in these processes. (CFR 3.1, 3.2, 3.11)
8. Evidence of a plan and its communication to stakeholders for the filling of open positions and delineation of the separate authorities of the CFO and Provost in creating and implementing this plan. (CFR 3.1, 3.2, 3.11)

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

The University of La Verne (ULV) was founded in 1891 as Lordsburg College by members of the Church of the Brethren. Both the college and the surrounding agricultural community were renamed La Verne in 1917, and the 1920s and 1930s found three-quarters of the student body focused on learning and career paths in education. Over the next four decades, enrollment surged, campus facilities quadrupled, and the Board of Trustees became independent of religious influence. Change came again in the 1960s, when the college awarded its first master's degrees and began offering degree programs at off-campus locations. By 1969, the school officially opened its College of Law. In 1977, the institution changed its name from La Verne College to the University of La Verne, and two years later, the university conferred its first doctorate degree. The university founded its first regional campus in Orange County in 1981, and its San Fernando Valley campus opened in 1983. A separate campus for the updated College of Law and Public Service was established in Ontario in 2000. ULV has renovated or newly constructed more than half of the buildings in the past decade, creating a dramatic change to the look of its central campus. Some of the larger projects included a remodeled Sports Science & Athletics Pavilion, the Johnson Family Plaza, the Sara and Michael Abraham Campus Center, Vista La Verne Residence Hall, a five-level parking structure, and the Campus West athletics complex, home to the university's baseball and softball teams.

ULV provides flexible learning options through La Verne Online, offering fully online bachelor's, master's, and doctoral programs. Online undergraduate degrees include Business Administration, Child Development, and Public Administration, while graduate offerings encompass the MBA, MHA, and MPH programs. Additionally, ULV offers in-person instruction at a handful of regional campuses to accommodate veterans, working professionals and adult learners.

As of Fall 2024, the university enrolled 4,953 students, with 80% attending full-time. ULV is designated as a Hispanic-Serving Institution (HSI), reflecting its diverse student population. Fifty-nine percent of students identify as Hispanic or Latino, 17% as White, 8% as Black or African American, 6% as Asian, 4% foreign resident, and 3.5% as two or more races. Academically, ULV offers two associate's degrees, 60 bachelor's degrees, more than 30 master's programs, six doctoral degrees, and various certificates and credentials. ULV conferred degrees to 1,570 students in 2024-25. Academic programs are housed in five colleges: the College of Arts and Sciences, College of Business, LaFetra College of Education, College of Law and Public Service, and the Cástulo de la Rocha College of Health and Community Well-Being. The institution currently employs 122 tenured, 28 tenure-track, 73 non-tenure-track, and 534 adjunct faculty.

Throughout its history, ULV has remained committed to its founding principles of service, ethical leadership, and lifelong learning. It continues to evolve in response to changing educational demands while honoring its legacy as a mission-driven institution that fosters personal growth, civic responsibility, and academic excellence.

ULV holds institutional accreditation from the WASC Senior College and University Commission (WSCUC). ULV was first accredited by WSCUC in 1955 and has maintained continuous accreditation since then. The most recent reaffirmation occurred in 2020, granting the university an eight-year accreditation term, with a mid-cycle Special Visit conducted in November 2023. Following this last visit, WSCUC requested an interim report, due November 1, 2025. In May 2025, the Commission requested that ULV address additional points in the interim report as it relates to CFR 3.11.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

1. **Design and implement assessment and program review across academic and co-curricular programs that are valued by ULV's faculty and staff. (CFR 2.3, 2.4, 2.6, 2.7)**

The University of La Verne (ULV) affirms the Commission's recommendation to strengthen assessment and program review across academic and co-curricular programs. Since 2024, the university has implemented a redesigned five-year academic program review cycle and launched a parallel review process for co-curricular units under the Administrative Program Review. Both frameworks are intentionally structured to move beyond compliance and toward meaningful institutional learning with shared stages of preparation, self-study, external review, action planning, and progress reporting. These dual processes ensure that the quality of both classroom-based and student life initiatives is examined through the same lens of evidence, improvement, and alignment with institutional priorities.

Academic Program Review
Since 2024, ULV has launched a redesigned five-year academic program review cycle designed to move beyond compliance toward sustainable, evidence-based improvement. The framework emphasizes preparation, self-study, external review, action planning, and progress reporting, guided by a Self-Study Template (Attachment1.1_SelfStudy_Template), Program Review Guide (Attachment1.2_Yearly_Cycle, Attachment1.3_Program_Review_Process), and long-term planning (Attachment1.4_Calendar of Programs). Accredited programs may streamline their workload by substituting accreditor reports, reducing duplication while maintaining institutional accountability. To build shared understanding and ensure broad faculty engagement, ULV hosted a campus-wide kickoff in April 2024 (Attachment1.5_Information_Session) that introduced the redesigned cycle, clarified expectations, and highlighted available supports such as Institutional Research (IR) data reports, fact books, and faculty workshops. This event was attended by 27 representatives from across colleges and followed by multiple training sessions (Attachment1.6_Training_Session) attended by 18 program chairs and faculty representatives in October and November 2024 covering topics in curriculum mapping (Attachment1.7_Curriculum_Mapping), learning outcome design, assess methodology, data collection strategies, and report writing. Faculty noted that the new system provided clarity, reduced redundancy, and equipped them with practical tools in aligning assessment with program and institutional priorities, although there is more work to improve the process. The Educational Effectiveness Committee (EEC) will assume the central role in providing peer-to-peer teaching and learning, guidance, consultation, and oversight in Fall 2025, further reinforcing that the process is collaborative and supportive rather than evaluative.

Participation in the first year in 2024-25 involved seven academic programs, including Anthropology, Biology, English, and Educational Leadership who successfully completed self-studies using the redesigned template, while five programs deferred their reviews to 2025-26 to accommodate leadership transitions or additional evidence needs. Another 11 programs entered the data collection phase positioning them to complete self-studies in the upcoming academic year. This balance of completed, deferred, and data-gathering programs illustrates both the utility and adaptability of the cycle. Faculty and staff have reported that the standardized templates, shared IR data sets, and newly developed fact books allow them to focus on analysis and planning rather than on duplicative

data collection. To further strengthen decision-making, programs now have access to labor market analyses via Lightcast and a Program Relevance Scoring rubric which provide insight into workforce demand and external market alignment. Early faculty feedback highlights the value of having consistent expectations and clearer timelines.

Although the new cycle is in the emerging stages, examples of evidence-informed change are emerging. The Digital Media program (Attachment1.8_Digital_Media), for instance, transformed its outdated "Broadcasting" identity into a stand-along BA that emphasizes film, television, radio, and digital audio. Guided by assessment data and market evidence, the program partnered with major industry leaders such as Disney and NBC, leveraged a $2 million donation to build new facilities, and redesigned the curriculum to integrate specialized tracks and required internships, leading to improved graduate outcomes and early signs of stronger employment pipelines. Similarly, the Master of Education in Educational Leadership and the Preliminary Administrative Services Credential (Attachment1.9_Ed_Leadership_PASC) program underwent a major redesign after faculty identified declining enrollments and student confusion about degree pathways. The program separated the credential from the master's degree, converted a fully online synchronous formal, and embedded equity-minded leadership and problem-of-practice research into the curriculum, creating clearer and more flexible options for students. Early results show increased clarity in recruitment materials, positive faculty feedback, and stronger alignment with student career pathways. Finally, the Master of Science in Accounting program (Attachment1.10_MS_Accounting), facing enrollment declines and new CPA exam requirements, realigned its curriculum to better prepare students for licensure and the labor market. Faculty redesigned sequencing and prerequisites, integrated practitioner expertise, and sifted to an eight-week hybrid format that has already improved accessibility and student engagement.

Collectively, these initiatives demonstrate that ULV's program review and assessment processes are beginning to foster a culture of continuous improvement where faculty are empowered with data, supported by peer-led governance, and encouraged to use evidence to shape programs in meaningful ways. The integration of academic and co-curricular review ensures that both curricular and student support units contribute to institutional learning, while the alignment of review findings with resources allocation reinforces accountability. By October 2025, ULV will publish an updated cycle tracker, complete a second round of faculty training sessions, and collect faculty feedback on the process to further refine its implementation. In Spring-Summer 2026, the first full cohort will undergo external reviews, publish action plans, and incorporate co-curricular exemplars, expanding the evidence base for institutional effectiveness. Although outcome data will become more robust as additional cycles are completed, the university has laid foundation for assessment and program review processes that are systematic, sustainable, and valued by faculty and staff, strengthening the culture of evidence-based decision-making across the institution.

Administrative Program Review
In Spring 2025, the ULV launched the Administrative Program Review process (Attachment1.11_Administrative_Program_Review), a four-phase cycle designed to ensure assessment and program review are meaningful, valued, and actionable for faculty and staff in co-curricular and administrative units. The process emphasizes unit ownership and agency, while aligning departmental goals with institutional priorities, annual performance evaluations, and budget planning. In the preparation phase, departments gather data through surveys, focus groups, benchmarking, and other methods with support from Institutional Research. This is followed by a self-study phase in which units analyze strengths, weaknesses, and opportunities, culminating in a comprehensive report. Departments then develop action plans with measurable outcomes, timelines, and resource needs to drive improvement. Finally, units implement the plans, monitor progress, and submit progress reports before the cycle restarts, keeping assessment ongoing and iterative.

To support adoption, 13 administrative units began the process in Spring 2025. Leaders participated in online orientations, and a MyLaVerne portal community was created to centralize resources, templates, and submission forms for each phase. Leadership engagement has also been prioritized: in May 2025, the President's Executive Cabinet received a presentation reinforcing the need to incorporate administrative program review findings into

unit goals, budget decisions, and strategic planning. Regular reminders and updates are sent to unit leaders to sustain momentum, with the first set of self-studies expected in May 2026.

Together, these efforts establish a culture of continuous assessment and improvement that is integrated with the university's strategic direction and viewed by faculty and staff as purposeful and impactful.

2. **Strategically align positions and roles with prioritized needs to achieve organizational integrity and operational capacity. (CFR 3.1, 3.6, 3.7, 4.6)**

Challenges based on leadership transitions noted by the Special Visit team in November 2023 have continued during the past two years; however, multiple key searches were successfully completed during the 2024-25 academic year. The individuals hired have already created a stable leadership foundation as the institution navigates the many headwinds facing higher education.

President
At the time of the WSCUC Special Visit in November 2023, President Pardis Mahdavi was three months into her appointment as ULV's new president, following the retirement of Dr. Devorah Leiberman. Dr. Leiberman had agreed to serve as a transitional consultant during Dr. Mahdavi's onboarding. This arrangement, however, was not effective and was one factor (though certainly not the only one) in Dr. Mahdavi's decision to resign after less than one year in the role.

Following the departure of President Mahdavi in early June 2024, the Board of Trustees took thoughtful and swift action to appoint Trustee Mark Hicks into the role of Acting President. Mr. Hicks stepped off the Board to serve in the capacity of Acting President, with the goal to provide general oversight of the university while the Board carried out an abbreviated search for an interim president.

This abridged search included forming an Interim President Appointment Advisory Committee comprised of Trustees, the faculty representative to the Board of Trustees, and an adjunct faculty representative. The Board was clear in their messaging to the campus that they acknowledged this approach was not a full search, rather a measure being taken to identify and appoint an interim president within a 2-3 month timeline and in time for the beginning of the 2024-25 academic year. Several applicants were considered and two were invited to meet with university stakeholders. The Faculty Senate Executive Committee, President's Executive Cabinet, and Board of Trustees each had designated meetings with the candidates, and each candidate also held an open session for faculty, staff, and student leadership to attend.

The result of this process was the mid-August 2024 two-year appointment of Dr. Risa Dickson as Interim President (Attachment2.1_CV_Dickson). Dr. Dickson had been serving at ULV as Interim Provost (an appointment through The Registry) since January 2024, so in addition to being highly qualified for the position as a "turn around" expert with prior experience in leading organizational transitions, she was also already very familiar with the institution's particular context and challenges.

In making a two-year appointment, the Board recognized that it would be important to address other key leadership vacancies before the institution was ready to engage in another national search to welcome the next president. During President Dickson's first year, the key roles of Vice President of Enrollment Management and Provost were filled with permanent, full-time appointments, strengthening leadership stability. The departure of the General Counsel in January 2025 and the planned retirement of the Vice President for Administration and Finance/CFO in January 2026 have resulted in the need for national searches (currently underway) to fill these cabinet positions. In a short time, President Dickson's leadership has moved the organization to a place of much greater stability, both because of these cabinet hires but also in terms of the leadership structure and staffing analysis described below.

An additional element of the president's stabilization work over the past year has been to reengage key external constituents (local government leaders, community partners, foundations, donors, etc.). In that critical external work, the president found that the "interim" designation in her title at times created questions for some partners as to whether they should engage with her or wait for a new president.

To support President Dickson in her multi-faceted institutional stabilization work, the Board voted in Fall 2025 to remove "interim" from Dr. Dickson's title, though the terms of her original contract have not changed at this point. The Board is currently working on a plan to solicit feedback from the ULV community regarding key needs and characteristics for the next president as it considers the best timing to initiate a search for the institution's next leader (Attachment2.2_Trustees_Email_Re_Presidency).

Leadership Structure and Staffing Analysis
Because of and since the COVID-19 pandemic, the upper-level leadership structure (Attachment2.3_Previous_Organizational_Chart) had been flattened considerably, with five associate vice presidents plus the athletic director reporting directly to the president, in addition to five vice presidents.

Additionally, University Management Council (UMC), which previously consisted of direct reports to vice presidents and met several times a year to offer strategic feedback to the president and cabinet, was expanded significantly in size during the pandemic year – to the point that it was too large to function effectively.

As Dr. Dickson moved into the role of interim president and began identifying areas and issues that required her attention, it became clear that paring down the size of both the cabinet and the UMC was needed. To this end, during 2024-25, the cabinet was narrowed to include just the five vice presidents, which made possible deeper and more strategic conversations at the highest leadership level. Most of the associate vice presidents were reassigned to report directly to a cabinet-level leader. UMC was also reevaluated with membership narrowed only to direct reports of VPs.

In Fall 2024, a comprehensive university organizational chart was created to begin identifying functional gaps and overlaps. This has allowed for deeper analysis into where there were dormant positions that could be eliminated from the budget, as well as for the President's Executive Cabinet to examine how their units are organized and whether their structures align with their unit's functions and institutional priorities.

In Spring 2025, all President's Executive Cabinet members, Deans, and unit leaders reviewed their organizational charts and submitted changes. This exercise will be done twice a year to ensure accuracy and upkeep of the institution's comprehensive org chart.

Finally, in response to concerns expressed by staff regarding the need to take on additional work due to the speed at which vacant positions were filled, the Office of Human Resources implemented a new "Temporary Additional Duties" policy in September 2024 (Attachment2.4_Temporary_Additional_Duties). The policy defines the conditions and process for providing supplemental pay to employees who temporarily (up to one year) take on additional duties beyond their current job description due to position vacancies. This policy has not directly addressed the ways that vacancy management practices may slow hiring processes, but it has provided a fair and equitable method to compensate individuals who take on additional work while decision-making around vacant positions is occurring.

Provost
The position of Provost is the cabinet role that has seen the most significant turnover in the past five years but is now stabilizing. At the time of the November 2023 special visit, the position was occupied in an interim capacity by then Vice Provost Roy Kwon. Provost Kerop Janoyan, hired after a national search, departed the institution the previous July after serving just over two years.

As mentioned above, Dr. Risa Dickson was appointed as Interim Provost in January 2024, and during Spring 2024, President Mahdavi engaged a search firm to undertake a national search for the next provost. When Dr. Mahdavi resigned, that search was put on hold.

After Dr. Dickson's appointment as Interim President, she restarted the provost search targeting a summer 2025 appointment and turned to AGB Interim Search to find an Interim Provost to immediately step into the role for the 2024-2025 academic year. After the vetting of several candidates, Dr. Laura Hartley was hired as Interim Provost (Attachment2.5_CV_Hartley). Dr. Hartley was an experienced provost with expertise in organizational restructuring, hiring for mission, and policy development – all areas that would provide immediate benefits to ULV.

The national search produced a highly experienced, competitive pool of applicants, and in January 2025, Ken O'Donnell was announced as the new Provost (Attachment2.6_CV_ODonnell). Provost O'Donnell began his appointment on June 1, 2025. To ensure a smooth transition, Interim Provost Hartley and Provost O'Donnell met monthly throughout the Spring 2025 semester and had one month overlap in their appointments.

Additionally, President Dickson asked Dr. Hartley to remain at ULV for one additional year as Senior Executive Advisor for Strategic Initiatives in the Office of the President. This appointment strengthens the senior leadership team, provides support to Provost O'Donnell as needed during his first year, and helps sustain momentum on ongoing projects.

Academic and Student Affairs
Significant changes in structure and staffing within Academic and Student Affairs have occurred since the interim visit. All of these reflect the alignment of roles and responsibilities with institutional priorities to enhance organization integrity and achieve more effective operational capacity.

Differentiated Responsibilities. During Spring 2024, Dr. Dickson (in her role as Interim Provost) differentiated responsibilities within the Office of the Provost and revised the job descriptions for an Associate Provost for Academic Programs and an Assistant Provost for Faculty Affairs. When Dr. Kwon (who had been serving as Vice Provost) left ULV for a different institution at the end of the 2024-25 academic year, Dr. Dickson appointed Dr. Suzanne Beaumaster as Interim Associate Provost for Academic Programs (Attachment2.7_CV_Beaumaster). A national search was conducted in Fall 2024 and Dr. Beaumaster was appointed to the permanent position in January 2025.

Dr. Joseph Cabrera had been serving as Assistant Vice Provost for Undergraduate Programs and Faculty Affairs. With the reorganization of the two positions, Dr. Cabrera was asked to stay on in the role of Interim Assistant Provost for Faculty Affairs until a national search could be conducted. That search is now underway.

Provost Area Restructure. When Dr. Laura Hartley assumed the role of Interim Provost in October 2024, President Dickson tasked her with restructuring the Provost's area to strategically align leadership roles with institutional priorities and strengthen oversight of both Academic and Student Affairs. The restructuring, completed in April 2025, reduced the number of director reports to the Provost, clarified lines of accountability, and enhanced operational capacity (Attachment2.8_Academic_Student_Affairs_Organizational_Chart). Several highlights demonstrate the university's progress in meeting this WSCUC recommendation.

Institutional Effectiveness was restructured to provide greater capacity for data-informed decision-making and accountability (Attachment2.9_Institutional_Effectiveness_Organizational_Chart). An Interim Chief Data Officer was appointed in June 2024, followed by the hiring of a Director of Institutional Research hired in November 2024 and the redefinition of the Director of Academic Program Development role. Together, these positions provide the leadership and expertise needed to strengthen program review, assessment, and strategic planning processes, ensuring that academic priorities are supported by reliable data systems.

In Fall 2024, the resignation of the Chief Diversity, Equity, and Inclusion Officer prompted a community-wide engagement process to reimagine the role and align it more comprehensively with institutional mission and student success goals. This process led to a revised scope and title, Associate Vice Provost for Inclusive Excellence and Mission Integration, and a successful national search for a new leader, Dr. Marquisha Frost (Attachment2.10_CV_Frost). By repositioning the role within Academic Affairs, the university has elevated its commitment to ensuring these priorities are embedded in both academic and co-curricular decision-making.

Student Affairs was also strategically realigned (Attachment2.8_Academic_Student_Affairs_Organizational_Chart). In April 2025, the Dean of Students was moved back under the Provost's portfolio to foster stronger collaboration between Academic and Student Affairs. This structural change supports a more integrated approach to student success, creating closer coordination around advising, support services, and retention initiatives, and ultimately a more holistic planning for the student experience across academic and co-curricular domains.

Finally, key leadership hires in 2024–25 further advanced organizational capacity and alignment with strategic needs. These included the Dean of the Cástulo de la Rocha College of Health and Community Well-Being, the Registrar, and the Director of Research and Sponsored Programs. Each of these positions addresses critical institutional priorities in academic program growth, enrollment management, and faculty research support demonstrating the university's commitment to structuring leadership around its most pressing goals.

Enrollment Management
Over the past year, the University has undertaken targeted organizational changes within Enrollment Management to strengthen alignment between institutional priorities and staffing structure.

To begin with, Alaina Dunn was hired as the Vice President of Enrollment Management in August 2024 (Attachment2.11_Resume_Dunn). A seasoned leader with nearly 20 years of experience in admissions and recruitment, Dunn brought a wealth of expertise from her leadership roles across five institutions.

Additionally, the transition from an Interim Associate Vice President of Enrollment Management to a permanent Vice President of Enrollment Management created leadership stability and positioned the role appropriately within the existing organizational structure (Attachment2.12_Enrollment_Management_Organizational_Chart). This adjustment also reflects a deliberate alignment of title, scope of responsibility, and experience, ensuring the role is sustainable and well-matched to institutional needs.

Similarly, the shift from a Director of Traditional Undergraduate Enrollment to a Director of Undergraduate Enrollment reflects a move to a team-based approach to recruitment. By unifying recruitment oversight across both traditional and transfer student populations, the University can deploy staff more efficiently, reduce redundancy in outreach efforts, and better serve prospective students particularly in the growing transfer segment.

Additional refinements were implemented to optimize operational capacity and enhance service delivery. In the Office of Financial Aid, a minor reorganization enhanced cross-training among staff, intended to improve customer service and workflow efficiency. These changes will also enable the University to bring financial aid modeling and leveraging in-house, allowing for the exploration of tailored financial aid strategies for adult and graduate populations and supporting a more strategic use of institutional grant funding.

In collaboration with the College of Law and Public Service (CLPS), Enrollment Management created a new hybrid role for JD program recruitment, leveraging unused capacity in existing CLPS staff while redistributing recruitment responsibilities for greater coverage and responsiveness. These changes are complemented by an ongoing assessment of the University's Marketing and Communications (MarCom) structure, capacity, and strategy. This consulting project, with deliverables expected in November 2025, focuses on recommending an appropriate staff organization and structure for MarCom and providing a limited brand refresh proposal to enhance recruitment, brand positioning, and outreach.

Administration and Finance
2025-26 will see significant leadership changes and reorganization in the areas of Finance and Administration, based on two departures.

First, after 25 years of service to ULV, AVP of Budget and Operations Xochitl Martinez-Eckel accepted a position at another university and left ULV in August 2025. Also, Avo Kechichian, Vice President for Administration and Finance and CFO announced his retirement after 40 years of service in May 2025, effective January 15, 2026.

The departure of these two key individuals presents an opportunity to reevaluate the structure and functioning of the administration and finance areas (Attachment2.13_Admin_Fin_Organizational_Chart). The vacant AVP role was revised, and recruiting is now underway for an Executive Director of Budgeting and Planning. A national search is also underway for a new Vice President for Administration and Finance & CFO, anticipating a Spring 2026 appointment.

3. **Pursue a sustainable, strategic approach to participatory decision-making, ensuring that faculty can ably exercise effective academic leadership. (CFR 3.7, 3.10, 4.6)**

The Commission's Instructions to Authors advise that, in responding to recommendations, "the team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues." Accordingly, this section of our response draws heavily from the "Report of the WSCUC Team Special Visit to the ULV," which took place November 29-December 1, 2023, and informed the Commission's subsequent Action Letter.

First, we should note that high-level administrative turnover had added to the university's challenges at the time and has continued since the team's visit (as described in the previous section). Thus, some of the team's observations and concerns relate to people who no longer work here, or who now serve in different positions. But the recommendations that emerged remain relevant and helpful.

The site visit team's detailed observations of Decision-Making and Shared Governance are in Section II Part D of the report, beginning on page 20. They fall into three broad categories of around two pages apiece. The sub-section headings are added here.

Communication and Change Management
The team noted that, during its visit, the new president and interim provost were making visible efforts to improve communication and adding opportunities for formal and informal interaction between administration and faculty (pp. 20-22). "While the faculty currently enjoy the ear of an enthusiastic and conscientious new president on an intentional active listening tour, it is not as receptive as a body to an interim provost who rose quickly through the ranks during a previous presidency and who must handle often inherited and less popular confidential personnel matters that cannot be discussed with as much transparency."

As of this writing, both the 'new president', Pardis Mahdavi, and the 'quickly-promoted interim provost', Roy Kwon, from 2023 are no longer here; instead, we have a new permanent provost, Ken O'Donnell, and a president, Risa Dickson, neither of whom worked at ULV at the time of the site visit. However, both are committed – like their predecessors – to improving the climate and creating opportunities for communication. Each of them publishes a bi-weekly newsletter (Attachment3.1_Message_President, Attachment3.2_Message_Provost), attends and sometimes convenes faculty meetings, and has made wholehearted commitments to accessibility, including standing one-on-one meetings with faculty leadership. Both administrators bring lengthy professional experience from the unionized and faculty-centric California State University system.

As a symptom of the institution's struggles in this area, the 2023 team noted long-overdue revisions of the Faculty Handbook. During her tenure as Interim Provost in 2024-25, Dr. Laura Hartley made updating this document a

priority. She and the Assistant Provost worked collaboratively with the Faculty Policies Committee on clearing the backlog of agreed changes. All are now incorporated in the revised ULV Faculty Handbook.

These commitments from leadership and the completion of the Faculty Handbook are positive steps, but improving communication remains a work in progress. Like the rest of our sector, this institution will have many changes to manage in the years ahead, driven by declining enrollment and revenue, public skepticism over the value of college, and revolutions in technology and the nature of work. Upcoming changes at the university level include a sweeping overhaul of our Regional and Online Campuses, pending searches for president and CFO, and a planned consolidation of the departments in our largest college. All these developments will test the university's ability to communicate effectively and manage change, relying on the renewed UMC, regularly scheduled town halls, and board updates to keep the campus community informed.

Data Overhaul and Budgetary Alignment
At the time of the site visit the team noted, "While the new president inspires great hope and optimism for data transparency and efficiency and a resulting budgetary realignment (CFR 4.6), the faculty and staff hear different demoralizing messaging about budgetary constraints from the finance team" (pp. 22-24).

Since the visit there have been only minor changes in our budget situation. Finances are stable and the institution is sound, but there are fewer students and less tuition revenue than we had a decade ago.

However, the institution has made enormous strides in data transparency and efficiency. Early in her tenure, President Risa Dickson revamped Institutional Research and related offices, prioritizing an overhaul of enrollment and financial data. The finance team has participated fully in this effort, and as of now, the newly reliable records are being reconciled and consolidated to present a clear picture of revenue and expenses available to administrators and faculty alike.

Several passages in the team report describe a university where communication happens but feels inconsequential. We believe our ongoing attention to financial transparency will address that. In fact, of these three subject areas addressed in Section II Part D of the team visit report, this is the one where progress has been fastest. At the time of their visit, team members noted, "Faculty and staff are cautiously hopeful about a new data-driven future, but fear that ULV is a learning institution that may be 'data phobic.'" Those tentative hopes were realized but so was the fear: as we learned and shared more about our enrollment and finances, administration made it clear that we could no longer afford inefficient class schedules. The institution's rapid, top-down response avoided a fiscal crisis but delayed progress in other areas, as explained at the end of this section.

Structures for Effective Faculty Leadership
The last couple of pages of Section II Part D, "Decision-Making and Shared Governance," show the visiting team at its least hopeful (pp. 24-26). Members noted that in the previous Site Visit Report, the 2020 recommendations that emerged, and even back to the Commission Action Letter of 2010, the university has been repeatedly urged to ensure its structures and processes are "clear, well understood, and provide both an appropriate voice for faculty and adequate oversight of all aspects of the University's functioning." The 2023 team concludes these necessary processes and structures "are still not in place."

The new president at the time, President Mahdavi, told the visiting team she knew what structures and professional development would help, but the team was unpersuaded, characterizing the commitments as only an "intention to plan" (p. 26).

In the year and a half since the site visit, leadership has sought to create many of those structures, including improved support and professional development for mid-level management. There are also the important steps described above: completing the updates to the Faculty Handbook, overhauling and publishing institutional research and enrollment information, and committing to improved communication are all key to restoring shared governance. At the same time, the faculty Educational Effectiveness Committee has been incorporated into multiple stages of a new, five-year program review process – one that includes iterative cycles of data review and

department-level change to ensure consequential faculty leadership. We have also added considerably to the time on Academic and Student Affairs (ASA) Board Committee meeting agendas allocated to faculty-led discussion – a particular observation of the 2023 site visit team.

Yet, as with communication and change management, this work remains unfinished. As part of its earlier discussion on financial and data transparency, the visiting team reported that many faculty "felt the past decade saw in-group/out-group dynamics of favoritism for those faculty members who had close relationships with administrative heads or board members, when they should have instituted clear reward structures for work done and goals met to build momentum and community." To the extent these faculty observations are valid, the university must confront and reverse many years of poor practice. Efforts to address these concerns have now begun in earnest.

Institution-wide performance evaluations have been enhanced to provide a structured and measurable means of assessing effectiveness. The President's Executive Cabinet has set formal, measurable goals for the year, and the department leads have been required to do the same. Additionally, all budget requests are now funneled through the President's Executive Cabinet, rather than being directed to one or two individuals in the Budget and Finance Office, ensuring greater transparency, equity, and accountability in resource allocation.

This six-page section on Participatory Decision-Making concludes with a brief section on Team Findings, emphasizing that an absence of trust is the main obstacle to progress in all these dimensions of faculty academic leadership. A year and a half later that is still true, though improving.

Concerns about shared governance were serious enough for a representative of faculty governance to file a complaint with WSCUC in summer 2024, which the Commission asked the university to address among the other responses in this report. Additionally, in May 2025, approximately 32% of full-time faculty (65 of 208) supported a resolution to call for a vote of no confidence in the Office of the Provost.

Some observers, including many faculty, questioned the utility of the vote of no confidence based on its lack of specificity. But valid or not, it was an indication of general unhappiness among faculty about resource allocation. With full participation of the deans, the Interim Provost and Assistant Provost for Faculty Affairs led an effort in Spring 2025 to reduce the number of low enrolled courses, as one part of the overall effort to balance the budget. The scrutiny and subsequent cancellation of large numbers of under-enrolled courses was unprecedented, but the effort helped the university avoid ending the fiscal year with a deficit budget (which would have been its first deficit budget in decades). The Interim Provost had been faulted for creating a bad situation, when in fact she was mitigating it. These are the misunderstandings that result from temporary and short-term appointments, when colleagues have little history with each other to support an assumption of goodwill.

Yet aside from the offices of the Provost and President, ULV enjoys about the same stability of leadership found at most institutions. Among our five academic colleges, no Deans serve on an interim basis, and four have been in place for three or more years. Many staff and faculty have served the institution for decades. This underlying continuity – and ongoing, sustained attention – will be key to restoring trust.

4. **Develop and operationalize integrated systems, structures, and policies for reliable, ongoing data collection, analysis, and distribution to inform strategic planning and decision-making. (CFR 3.7, 4.1, 4.2, 4.3, 4.6)**

Organizational Structure and Leadership Realignment
To strengthen the institution's analytical capacity and support for data-informed decision-making, ULV has undertaken a strategic realignment of its Institutional Effectiveness structure after the departure of its AVP of Institutional Effectiveness and Director of Analytics in summer 2024. In July 2024, the university hired Dr. Muriel Lopez-Wagner, a retired Chief Data Officer and AVP of Institutional Effectiveness, as Interim Chief Data Officer (CDO) (Attachment4.1_Resume_Lopez_Wagner). Reporting to the Provost's Office, she was charged with the organization of institutional effectiveness and reconfiguring the data governance structure. After

conducting a listening tour with campus leadership, it became evident that data integrity, its utility for decision-making, and clarity of roles had to be a top priority. Two key components under Academic Affairs were formed: Institutional Research and Academic Program Development.

As a result of a competitive national search, Tejshree Trivedi was hired in November 2025 as the new Director of Institutional Research (Attachment4.2_Resume_Trivedi). She has significant expertise in business intelligence, accreditation, program review, forecasting, and survey research. Adam Evans, who previously held the position of Executive Director of Institutional Effectiveness and Strategic Initiatives, and earlier as University Registrar, transitioned into the role of Director of Academic Program Development. In this position, he leverages his registrar experience and strengths in program planning, prioritization, and market research. Together, both directors work in close collaboration with the Provost's Office to ensure that institutional research, compliance reporting, student learning outcomes assessment, program review and development, and market research are fully integrated within the broader framework of Institutional Effectiveness. Leaders in the Provost's Office work in lockstep with Institutional Effectiveness to deliver data-informed recommendations to faculty, deans, and university leadership while enhancing coordination across academic planning and assessment.

Building Capability
Institutional Research and Academic Program Development. Efforts have been underway to verify student data located in the data warehouse, develop standardized SQL code libraries, and reestablish the online Fall Facts and Statistical Factbook with five years' worth of validated data. The office has taken ownership of reporting for federal and accrediting agencies, as well as college publishers and internal decision support for leadership and faculty. The office has created an annual cycle of surveys for decision-making and program improvements (Attachment4.3_IR_Surveys). Last Spring, the university participated in the National Survey of Student Engagement. As we rebuild data capacity and respond to requests, the Academic Program Development office increased the provision of data for academic program development such as a 3-year admission overview, historic course fill rates, direct instructional assignments with total credits generated by course, non-instructional assignments by workload, career pathways for program outcomes, and market demand, among others to show program health metrics. In addition, the institution invested in workforce analytics through Lightcast to enhance its ability to understand alumni career pathways and align academic programs with labor market trends. Although the dashboard development for these indicators is in the early stages, the Provost's Office has developed a set of common financial and enrollment metrics for ongoing academic program prioritization and resource allocation. In addition, the University participates in the Growing Inland Achievement Postsecondary Data Partnership (GIA PDP) and Complete College America which provides comprehensive tracking of persistence, retention, credit completion, graduation, and equity analyses across student groups. Once complete, this initiative will significantly enhance the tools available to leadership and faculty to support planning, resource decisions, and student success initiatives.

Data Governance. A Data Governance Framework was established and implemented, marking a significant step forward in enhancing data integrity and standardization across the institution. The Data Governance Committee, comprised of data stewards, managers, and users from across campus, was formed in early Fall 2024 and has been meeting biweekly to drive this effort. The committee's work addresses the development and enforcement of protocols around data validity, transparency, continuous maintenance, coordination, and documentation, and establishes Banner as the authoritative source of institutional data which will continue in the next several years.

In early Spring 2025, ULV participated in the Data Governance Self-Study Guide created by the Association for Institutional Research and highly recommended by the Growing Inland Achievement (GIA) consortium of Southern California colleges and universities funded by the Gates Foundation. The survey measured data access, use, integrity, and lifecycle management and assessed institutions on their data governance maturity (Attachment4.4_Data_Governance_Self_Study). Results from university leadership revealed that the campus was in the "developing" stages of data governance with inconsistent practices, limited access, and reactive data management and with no institution-wide standards, real-time analytics, or system integration, leading to inefficiencies. Since then, Institutional Effectiveness has utilized this framework as a guide to build data governance at ULV and to effectively assess and develop our use of data, technology, and business processes to

support student success, operational efficiency, and financial sustainability. It is anticipated that in the next three years, the institution will have established protocols, practices, and systems in place to progress to the next level of maturity (Competent and Proactive).

Figure 1: Institutional Maturity Model (2020) in EDUCAUSE, NACUBO, and AIR

1	Poor/Deficient	Chaotic	Ad hoc, undocumented, unpredictable, minimal IT operations
2	Developing	Reactive	Best effort, fighting fires, problem management processes, alert and event management, monitor availability
3	Competent	Proactive	Monitor performance, analyze trends, predict problems, automation, measure problem, asset and change management, processes
4	Proficient	Service	Defined services, understand costs, setting quality goals, guaranteed service, monitor and report on services, capacity planning, reliable BI
5	Exemplary	Value	Goals and metrics alignment, IT improves business processes, business planning, mature BI available to all

Significant progress has been made in establishing a robust data governance infrastructure on campus. A comprehensive Data Governance Framework was presented to the President's Executive Committee in Fall 2024. A Data Governance Policy was passed on to the President's Executive Committee for approval (Attachment4.5_Data_Governance_Policy). This policy and the accompanying charter ensure the continuity of work and accountability to improve data integrity, accessibility, and security of institutional data. An early project accomplished by the Data Governance Committee was the adoption of a Census Date Policy to preserve key data fields in a fixed state for each academic term.

All throughout Spring 2025, specialized working groups have been discussing and drafting documents to address critical areas such as data security, access protocols, identity theft, and data classification standards. These efforts are further supported by ongoing audits and data cleaning processes aimed at improving data integrity, although these efforts are currently in the early stages.

To enhance transparency, a dedicated Data Governance website was launched, offering summaries of the committee's activities and key accomplishments. With the establishment of clear policies, structural realignments, and sustained investments in personnel and systems, the ULV is well-positioned to advance its institutional mission.

Academic Program Review. In summer 2024, the Provost's Office launched a redesigned academic program review process. This revised structure located in the University's portal provides clearer guidance, streamlined templates, and a five-year review cycle. The process is supported collaboratively by Academic Program Development and Institutional Research, and is designed to empower faculty with the data and tools needed for meaningful self-reflection and program improvement. The program review process embedded strategic professional development opportunities at each stage of the five-year cycle, reinforcing a shift toward a culture of continuous and evidence-based improvement rather than episodic compliance.

Administrative Services Assessment and Program Review. The Administrative Services Quality Assessment survey was launched in Spring 2025 with the aim to help administrative departments understand how well they are serving the needs and meeting the expectations of the stakeholders they serve (Attachment4.6_Administrative_Services_Quality_Survey). The survey generates broad, high-level feedback and is intended to inform department program reviews, internal goal setting, and decision-making. The intent is to distribute this survey every year and for this survey, along with administrative program reviews, to be integrated into department goal setting, individual performance reviews/goals, budget development, and potentially strategic planning.

In addition, the AVP of Strategy and Implementation under the President's Office has begun work in non-academic departments to improve operational efficiency, quality of service, and satisfaction of programs and services via administrative program review (Attachment1.11_Administrative_Program_Review). Like the academic program review, the administrative program review establishes guidelines and templates for non-

academic offices and departments to undergo a self-study, assessment, and plan to improve programs and services.

University Policies. Throughout the 2024-25 academic year, a central University Policy Library was established by collecting the various institutional policies that were housed in disparate locations on both the university's website and internal portal. Additionally, a policy on policies (inclusive of a procedure to develop and review policies) was developed and approved by President Dickson in February 2025. By having a singular source of all institutional policies, all faculty and staff have access to information to allow for decision-making that is consistent with university policies.

Enrollment Management. The Division of Enrollment Management has implemented a series of improvements to Slate CRM to enhance data collection, integrity, and strategic utility. These include standardized query and reporting protocols, the creation of audit queries to proactively identify data issues, and the development of historical trend-based reports to forecast admissions, deposits, and enrollment. Recruiter dashboards have been redesigned to consolidate key operational data such as funnel metrics, outreach activity, and event tracking, allowing teams to make more targeted, data-informed decisions. A key technical advancement was the revision of our integration with Banner via Axiom, shifting from a term/major/campus match to a unique Slate application ID, which has significantly reduced duplicate records and improved data fidelity across systems. A weekly audit process is also being established to monitor alignment between application and decision data in Slate and Banner. These enhancements ensure that enrollment data are more accurate, accessible, and actionable, contributing directly to institutional quality assurance and supporting more robust, evidence-based planning.

Human Resources. The ULV has taken significant steps to strengthen its human resources policies, practices, and infrastructure. These efforts have centered on clarifying organizational structures, standardizing processes, and embedding data-informed practices to ensure consistent, transparent, and accountable decision making.

The employee handbook was comprehensively updated in October 2024 to align with organizational goals, clarify expectations, and reinforce accountability across all levels (Attachment4.7_Employee_Handbook). By outlining roles, responsibilities, and procedures, the handbook provides a standardized framework that promotes quality assurance, ensures compliance, and supports continuous improvement. Complementing this effort, the university centralized all policies to enhance accessibility and transparency. Policies are now organized within the HR portal and linked to a centralized policy library, managed by the Assistant Vice President of Strategy and Implementation, ensuring that faculty and staff have a clear, single point of reference.

The policy governing reclassification, new positions, and promotions was also revised to provide greater clarity, consistency, and transparency (Attachment4.8_Reclassification HR MISSING…). By outlining specific criteria and procedures, the policy supports fair and informed decision making, aligns workforce planning with institutional needs, and promotes equity across departments. This clarity strengthens organizational structures while reinforcing alignment with strategic goals and compliance requirements.

Compensation practices have also been strengthened through a more strategic, data-informed approach. The university now uses CUPA-HR survey data aged to July 1 of each fiscal year and has refined its RSF methodology to focus on Los Angeles, San Bernardino, and Riverside counties, ensuring decisions are both market-aligned and locally relevant. New salary grades with narrower range spreads have been established to enhance role clarity, support career progression, and promote internal equity. These changes were further validated by an external review conducted by Lockton Companies LLC, adding accountability and reinforcing transparency.

In addition, the university has operationalized systems for tracking compensation review requests through Microsoft Forms, creating a centralized and consistent process for managing position descriptions. This system streamlines workflows, strengthens accountability, and provides a documented audit trail to support compliance, equity reviews, and continuous improvement.

Together, these efforts demonstrate ULV's commitment to building integrated systems and policies that enhance institutional effectiveness. By embedding clarity, transparency, and data-informed practices into human resources functions, the university is advancing strategic alignment, ensuring equity, and promoting continuous improvement in organizational decision making.

5. **The state of the process to select the next president of the institution, including the engagement of stakeholders in that process.   (CFR 3.7, 3.11)**

The Board of Trustees constituted a presidential search committee, including two faculty members, and had an initial meeting in June 2025 to discuss a potential process and timeline for a presidential search. After further deliberations by the Board during the summer, a second committee meeting was held in August 2025 to discuss the Board's developing consensus that, at a time when the institution was beginning to stabilize, it could be disruptive to launch a presidential search in Fall 2025 as originally intended.

As noted under Recommendation 2, the Board of Trustees communicated to the ULV faculty and staff in early September that they had voted to remove "interim" from President Dickson's title and pause the presidential search process. In doing so, the Board committed to engaging community stakeholders in discussions regarding the institution's needs for its next leader. We anticipate that a formal search for the next president will commence in Spring 2026, but that will depend on the outcome of the Board's discussions and deliberation.

6. **Evidence that the board has engaged in assessments of the institution's shared governance structure and actions taken to address deficiencies in that structure, along with evidence of its progress in strengthening communications processes with faculty and decision-making structures generally. (CFR 3.11, 4.7)**

Over the past year, the Board of Trustees has worked collaboratively with the president and cabinet to address deficiencies in communication and process that had undermined confidence in the University's shared governance system.

The Board has taken a more active role in supporting President Dickson, particularly in relation to guidance and advice on strategic decisions and cabinet-level hires. The president now meets weekly with the Board Chair and maintains regular communication with other trustees.

In Spring 2025, Interim Provost Hartley initiated a series of conversations between the faculty representative to the Board, the chair of the Academic and Student Affairs (ASA) Committee of the Board, and herself. These conversations marked an initial step in strengthening engagement between the Board and faculty. The ASA Committee, in consultation with the Board Chair and the president, also modified how the faculty representative participates in Board meetings. Beginning in May 2025, the representative's formal report shifted from the ASA Committee to the full Board meeting, allowing the ASA Committee to dedicate its time to longer, more substantive discussions with the faculty representative.

While these changes represent important progress, they are only initial steps. In 2025-26, the university will launch a collaborative initiative involving trustees, administration, faculty, and staff to develop a Shared Governance manual. The manual will define roles and responsibilities, establish clear structures, and provide mechanisms for implementation and regular evaluation. The project is designed to both practice and strengthen shared governance, clear outcomes and deliverables expected by the end of the 2025-26 academic year.

7. **Discussion of changes in the hiring of leadership at the unit or program level and explanation/evidence of the role of faculty in these processes. (CFR 3.1, 3.2, 3.11)**

During 2024-25, the university conducted several national searches for key leadership positions as detailed in the response to Recommendation 2. Faculty played a significant role in each process with representation on search

committees and opportunities to provide feedback through open forums and focused stakeholder sessions with finalists (Attachment7.1_Searches_2024_25).

8. **Evidence of a plan and its communication to stakeholders for the filling of open positions and delineation of the separate authorities of the CFO and Provost in creating and implementing this plan. (CFR 3.1, 3.2, 3.11)**

While the faculty complaint alleged that the CFO at ULV has been the one making budget decisions that are traditionally and appropriately the prerogative of the Provost, this allegation is not accurate. It is true that when it comes to filling vacant positions throughout the university, the Budget Office is included in the "approval to recruit" process. That role, however, is to validate the presence of existing budget for positions that are being rehired, and does not include authority to stop hiring processes. It is also accurate to say that for the past few years, as enrollment and corresponding revenue have declined, there has been an increased level of scrutiny directed towards position vacancies, with hiring managers being asked to provide data-informed justifications for refilling both faculty and staff positions.

Throughout the 2024-25 academic year, the President's Executive Cabinet had more conversations than in the past regarding staffing vacancies. The need to think strategically about vacancy management was communicated to the campus community during a February 2025 Budget Townhall (Attachment8.1_Budget_Townhall). Vice Presidents, in consultation with the Budget Office, continue to have authority to determine which staff positions to refill, while the Provost oversees faculty hiring decisions. For example, the Interim Provost approved searches that resulted in 24 new faculty hires (Attachment8.2_New_Faculty_2025_26) in January and August 2025. In consultation with deans, five full-time faculty positions were eliminated with the salary savings reallocated to a funding pool to support faculty and staff equity pay increases.

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand

Trustee Bylaws and Board Membership Changes (CFR 3.9, 4.6)
In Summer 2024, the Board of Trustees initiated a comprehensive review and update of its bylaws, the first full revision since 2012–13. Recognizing the need for modernized governance practices, the Board created a small working group of Trustees to collaborate with university general counsel on revisions. Over an eight-month period, this group engaged in an iterative and consultative process that culminated in the full Board's approval of the revised bylaws on January 31, 2025.

The most significant change was the introduction of term limits: Trustees may now serve no more than four consecutive three-year terms (12 years). While this adjustment required several long-serving Trustees to rotate off the Board, it strengthens governance integrity (CFR 3.9) by promoting renewal, fresh perspectives, and broader representation. To support a smooth transition, a one-time three-year grandfather term was offered to those already at or beyond the limit; however, most long-standing Trustees up for re-election in May 2025 chose to step down. As a result, the Board has reduced in size from 29 members at the time of the last WSCUC visit (2023–24) to 20 members for 2025–26. This more streamlined Board is now strategically positioned to make timely, well-informed decisions and better align institutional priorities with available resources (CFR 4.6).

Physician's Assistant Program (CFR 3.1, 4.6)
The decision to close the Physician Assistant (PA) program was made in concert with the programmatic accreditor and WSCUC, reflecting the institution's commitment to student success and responsible resource allocation (CFR 3.1). While difficult, it was determined that a structured teach-out plan would best support students' degree completion. The 2024 cohort graduated successfully in December 2024, and the 2025 cohort transitioned to Loma Linda University, remaining on track to complete their degrees.

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

Appendices

Attachment1_Recommendation_Survey
Attachment1.1_SelfStudy_Template
Attachment1.2_Yearly_Cycle
Attachment1.3_Program_Review_Process
Attachment1.4_Calendar of Programs
Attachment1.5_Information_Session
Attachment1.6_Training_Session
Attachment1.7_Curriculum_Mapping
Attachment1.8_Digital_Media
Attachment1.9_Ed_Leadership_PASC
Attachment1.10_MS_Accounting
Attachment1.11_Administrative_Program_Review
Attachment2.1_CV_Dickson
Attachment2.2_Trustees_Email_Re_Presidency
Attachment2.3_Previous_Organizational_Chart
Attachment2.4_Temporary_Additional_Duties
Attachment2.5_CV_Hartley
Attachment2.6_CV_ODonnell
Attachment2.7_CV_Beaumaster
Attachment2.8_Academic_Student_Affairs_Organizational_Chart
Attachment2.9_Institutional_Effectiveness_Organizational_Chart
Attachment2.10_CV_Frost
Attachment2.11_Resume_Dunn
Attachment2.12_Enrollment_Management_Organizational_Chart
Attachment2.13_Admin_Fin_Organizational_Chart
Attachment3.1_Message_President
Attachment3.2_Message_Provost
Attachment4.1_Resume_Lopez_Wagner
Attachment4.2_Resume_Trivedi
Attachment4.3_IR_Surveys
Attachment4.4_Data_Governance_Self_Study
Attachment4.5_Data_Governance_Policy
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Attachment4.7_Employee_Handbook
Attachment4.8_Reclassification
Attachment7.1_Searches_2024_25
Attachment8.1_Budget_Townhall
Attachment8.2_New_Faculty_2025_26