



UNIVERSITY OF LA VERNE

Full-Time Faculty Climate Survey

Report

June 2010

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Executive Summary

Purpose

The purpose of the full-time faculty climate survey was to obtain actionable information about making improvements to the learning environment, and to promote more satisfying and productive teaching and learning environment.

Method and Procedure

The Climate subcommittee of the Educational Effectiveness Committee developed the survey that included 32 Likert-type items with 4-point response categories, and five open-ended questions. The content of the items dealt with the following nine issue domains:

1. Teaching support
2. Collegiality and Communication
3. Research Support/Professional Development
4. Promotion and Tenure
5. Diversity
6. Technology and on-line support and assistance/resources
7. Environmental sustainability
8. Pay
9. Shared Governance

The survey was conducted on-line in April and May of 2010 using Snap Survey Software by the office of Institutional Research and Assessment. All 189 full-time faculty members in four colleges received an email with a link to the online survey. After several reminders, altogether 122 faculty members responded for a 65% return rate. The sample sizes were large enough to desegregate the data by college (Excluding College of Law because of small sample size), rank, ethnicity, and gender. Ethnic groups were disaggregated into White and Minority groups (Minority groups were combined because of small sample sizes). Responses of 67% or higher in the combined response categories of Agree Strongly and Agree are considered strengths.

Summary of Findings

Disaggregated data generally reflect the findings of the overall sample. However, notable differences are observed among certain subgroups.

Strengths

Faculty overall

1. Are satisfied with the support they receive from colleagues, library resources and technology services
2. Feel supported in being creative and innovative

3. Are comfortable with class sizes
4. Feel supported by program/department chairs and respected by colleagues; this tends to vary somewhat by rank, gender, and ethnic/racial background.
5. Participate in pro-environment efforts
6. Are satisfied with the new Faculty Senate structure
7. Feel well informed about the promotion and tenure process, and the way their careers have progressed; this tends to vary somewhat by college, rank, and ethnic/racial background
8. Like the diversity of students they teach

Challenges

Faculty overall

1. Are not satisfied with salary and benefits
2. Would like to see more shared governance in budgeting and making policy
3. Would like to see organizational restructuring with more academic and financial authority vested in the office of the Provost
4. Are concerned about their workload; more assistant, associate, female and minority faculty have such concerns
5. Wish to have more voice at faculty meetings; more assistant and minority faculty express such a wish
6. Would like more support for conference attendance; more full professors endorse such support
7. Don't think time for research is reasonable; more CAS and female faculty report this sentiment
8. Would like more support from their colleagues as they work towards tenure and promotion; more assistant, associate, and minority faculty endorse such increased support
9. Would like to see the "oneness" of the university and academics reflected in the vision of the university
10. Don't think graduate programs get the attention needed

Diversity Related Findings

1. Faculty overall feel cultural diversity is respected at La Verne; fewer minority faculty members express this opinion
2. Faculty overall feel their college has taken steps to enhance the climate for minority faculty; more CEOL faculty and fewer minority faculty members endorse such feelings
3. Fewer CBPM faculty, full professors, White, and male faculty think diversity should be more of a concern at La Verne
4. The need to increase racial and ethnic diversity of faculty is endorsed by more CAS and CEOL faculty, associate professors, and female faculty
5. The University effectively addressing issues of diversity in areas of curriculum, teaching, professional development and hiring are concerns; more minority faculty express such concerns

6. Fewer assistant and associate professors think the University deals effectively with diversity issues related to curriculum, teaching, professional development, and hiring of faculty
7. Some faculty report experiences of discrimination based on one or more of the following: gender, ethnicity/race, religion, sexual orientation and disability; some faculty members also report instances of sexual harassment. Generally, the percentages are small but they go as high as 29% in one subgroup); such reports tend to vary somewhat by rank, gender and ethnic/racial background

Action Recommendations

1. Continue to nurture collegial support toward earning promotion and tenure, especially for minority and early career faculty
2. Continue to build on the support provided by the library and OIT/CTL
3. Continue to promote creativity and pro-environment efforts among faculty
4. Continue to improve compensation and benefits
5. Rethink the structures and processes for shared governance in budgeting and academic decision-making
6. Develop a workload policy that allows for more reasonable time for research for all faculty ranks
7. Increase support for conference attendance and scholarly publications
8. Require training against discrimination and sexual harassment for all employees
9. Require greater infusion of diversity in teaching and in the curriculum
10. Hire and nurture more minority faculty in all colleges
11. Modify administrative structures to give final authority to the provost in academic matters and financial resource allocations
12. Form a Council of Graduate programs to identify and meet the needs of graduate students and programs better

Table of Contents

Executive Summary	2
Table of Contents	5
Purpose	7
Survey Form	7
Procedure	8
Sample Demographics	8
Scoring and Analysis	9
Findings	9
A. Overall Sample	9
B. Responses from Three Colleges	12
C. Responses from Faculty with Different Ranks	13
D. Responses from Racial/Ethnic Minority and White Faculty	15
E. Responses from Female and Male Faculty	17
F. Responses to Open-Ended Questions	18
Summary of Findings	23
Action Recommendations	24

Appendix A: Full-Time Faculty Climate Survey Form	26
Appendix B: Table 2 – Overall Sample Responses	32
Appendix C: Table 3 – Responses from Three Colleges	37
Appendix D: Table 4 – Responses from Different Faculty Ranks	42
Appendix E: Table 5 – Responses from Racial/Ethnic Minority and White Faculty	47
Appendix F: Table 6 – Responses from Female and Male Faculty	52
Appendix G: Comments Under Question 33 – What factors detract from your satisfaction at the University of La Verne?	57
Appendix H: Comments Under Question 34 – What factors contribute most to your satisfaction at University of La Verne?	67
Appendix I: Comments Under Question 35 – What do you think the administrative organizational structure of the University should be to ensure academic excellence?	74
Appendix J: Comments Under Question 36 – What do you think should be included in the University’s shared vision?	82
Appendix K: Comments Under Question 37 – Additional Comments	88
Appendix L: Diversity Related Comments	92

Full Time Faculty Climate Survey

Purpose

The purpose of the full-time faculty climate survey was to obtain actionable information about making improvements to the learning environment, and to promote more satisfying and productive teaching and learning environment.

Survey Form

The survey had eight demographic information questions, 32 Likert-type questions and five open-ended questions. The Climate subcommittee of the Educational Effectiveness Committee developed the initial pool of items, some of which overlapped with the items of the adjunct faculty climate survey, and the items of the classified climate survey. The items were vetted by the faculty senate, the provost, and director of the human resources department. A copy of the survey may be found in Appendix A. The items were grouped under the following nine domains:

1. Teaching support
2. Collegiality and Communication
3. Research Support/Professional Development
4. Promotion and Tenure
5. Diversity
6. Technology and on-line support and assistance/resources
7. Environmental sustainability
8. Pay
9. Shared Governance

The open-ended questions were as follows:

1. What factors detract most from your satisfaction at the University of La Verne?
2. What factors contribute most to your satisfaction at the University of La Verne?
3. What do you think the administrative organizational structure of the University should be to ensure academic excellence?
4. What do you think should be included in the University's shared vision?

5. General comments.

A 4-point Likert-type scale was used in the response options of most items: Disagree Strongly, Disagree, Agree, and Agree Strongly. Other response options were used to match the items, such as Yes/No, etc.

Procedure

The Educational Effectiveness Committee and the Office of Institutional Research jointly organized and conducted the survey on-line in April and May of 2010 using Snap Survey Software. All 189 full-time faculty in four colleges received an email with a link to the online survey. After several reminders, altogether 122 faculty members responded for a 65% return rate.

Sample Demographics

Table 1 summarizes the demographic breakdown of the total sample. The demographic breakdown of the sample was within 2 or 3 percentage of the full-time faculty census.

Table 1

2010 Full Time Faculty Climate Survey. All Participants' Demographic Data (N = 122)

Item	%
1. Gender	
Female	49
Male	48
2. Are you Hispanic/Latino?	
Yes	11
No	85
No response	4
3. What is your ethnicity? (Of those who answered No/No Response to #2)	
American Indian or Alaska Native	0
Black or African American	4
Asian	4
White	85
Native Hawaiian/Pacific Islander	0

Other	8
4. Rank:	
Instructor	1
Assistant Professor	25
Associate professor	21
Professor	51
5. College Affiliation	
College of Arts & Science	43
College of Business and Public Management	20
College of Education and organizational Leadership	30
College of Law	7

Scoring and Analysis

The sample sizes were large enough to disaggregate the data by colleges (Excluding College of Law because of small sample size), rank, ethnicity, and gender. Ethnic groups were disaggregated into White and a combined group of minority faculty because of small sample sizes in the various minority groups. The responses to “Agree” and “Agree Strongly” are presented separately and are combined in the summary tables in the appendices. Responses of 67% or higher to these two response categories combined are considered strong endorsements of the item. Presenting Agree and Agree Strongly responses separately allows for the evaluation of the relative strengths of the endorsements. In the text, combined percentages are presented unless otherwise reported. Responses to diversity related items are presented separately for each of the comparison groups. The comments to the open-ended questions are presented separately for each college, including all unedited actual comments and main themes. Only the main themes are presented in the text. All of the actual comments are found in Appendices G to K. Appendix L presents separately the diversity related comments extracted from the comments in Appendices G to K.

Findings

A. Overall sample

Table 2 in appendix B summarizes the findings of the overall sample.

Strengths with 67% or higher endorsements (Agree and Agree Strongly combined)

Domain 1: Teaching support

- Faculty feels well supported by colleagues to be creative and innovative in their teaching (83%), and feels comfortable with the class sizes (88%)
- Faculty finds acceptable the support they receive from the library (83%).

Domain 2: Collegiality and Communication

- Faculty feels comfortable discussing problems with colleagues (80%), and feels respected by colleagues (87%)
- Faculty feels supported by program/department Chairs (81%)

Domain 3 Research Support/Professional Growth

- Faculty feels library resources for research are acceptable (71%)

Domain 4: Promotion and tenure

- Faculty reports being well informed about promotion and tenure (81%) and satisfied with the process (71%)
- Faculty members feel generally satisfied with the way their careers have progressed (75%)

Domain 5: Diversity

- Faculty members feel ethnic and cultural diversity is respected at the University of La Verne (81%)
- Faculty members feel their college has taken steps to enhance the climate of minority faculty (72%)

Domain 6: Technology support

- Faculty reports technology support being acceptable (77%)

Domain 7: Environmental Sustainability

- Faculty members report active participation in pro-environment efforts at the University of La Verne (86%)

Domain 9: Shared Governance

- Faculty members report being satisfied with the new structure of the Faculty Senate and its relationship to the Assembly that begins fall 2010 (76%)

Challenges (Less than 67% Agree and Strongly Agree combined)

Domain 1: Teaching Support

- Manageability of workload (teaching, service and research) (50%)

Domain 2: Collegiality and Communication

- Meetings allowing for all participants to share their views (64%)

Domain 3: Research Support/Professional Growth

- Satisfaction with funding available to attend professional conferences (58%)
- Reasonableness of available time for research (37%)

Domain 4: Promotion and Tenure

- Receiving help from colleagues while working towards tenure and promotion (64%)

Domain 5: Diversity

- Diversity should be more of a focus of concern at the University of La Verne (64%)
- The University effectively addresses diversity in the areas of curriculum (64%), teaching (63%), professional development (58%) and hiring faculty (58%)
- Need to increase the racial and ethnic diversity of faculty (69%)
- Experienced discrimination at the University of La Verne based on age (11%), ethnicity (12%), Religion (7%), sexual orientation (3%), disability (3%), and gender (18%)
- Experienced sexual harassment at the University of La Verne (11%)

Domain 8: Pay

- Satisfaction with salary (34%)
- Satisfaction with benefits (63%)

Domain 9: Shared Governance

- Satisfaction with level of communication with institution's administration (49%)
- Sufficiency of consultation with faculty prior to significant changes in University policies and procedures (27%)
- Transparency of decision-making process (21%)
- Faculty having adequate input and influence on academic decisions (47%)
- Satisfaction with the overall budget process (22%)

B. Responses from three colleges: CAS, CBPM, and CEOL

Table 3 in appendix C summarizes the responses of faculty from three colleges: CAS (n = 52), CBPM (n = 24), and CEOL (n = 37). Since the College of Low had only eight responses, the printout of the summary statistics was presented to the Dean of the college separately.

While the overall strengths (67% and higher endorsement) and challenges are reflected in the different colleges, there are some variations. Issues related to diversity are presented separately.

Challenges indicated in the responses of CAS faculty are as follows:

- Workload is manageable (41%)
- Faculty meetings allow for all participants to share their views (63%)
- Satisfied with funding available to attend professional conferences (44%)
- Time available for research is reasonable (21%)
- Resources available from the library are acceptable for my research needs (64%)
- Satisfaction with salary (33%)
- Satisfaction with benefits (58%)
- All items related to shared governance (percentages ranging from 6% to 39%) suggest challenges, except satisfaction with new Faculty Senate structure (69%)

Challenges indicated in the responses of CBPM faculty are as follows:

- Workload is manageable (59%)
- Satisfaction with funding available to attend professional conferences (62%)
- Time available for research is reasonable (46%)
- Resources available from the library are acceptable for my research needs (66%)
- Receive help from colleagues as I work toward tenure and promotion (55%)
- Level of technology support is acceptable (63%)
- Satisfaction with salary (33%)
- All items related to shared governance (percentages ranging from 29% to 54%) suggest challenges, except satisfaction with new Faculty Senate structure (84%)

Challenges indicated in the responses of CEOL faculty are as follows:

- Workload is manageable (57%)
- Time available for research is reasonable (52%)
- Satisfaction with the tenure/promotion process overall (65%)
- Satisfaction with salary (30%)
- Satisfaction with benefits (60%)
- All items related to shared governance (percentages range from 24% to 65%) suggest challenges, except satisfaction with new Faculty Senate structure (76%)

Diversity issues as perceived and experienced by faculty in different colleges:

- High percentage of faculty in all three colleges feel that ethnic and cultural **diversity is respected** at the University of La Verne (CAS = 79%, CBPM = 83%, CEOL = 81%) (Item 18)
- Relatively fewer CBPM faculty (42%) think diversity should be more of a **focus of concern** at the University of La Verne than faculty in CAS (77%) and CEOL (68%) (Item 16).
- Relatively fewer CBPM faculty (59%) think there is a need to **increase the racial and ethnic diversity of faculty** than faculty in CAS (77%) and CEOL (70%) (Item 21)
- Relatively more CEOL faculty (91%) feel their college has taken steps to **enhance the climate of minority faculty** than faculty in CAS (66%) and CBPM (62%) (Item 22)
- Relatively fewer CAS faculty (46%) think the University effectively addresses the areas of diversity related to **professional development** than faculty in CBPM (71%) and CEOL (65%) (Item 17)
- Percentage of faculty who report **experiencing discrimination** based on age, ethnicity, religion, sexual orientation, disability and gender varies: In CAS it varies from a high of 25% for gender and low of 4% for sexual orientation and disability; in CBPM it varies from a high of 17% for age and ethnicity, and low of 0% for sexual orientation; in CEOL it varies from a high of 8% for ethnicity and 8% for religion, and low of 0% for disability (Item 19)
- Experience of **sexual harassment** is reported by 17% of CAS, 4% of CBPM, and 8% of CEOL faculty (Item 20)

C. Responses of Faculty with Different Ranks

Table 4 in Appendix D summarizes the responses of assistant (n = 32), associate (n = 26), and full (n = 62) professors.

While the overall strengths (67% and higher endorsement) and challenges are reflected among the different ranks, there are some noteworthy variations. Issues related to diversity are presented separately.

Areas of **challenge** with variations among different ranks include the following:

- Relatively fewer assistant (47%) and associate (35%) professors than full professors (60%) think their **workload is manageable** (Item 3)
- Relatively fewer assistant professors (56%) feel faculty meetings allow for all participant to **share their views** than associate (73%) and full (67%) professors (Item 8)
- Relatively fewer full (49%) professors are satisfied with **funding to attend conferences** than assistant (75%) and associate (62%) professors (Item 9)
- Relatively fewer associate (62%) professors are satisfied with **tenure/promotion process** than assistant (75%) and full (80%) professors (Item 12)
- Relatively fewer assistant (57%) and associate (54%) professors report receiving **help from colleagues** as they work toward tenure/promotion than full (71%) professors (Item 14)
- Relatively fewer associate (16%) professors are satisfied with **salary** than assistant (44%) and full (37%) professors (Item 25)
- Relative fewer associate (54%) and full (58%) professors are satisfied with **benefits** than assistant professors (78%)
- All items related to **shard governance** (percentages ranging from 19% to 57%) suggest comparable challenges among the three groups (Items 27 to 30 and 32)
- High levels of satisfaction are expressed about the new Faculty **Senate structure** by assistant (78%), associate (77%) and full (75%) professors (Item 31)

Diversity issues as perceived and experienced by faculty of different ranks:

- High percentage of assistant (84%), associate (69%) and full (83%) professors feel ethnic and cultural **diversity is respected** at the University of La Verne (Item 18)
- Relatively more assistant (78%) and associate (73%) professors think diversity should be **more of concern** at the University of La Verne than full (55%) professors (Item 16)
- Relatively fewer assistant (63%) and full (68%) professors think there is need to **increase the racial and ethnic diversity** of the faculty than Associate (81%) professors (Item 21)
- Relatively more full (73%) professors than assistant (62%) and associate (50%) professors think the university effectively addresses diversity issues in the **curriculum** (Item 17)
- Relatively more full (81%) professors than assistant (62%) and associate (46%) professors think the university effectively addresses diversity issues in the area of **teaching** (Item 17)

- Relatively fewer associate (46%) professors than assistant (56%) and full (65%) professors think the university effectively addresses diversity issues related to **professional development** (item 17)
- Relatively fewer associate (42%) professors than assistant (66%) and full (59%) professors think the university effectively addresses diversity issues related to **hiring faculty** (Item 17)
- Varying frequencies of **experiences of discrimination** based on age, ethnicity, religion, sexual orientation, disability and gender are reported by assistant professors (ranging from 3% to 16%), associate professors (ranging from 0% to 19%), and full professors (ranging from 5% to 18%), with gender based discrimination reported most often in all three groups (Item 19)
- Instances of sexual harassment are reported by assistant (9%), associate (8%) and full (13%) professors

D. Responses of Racial/Ethnic Minority and White Faculty

Table 5 in Appendix E summarizes the responses of racial and ethnic minority (Minority here on) (n = 33) and White (n = 88) faculty. Different racial and ethnic minority categories were combined because of small sample sizes. Among those who did not report their racial and ethnic background as White, 13 reported being “Hispanic/Latino,” 4 “Black or African American,” 4 “Asian” and 8 “Other,” and 4 did not report. Overall, in the current sample 27% report racial and ethnic background other than “White” compared to 19% in the 2009 census of faculty.

While the overall **strengths** (67% and higher endorsement) and challenges are reflected in the two groups, there are some noteworthy variations. Issues related to diversity are presented separately.

Areas of **challenge** with variations among Minority and White faculty are as follows:

- Relatively fewer Minority (65%) faculty than White (89%) faculty report being encouraged by colleagues to **be creative and innovative** in their teaching (Item 1)
- Relatively fewer Minority (73%) faculty than White (93%) faculty report being comfortable with the **size of the classes** they teach (Item 2)
- Relatively fewer Minority (41%) faculty than White (53%) faculty report their **workload** being manageable (Item 3)
- Relatively fewer Minority (71%) faculty than White (84%) faculty report feeling comfortable **discussing with colleagues** when a problem arises (Item 5)
- Relatively fewer Minority (79%) faculty than White (90%) faculty report being **treated with respect** by colleagues (Item 6)
- Relatively fewer Minority (50%) faculty than White (71%) Faculty feel that faculty meetings allow for all participants to **share their views** (Item 8)
- Relatively fewer Minority (62%) faculty than White (74%) faculty feel resources available from the library are acceptable for their research needs (Item 11)

- Relatively fewer Minority (44%) faculty than White (70%) faculty report **receiving help** from colleagues as they work towards tenure/promotion (Item 14)
- Relatively fewer Minority (68%) faculty than White (81%) faculty think the level of **technology support** is acceptable
- All items related to **shared governance** (percentages ranging from 15% to 50%) suggest comparable challenges as perceived by the two groups (Items 27 to 30 and 32)
- Relatively fewer Minority (65%) faculty than White (78%) faculty report being satisfied with the new structure of the **Faculty Senate** and its relationship to the Assembly that begins in 2010 (item 31)

Diversity issues as perceived and experienced by Minority and White faculty

- Relatively fewer Minority (68%) faculty than White (85%) faculty feel that ethnic and cultural **diversity is respected** at the University of La Verne (Item 18)
- Relatively more Minority (76%) faculty than White (60%) faculty think diversity should be more of a **focus of concern** at the University of La Verne (Item 16)
- Relatively comparable number of Minority (71%) faculty and White (69%) faculty think there is a need to **increase the racial and ethnic diversity** of faculty (Item 21)
- Relatively fewer Minority (56%) faculty than White (79%) faculty report their college has taken steps to **enhance the climate** for minority faculty (Item 22)
- Relatively fewer Minority (38%) faculty than White (74%) faculty think the university effectively addresses diversity issues in the **curriculum** (Item 17)
- Relatively fewer Minority (44%) faculty than White (70%) faculty think the university effectively addresses diversity issues in the area of **teaching** (Item 17)
- Relatively fewer Minority (44%) faculty than White (63%) faculty think the university effectively addresses diversity issues in the area of **professional development** (Item 17)
- Relatively fewer Minority (50%) faculty than White (61%) faculty think the university effectively addresses diversity issues in the area of **hiring faculty** (Item 17)
- Varying frequencies of **experiences of discrimination** based on age, ethnicity, religion, sexual orientation, disability and gender are reported by Minority faculty (ranging from 6% to 29%), and by white faculty (ranging from 1% to 19%), with gender based discrimination reported most often by White faculty (19%) and ethnicity based discrimination reported most often by Minority faculty (29%) (Item 19)
- Instances of **sexual harassment** are reported by 9% of Minority faculty and by 11% of White faculty (Items 21)

E. Responses of Female and Male Faculty

Table 6 in Appendix F summarizes the responses of female (n = 60) and Male (n = 59) faculty to the climate survey.

The responses of the female and male faculty reflected the overall strengths (67% and higher endorsement) and challenges of the overall sample, and are quite comparable with several exceptions. Issues related to diversity are presented separately.

Areas of **challenge** with variations between female and male faculty are as follows:

- Relatively fewer female (47%) than male (58%) faculty feel their **workload** being manageable (Item 3)
- Relatively fewer female (27%) than male (48%) faculty report **time available for their research** is reasonable (Item 10)
- Relatively fewer female (28%) than male (41%) faculty are satisfied with their **salary** (Item 25)

Diversity issues as perceived and experienced by female and male faculty:

- Relatively more female (75%) than male (54%) faculty think diversity should be more of a **focus of concern** at the University of La Verne (Item 16)
- Relatively high number of female (80%) and male (82%) faculty feel the ethnic and cultural **diversity is respected** at the University of La Verne (Item 18)
- Relatively more female (76%) than male (61%) faculty think there is a need to **increase the racial and ethnic diversity** of faculty (Item 21)
- Relatively comparable number of female and male faculty feel the university effectively addresses diversity issues related to **curriculum, teaching, professional development and hiring faculty**, with percentages ranging from 54% to 70% (Item 17)
- Varying frequencies of **experiences of discrimination** based on age, ethnicity, religion, sexual orientation, disability and gender are reported by female faculty (ranging from 2% to 25%), and by male faculty (ranging from 3% to 17%), with gender based discrimination reported most often by female faculty (25%) and ethnicity based discrimination reported most often by male faculty (17%) (Item 19)
- Instances of **sexual harassment** are reported by 17% of female and 5% of male faculty.

F. Responses to Open-Ended Questions

Appendices G to K present the comments faculty made in response to the open-ended questions on the climate survey. The comments to each question are separated by college. All the comments are presented without edits. Also, presented in the appendices are the main themes that emerged from the responses. Only the main themes are present below, broken down by question and college.

1. Main themes for Q33: What factors detract most from your satisfaction at the University of La Verne?

Altogether 80 faculty members responded to this question. Themes common across colleges that detract from satisfaction appear to touch on issues related to salaries, workload, shared governance and communication, faculty governance, and greater focus on money than academic quality.

College of Arts & Science

- Heavy workload
- Inadequate salary
- Administration disrespect of faculty
- Inadequate shared governance
- Discrepant RCA and Main Campus mission (money vs quality)

College of Business and Public Management

- Lack of support and resources for teaching and research
- Faculty governance and rift among colleges
- Individuals not being held accounting for duties
- Lack of communication and transparency by administration (shared governance)
- More concern with money than academic quality

College of Education and Organizational Leadership

- Inadequate salary
- Decisions made without faculty consultation – lack of transparency and communication

- Need to increasing support for research
- Inadequate support and acknowledgement of RCA role
- Greater focus on money than quality

College of Law

- Excessive faculty governance
- Inconsistent administrative support

2. Main themes for Q34: What factors contribute most to your satisfaction at University of La Verne?

Altogether 79 faculty members responded to this question. Themes common across colleges that contribute to satisfaction appear to relate to support from faculty colleagues and collegiality, diversity and motivation of students, small classes, academic freedom, and University values and mission.

College of Arts & Science

- Diversity and motivation of students
- Engagement of interim dean and the interim provost
- Collegiality and supportive environment
- Values and mission of the university
- Faculty colleagues and collegiality

College of Business and Public Management

- Supportive colleagues and departments
- Teaching motivated students and making a difference
- Academic freedom
- University values and mission
- Campus activities

College of Education and Organizational Leadership

- Support from colleagues, departments and dean
- Diversity and committed students
- Small class sizes
- Teamwork and sense of community
- University values and mission

College of Law

(These are all the comments since there are only few)

- Supportive attitude of faculty and staff
- I appreciate and respect my peers
- Positive teaching environment with enthusiastic students
- Opportunity and potential

3. Main themes for Q35: What do you think the administration organizational structure of the university should be to ensure academic excellence?

Altogether 66 faculty members responded to this question. Themes common across colleges regarding administrative structures appear to relate to reorganization with more control in the office of the Provost, reduction in levels of management, more focus on graduate programs, and disbanding RCA.

College of Arts and Sciences

- Provost should be #2 and control the budget
- President should be fundraiser and public face of La Verne
- Reduce number of senior management and red tape
- Administrators should be evaluated regularly
- Separate RCA from Main Campus

College of Business and Public Management

- Provost should have more control, and drive budget and decision making

- Reduce levels and number of administrators
- Give more budget control to colleges
- Provide more support to graduate programs
- Strengthen University Advancement to help move strategic plan forward

College of Education and Organizational Leadership

- Provost should have more control of academics and budget
- Disband RCA and give control to each college
- Give more autonomy to colleges
- More focus on graduate programs-Associate provost for graduate studies
- Chief Diversity Officer should report to president and provost

College of Law

(All comments are included since there are only few)

- It is difficult to achieve academic excellence because the University is too dependent on tuition
- Allow for diverse approaches to the curriculum

4. Main themes for Q36: What do you think should be included in the University's shared vision?

Altogether 58 faculty members responded to this question. Themes common across colleges appear to relate to focus on academic excellence, diversity and HSI status, complexity of the university, and sustainable development

College of Arts & Sciences

- Emphasis on academic excellence
- Research and scholarship that engages students
- Diversity and HSI status
- Sustainability and environmental stewardship
- Acknowledge different aspects and visions of the university

College of Business and Public Management

- Academic excellence and integrity
- Inclusion of different aspect of the university – on/off, grad/undergrad
- Understanding that it is “one university”- go beyond CAS vision
- Diversity
- Sustainable development

College of Education and Organizational Leadership

- Focus on teaching and academic excellence
- Tradition of social justice and service
- Diversity
- Recognize complexity and different aspects of the university
- Student-centeredness

College of Law

(All comments are included since there are only few)

- Commitment to pushing our students to excellence
- High and consistent academic standards

5. Responses under Q37: Additional Comments

All comments can be found in Appendix K.

Altogether 19 faculty had additional comments. No themes were extracted from these comments since they are quite varied and seemed to reinforce the themes that emerged in previous comments. It is worth mentioning, however, that there were comments about the survey itself, and the hope that the findings will be used for making changes.

6. Comment Related to Diversity

Appendix L presents comments related to diversity extracted from the responses to all open-ended questions and across colleges. The main themes appear to focus on the following:

- Incorporate diversity in teaching and curriculum
- Take advantage of HSI status
- Pay attention to gender and racial/ethnic discrimination
- Acknowledge broader definition of diversity
- Support for the Chief Diversity Officer

Summary of Findings

Disaggregated data generally reflect the findings of the overall sample. However, notable differences are observed among certain subgroups.

Strengths

Faculty overall

1. Are satisfied with the support they receive from colleagues, library resources and technology services
2. Feel supported in being creative and innovative
3. Are comfortable with class sizes
4. Feel supported by program/department chairs and respected by colleagues; this tends to vary somewhat by rank, gender, and ethnic/racial background.
5. Participate in pro-environment efforts
6. Are satisfied with the new Faculty Senate structure
7. Feel well informed about the promotion and tenure process, and the way their careers have progressed; this tends to vary somewhat by college, rank, and ethnic/racial background
8. Like the diversity of students they teach

Challenges

Faculty

1. Are not satisfied with salary and benefits

2. Would like to see more shared governance in budgeting and making policy
3. Would like to see organizational restructuring with more academic and financial authority vested in the office of the Provost
4. Are concerned about their workload; more assistant, associate, female and minority faculty have such concerns
5. Wish to have more voice at faculty meetings; more assistant and minority faculty express such a wish
6. Would like more support for conference attendance; more full professors endorse such support
7. Don't think time for research is reasonable; more CAS and female faculty report this sentiment
8. Would like more support from their colleagues as they work towards tenure and promotion; more assistant, associate, and minority faculty endorse such increased support
9. Would like to see the "oneness" of the university and academics reflected in the vision of the university
10. Don't think graduate programs get the attention needed

Diversity Related Findings

1. Faculty overall feel cultural diversity is respected at La Verne; fewer minority faculty members express this opinion
2. Faculty overall feel their college has taken steps to enhance the climate for minority faculty; more CEOL faculty and fewer minority faculty members endorse such feelings
3. Fewer CBPM faculty, full professors, White, and male faculty think diversity should be more of a concern at La Verne
4. The need to increase racial and ethnic diversity of faculty is endorsed by more CAS and CEOL faculty, associate professors, and female faculty
5. The University effectively addressing issues of diversity in areas of curriculum, teaching, professional development and hiring are concerns; more minority faculty express such concerns
6. Fewer assistant and associate professors think the University deals effectively with diversity issues related to curriculum, teaching, professional development, and hiring of faculty
7. Some faculty report experiences of discrimination based on one or more of the following: gender, ethnicity/race, religion, sexual orientation and disability; some faculty members also report instances of sexual harassment. Generally, the percentages are small but they go as high as 29% in one subgroup); such reports tend to vary somewhat by rank, gender and ethnic/racial background

Action Recommendations

1. Continue to nurture collegial support toward earning promotion and tenure, especially for minority and early career faculty
2. Continue to build on the support provided by the library and OIT/CTL
3. Continue to promote creativity and pro-environment efforts among faculty
4. Continue to improve compensation and benefits
5. Rethink the structures and processes for shared governance in budgeting and academic decision-making

6. Develop a workload policy that allows for more reasonable time for research for all faculty ranks
7. Increase support for conference attendance and scholarly publications
8. Require training against discrimination and sexual harassment for all employees
9. Require greater infusion of diversity in teaching and in the curriculum
10. Hire and nurture more minority faculty in all colleges
11. Modify administrative structures to give final authority to the provost in academic matters and financial resource allocations
12. Form a Council of Graduate programs to identify and meet the needs of graduate students and programs better

Appendix A
Full-Time Faculty Climate Survey Form

DRAFT FULL-TIME FACULTY CLIMATE SURVEY
(April 7, 2010)

Demographic information

Gender:

- Female
 Male
 other

Race/Ethnicity: _____

Rank:

- Instructor
 Assistant Professor
 Associate Professor
 Professor

Tenure:

- Non-Tenure Track
 Tenure Track/Not Tenured
 Tenured

College affiliation (Check one only)

- College of Arts and Sciences
 College of Business and Public Management
 College of Education and Organizational Leadership
 College of Law

Years of teaching full-time at the University of La Verne including current: _____

Domain 1: Teaching Support

1. I am encouraged by my colleagues to be creative and innovative in my teaching.
Disagree Strongly Disagree Agree Agree Strongly
2. I am comfortable with the size of the classes I teach.
Disagree Strongly Disagree Agree Agree Strongly
3. My workload is manageable (teaching, service, research).
Disagree Strongly Disagree Agree Agree Strongly
4. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my teaching needs
Disagree Strongly Disagree Agree Agree Strongly

Domain 2: Collegiality and Communication

5. When a problem arises, I feel comfortable discussing it with colleagues.**
Disagree Strongly Disagree Agree Agree Strongly
6. I am treated with respect by colleagues.
Disagree Strongly Disagree Agree Agree Strongly
7. I feel supported by my program/department chair.
Disagree Strongly Disagree Agree Agree Strongly
8. Faculty meetings allow for all participants to share their views.
Disagree Strongly Disagree Agree Agree Strongly

Domain 3: Research Support/Professional Development

9. I am satisfied with the funding available to attend professional conferences.
Disagree Strongly Disagree Agree Agree Strongly
10. The time available for my research is reasonable.
Disagree Strongly Disagree Agree Agree Strongly
11. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my research needs.
Disagree Strongly Disagree Agree Agree Strongly

Domain 4: Promotion and Tenure

12. I am satisfied with the tenure/promotion process overall.
Disagree Strongly Disagree Agree Agree Strongly

13. I am well informed about the criteria for achieving promotion/tenure.
 Disagree Strongly Disagree Agree Agree Strongly
14. I received help from colleagues as I worked towards tenure/promotion (e.g., mentoring, feedback, etc.).
 Disagree Strongly Disagree Agree Agree Strongly
15. How satisfied are you, in general, with the way your career has progressed at La Verne?
 Not Satisfied Somewhat Satisfied Satisfied Very Satisfied

Domain 5: Diversity

16. Diversity should be more of a focus of concern at the University of La Verne.
 Disagree Strongly Disagree Agree Agree Strongly
17. The University effectively addresses the following areas of diversity:
- | | | | | |
|--------------------------|-------------------|----------|-------|----------------|
| Curriculum | Disagree Strongly | Disagree | Agree | Agree Strongly |
| Teaching | Disagree Strongly | Disagree | Agree | Agree Strongly |
| Professional development | Disagree Strongly | Disagree | Agree | Agree Strongly |
| Hiring faculty | Disagree Strongly | Disagree | Agree | Agree Strongly |
18. I feel that ethnic and cultural diversity is respected at the University of La Verne.*
 Disagree Strongly Disagree Agree Agree Strongly
19. I have experienced discrimination at the University of La Verne based on:***
- | | | |
|-----------------------|-----|----|
| a. Age | Yes | No |
| b. Ethnicity | Yes | No |
| c. Religion | Yes | No |
| d. Sexual orientation | Yes | No |
| e. Disability | Yes | No |
| f. Gender | Yes | No |

20. I have experienced sexual harassment at the University of La Verne.***

_____ Yes _____ No

21. There is a need to increase the racial and ethnic diversity of faculty.

Disagree Strongly Disagree Agree Agree Strongly

22. My college has taken steps to enhance the climate for minority faculty.

Disagree Strongly Disagree Agree Agree Strongly

Domain 6: Technology and on-line support and assistance/resources

23. The level of technological (e.g. Blackboard) support is acceptable.**

Disagree Strongly Disagree Agree Agree Strongly

Domain 7: Environmental Sustainability

24. I actively participate in the pro-environment (e.g., recycling, energy saving, etc.) efforts at the University of La Verne.***

Disagree Strongly Disagree Agree Agree Strongly

Domain 8: Pay

25. I am satisfied with my salary.

Disagree Strongly Disagree Agree Agree Strongly

26. I am satisfied with the benefits offered by the University

Disagree Strongly Disagree Agree Agree Strongly

Domain 9: Shared Governance

27. I am satisfied with the level of communication I have with my institution's administration.

Disagree Strongly Disagree Agree Agree Strongly

28. Faculty have adequate input and influence on academic decisions.
 Disagree Strongly Disagree Agree Agree Strongly
29. Faculty are sufficiently consulted prior to significant changes in University policies and procedures.
 Disagree Strongly Disagree Agree Agree Strongly
30. The decision making process in the University is transparent.
 Disagree Strongly Disagree Agree Agree Strongly
31. I am satisfied with the new structure of the Faculty Senate and its relationship to the Assembly that begins fall 2010.
 Disagree Strongly Disagree Agree Agree Strongly
32. I am satisfied with the budget process.
 Disagree Strongly Disagree Agree Agree Strongly
33. What factors detract most from your satisfaction at the University of La Verne?
34. What factors contribute most to your satisfaction at University of La Verne?
35. What do you think the administrative organizational structure of the University should be to ensure academic excellence?
36. What do you think should be included in the University's shared vision?
37. Additional Comments:

* from Classified Survey

** from Part-Time Faculty Survey

*** from both Classified and Part-Time Faculty Surveys

Appendix B

Table 2

Overall Sample Responses of Full-time Faculty to the Climate Survey

Table 2

Responses of **the overall sample** of full-time faculty to the climate survey using a four-point Likert scale ranging from Agree Strongly to Disagree Strongly (Agree, Agree Strongly and combined percentages are presented) (N = 122)

Item	Agree	% Agree Strongly	Combined
Domain I. Teaching Support			
1. I am encouraged by my colleagues to be creative and innovative in my teaching.	49	34	83
2. I am comfortable with the size of the classes I teach.	43	45	88
3. My workload is manageable (teaching, service, research).	36	14	50
4. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my teaching needs	56	27	83
Domain II: Collegiality and Communication			
5. When a problem arises, I feel comfortable discussing it with colleagues.	43	37	80
6. I am treated with respect by colleagues.	48	39	87
7. I feel supported by my program/department chair.	33	48	81
8. Faculty meetings allow for all participants to share their views.	41	24	64
Domain III. Research Support/Professional Growth			

9. I am satisfied with the funding available to attend professional conferences.	49	9	58
10. The time available for my research is reasonable.	34	3	37
11. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my research needs.	55	16	71
Domain IV. Promotion and Tenure			
12. I am satisfied with the tenure/promotion process overall.	60	13	73
13. I am well informed about the criteria for achieving promotion/tenure.	65	16	81
14. I received help from colleagues as I worked towards tenure/promotion (e.g., mentoring, feedback, etc.).	48	16	64
15. How satisfied are you, in general, with the way your career has progressed at La Verne?	41 (Satisfied)	34 (Very Satisfied)	75
Domain V. Diversity			
16. Diversity should be more of a focus of concern at the University of La Verne.	39	25	64
17. The University effectively addresses the following areas of diversity:			
Curriculum	50	14	64
Teaching	51	12	63
Professional Development	48	10	58
Hiring Faculty	46	12	58
18. I feel that ethnic and cultural	56	25	81

diversity is respected at the University of La Verne.

19. I have experienced discrimination at the University of La Verne based on:

	Yes	No	
Age	11	85	
Ethnicity	12	85	
Religion	7	89	
Sexual orientation	3	93	
Disability	3	93	
Gender	18	76	

20. I have experienced sexual harassment at the University of La Verne. 11 (Yes) 88(No)

21. There is a need to increase the racial and ethnic diversity of faculty. 41 28 69

22. My college has taken steps to enhance the climate for minority faculty. 60 12 72

Domain VI. Technology and on-line support and assistance/resources?

23. The level of technological (e.g. Blackboard) support is acceptable. 56 21 77

Domain VII. Environmental Sustainability

24. I actively participate in the pro-environment (e.g., recycling, energy saving, etc.) efforts at the University of La Verne. 66 20 86

Domain VIII. Pay

25. I am satisfied with my salary. 30 4 34

26. I am satisfied with the benefits offered by the University 56 7 63

Domain IX. Shared Governance

27. I am satisfied with the level of communication I have with my institution's administration.	39	10	49
28. Faculty have adequate input and influence on academic decisions.	40	7	47
29. Faculty are sufficiently consulted prior to significant changes in University policies and procedures.	22	5	27
30. The decision making process in the University is transparent.	18	3	21
31. I am satisfied with the new structure of the Faculty Senate and its relationship to the Assembly that begins fall 2010.	67	9	76
32. I am satisfied with the budget process.	22	0	22

Appendix C

Table 3

Responses of Full-Time Faculty from Three Colleges to the Climate survey

Table 3

Responses of full-time faculty **from three colleges**, CAS (n = 52), CBPM (n = 24), and CEOL (n = 37), to the climate survey using a four-point Likert scale ranging from Agree Strongly to Disagree Strongly (Agree and Agree Strongly percentages are presented, and parentheses represent combined percentages)

Item	CAS (N=52) %		CBPM (N=24) %		CEOL (N=37) %	
	Agree	Agree Strongly	Agree	Agree Strongly	Agree	Agree Strongly
Domain I: Teaching Support						
1. I am encouraged by my colleagues to be creative and innovative in my teaching.	54	33 (87)	67	13 (80)	32	54 (86)
2. I am comfortable with the size of the classes I teach.	39	50 (89)	29	50 (79)	51	43 (94)
3. My workload is manageable (teaching, service, research).	31	10 (41)	46	13 (59)	38	19 (57)
4. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my teaching needs	52	25 (77)	63	17 (80)	54	35 (89)
Domain II: Collegiality and Communication						
5. When a problem arises, I feel comfortable discussing it with colleagues.	40	40 (80)	63	21 (84)	35	49 (84)
6. I am treated with respect by colleagues.	54	35 (89)	54	38 (92)	35	51 (86)
7. I feel supported by my program/department chair.	33	48 (81)	54	33 (87)	19	62 (81)

8. Faculty meetings allow for all participants to share their views.	44	19 (63)	50	17 (67)	30	41 (71)
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Domain III. Research Support/Professional Growth

9. I am satisfied with the funding available to attend professional conferences.	40	4 (44)	54	8 (62)	57	16 (73)
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10. The time available for my research is reasonable.	21	0 (21)	38	8 (46)	49	3 (52)
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11. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my research needs.	52	12 (64)	58	8 (66)	60	22 (82)
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Domain IV. Promotion and Tenure

12. I am satisfied with the tenure/promotion process overall.	73	12 (85)	63	13 (76)	51	14 (65)
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13. I am well informed about the criteria for achieving promotion/tenure.	73	12 (85)	63	25 (88)	60	16 (76)
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14. I received help from colleagues as I worked towards tenure/promotion (e.g., mentoring, feedback, etc.).	52	15 (67)	38	17 (55)	51	16 (67)
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	Satisfied	Very Satisfied	Satisfied	Very Satisfied	Satisfied	Very Satisfied
15. How satisfied are you, in general, with the way your career has progressed at La Verne?	37	31 (68)	54	25 (79)	41	46 (87)

Domain V. Diversity

16. Diversity should be more of a focus of concern at the University of La Verne.	42	35 (77)	29	13 (42)	46	22 (68)
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17. The University effectively addresses the following areas of diversity:

Curriculum	56	10 (66)	54	17 (71)	43	22 (65)
Teaching	56	6 (72)	58	13 (71)	43	19 (62)
Professional Development	42	4 (46)	58	13 (71)	46	19 (65)
Hiring Faculty	44	4 (48)	46	21 (67)	41	16 (57)

18. I feel that ethnic and cultural diversity is respected at the University of La Verne. 62 17 (79) 54 29 (83) 51 30 (81)

19. I have experienced discrimination at the University of La Verne based on:

	Yes	No	Yes	No	Yes	No
Age	10	85	17	79	3	97
Ethnicity	10	89	17	71	8	92
Religion	8	89	4	83	8	92
Sexual orientation	4	94	0	88	5	95
Disability	4	92	4	83	0	100
Gender	25	71	13	75	8	89

20. I have experienced sexual harassment at the University of La Verne. Yes 17 No 79 Yes 4 No 96 Yes 8 No 92

21. There is a need to increase the racial and ethnic diversity of faculty. 44 33 (77) 38 21 (59) 43 27 (70)

22. My college has taken steps to enhance the climate for minority faculty. 56 10 (66) 54 8 (62) 68 23 (91)

Domain VI. Technology and on-line support and assistance/resources?

23. The level of technological (e.g. Blackboard) support is acceptable. 73 15 (88) 38 25 (63) 51 32 (83)

Domain VII. Environmental Sustainability

24. I actively participate in the pro-environment (e.g., recycling, energy saving, etc.) efforts at the University of La Verne.	69	25 (94)	67	13 (80)	65	19 (84)
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Domain VIII. Pay

25. I am satisfied with my salary.	29	4 (33)	29	4 (33)	27	3 (30)
26. I am satisfied with the benefits offered by the University	56	2 (58)	67	4 (71)	46	14 (60)

Domain IX. Shared Governance

27. I am satisfied with the level of communication I have with my institution's administration.	39	0 (39)	38	13 (51)	43	19 (62)
28. Faculty have adequate input and influence on academic decisions.	29	2 (31)	46	8 (54)	51	14 (65)
29. Faculty are sufficiently consulted prior to significant changes in University policies and procedures.	14	0 (14)	25	8 (33)	24	5 (29)
30. The decision making process in the University is transparent.	6	0 (6)	25	8 (33)	24	0 (76)
31. I am satisfied with the new structure of the Faculty Senate and its relationship to the Assembly that begins fall 2010.	65	4 (69)	67	17 (84)	65	11 (76)
32. I am satisfied with the budget process.	15	0 (15)	29	0 (29)	24	0 (24)

Appendix D

Table 4

Responses of Full-time Faculty with Different Ranks to the Climate Survey

Table 4

Responses of full-time faculty **with different ranks**, Assistant (n = 32), Associate (n = 26) and Full (n =62) to the climate survey using a four-point Likert scale ranging from Agree Strongly to Disagree Strongly (Agree and Agree Strongly percentages are presented, and parentheses represent combined percentages)

Item	Instructor & Assistant Professor (N=32)		Associate Professor (N=26)		Full Professor (N=62)	
	Agree %	Agree Strongly	Agree %	Agree Strongly	Agree %	Agree Strongly
Domain I. Teaching Support						
1. I am encouraged by my colleagues to be creative and innovative in my teaching.	47	38 (85)	39	39 (78)	57	31 (88)
2. I am comfortable with the size of the classes I teach.	38	50 (88)	54	42 (96)	40	45 (85)
3. My workload is manageable (teaching, service, research).	31	16 (47)	23	8 (35)	44	16 (60)
4. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my teaching needs	59	19 (78)	58	23 (81)	52	34 (86)
Domain II: Collegiality and Communication						
5. When a problem arises, I feel comfortable discussing it with colleagues.	44	38 (82)	46	27 (73)	42	42 (84)
6. I am treated with respect by colleagues.	41	47 (88)	50	39 (89)	52	37 (89)
7. I feel supported by my program/department chair.	25	53 (78)	35	46 (81)	36	45 (81)

8. Faculty meetings allow for all participants to share their views.	28	28 (56)	50	23 (73)	44	23 (67)
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Domain III. Research Support/Professional Growth

9. I am satisfied with the funding available to attend professional conferences.	56	19 (75)	54	8 (62)	44	5 (49)
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10. The time available for my research is reasonable.	38	0 (38)	27	0 (27)	34	7 (41)
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11. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my research needs.	50	13 (63)	58	12 (70)	57	19 (76)
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Domain IV. Promotion and Tenure

12. I am satisfied with the tenure/promotion process overall.	72	3 (75)	58	4 (62)	57	23 (80)
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13. I am well informed about the criteria for achieving promotion/tenure	81	0 (81)	62	8 (70)	58	29 (87)
--	----	--------	----	--------	----	---------

14. I received help from colleagues as I worked towards tenure/promotion (e.g., mentoring, feedback, etc.).	41	16 (57)	54	0 (54)	48	23 (71)
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	Satisfied	Very Satisfied	Satisfied	Very Satisfied	Satisfied	Very Satisfied
15. How satisfied are you, in general, with the way your career has progressed at La Verne?	53	22 (75)	31	35 (66)	40	40 (80)

Domain V. Diversity

16. Diversity should be more of a focus of concern at the University of La Verne.	50	28 (78)	42	31 (73)	32	23 (55)
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17. The University effectively addresses the following areas of diversity:

Curriculum	56	6 (62)	27	23 (50)	58	15 (73)
Teaching	53	9 (62)	27	19 (46)	61	10 (71)
Professional Development	47	9 (56)	31	15 (46)	57	8 (65)
Hiring Faculty	53	13 (66)	19	23 (42)	52	7 (59)
18. I feel that ethnic and cultural diversity is respected at the University of La Verne.	53	31 (84)	46	23 (69)	60	23 (83)
19. I have experienced discrimination at the University of La Verne based on:						
	Yes	No	Yes	No	Yes	No
Age	6	91	0	96	16	79
Ethnicity	13	88	8	86	13	82
Religion	6	91	8	92	7	86
Sexual orientation	3	94	0	100	5	89
Disability	3	94	0	100	3	89
Gender	16	78	19	81	18	74
	Yes	No	Yes	No	Yes	No
20. I have experienced sexual harassment at the University of La Verne.	9	91	8	92	13	84
21. There is a need to increase the racial and ethnic diversity of faculty.	38	25 (63)	42	39 (81)	42	26 (68)
22. My college has taken steps to enhance the climate for minority faculty.	56	13 (69)	50	15 (75)	66	11 (77)
Domain VI. Technology and on-line support and assistance/resources?						
23. The level of technological (e.g. Blackboard) support is acceptable.	66	22 (88)	69	15 (84)	47	24 (71)

Domain VII. Environmental Sustainability

24. I actively participate in the pro-environment (e.g., recycling, energy saving, etc.) efforts at the University of La Verne.	59	25 (84)	73	12 (85)	66	21(87)
Domain VIII. Pay						
25. I am satisfied with my salary.	41	3 (44)	12	4 (16)	32	5 (37)
26. I am satisfied with the benefits offered by the University	69	9 (78)	46	8 (54)	53	5 (58)
Domain IX. Shared Governance						
27. I am satisfied with the level of communication I have with my institution's administration.	41	16 (57)	42	0 (42)	37	10 (47)
28. Faculty have adequate input and influence on academic decisions.	50	0 (50)	12	31 (43)	37	10 (47)
29. Faculty are sufficiently consulted prior to significant changes in University policies and procedures.	28	6 (34)	4	15 (19)	21	3 (24)
30. The decision making process in the University is transparent.	31	0 (31)	4	0 (4)	18	2 (20)
31. I am satisfied with the new structure of the Faculty Senate and its relationship to the Assembly that begins fall 2010.	75	3 (78)	4	73 (77)	60	15 (75)
32. I am satisfied with the budget process.	25	0 (25)	0	23 (23)	19	0 (19)

Appendix E

Table 5

Responses of Minority and White Faculty to the Climate Survey

Table 5

Responses of full-time racial and ethnic Minority (n = 33) and White (n = 88) faculty to the climate survey using a four-point Likert scale ranging from Agree Strongly to Disagree Strongly (Agree and Agree Strongly percentages are presented, and parentheses represent combined percentages)

Item	Racial and Ethnic Minority (N=33)		White (N=88)	
	Agree %	Agree Strongly %	Agree %	Agree Strongly %
Domain I. Teaching Support				
1. I am encouraged by my colleagues to be creative and innovative in my teaching.	38	27 (65)	53	36 (89)
2. I am comfortable with the size of the classes I teach.	44	29 (73)	42	51 (93)
3. My workload is manageable (teaching, service, research).	35	6 (41)	36	17 (53)
4. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my teaching.	59	21 (80)	54	30 (84)
Domain II: Collegiality and Communication				
5. When a problem arises, I feel comfortable discussing it with colleagues	47	24 (71)	42	42 (84)
6. I am treated with respect by colleagues.	50	29 (79)	47	43 (90)
7. I feel supported by my program/department chair.	35	38 (73)	32	51 (83)

8. Faculty meetings allow for all participants to share their views.	29	21 (50)	46	25 (71)
Domain III. Research Support/Professional Growth				
9. I am satisfied with the funding available to attend professional conferences.	56	6 (62)	47	10 (57)
10. The time available for my research is reasonable.	29	3 (32)	35	3 (38)
11. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my research needs.	50	12 (62)	57	17 (74)
Domain IV. Promotion and Tenure				
12. I am satisfied with the tenure/promotion process overall.	56	12 (68)	61	14 (75)
13. I am well informed about the criteria for achieving promotion/tenure	77	6 (83)	60	21 (81)
14. I received help from colleagues as I worked towards tenure/promotion (e.g., mentoring, feedback, etc.).	32	12 (44)	53	17 (70)
	Satisfied	Very Satisfied	Satisfied	Very
15. How satisfied are you, in general, with the way your career has progressed at La Verne?	50	15 (65)	38	41 (79)
Domain V. Diversity				
16. Diversity should be more of a focus of concern at the University of La Verne.	35	41 (76)	41	19 (60)
17. The University effectively addresses the following areas of diversity:				

Curriculum	32	6 (38)	57	17 (74)
Teaching	38	6 (44)	56	14 (70)
Professional Development	38	6 (44)	52	11 (63)
Hiring Faculty	41	9 (50)	48	13 (61)
18. I feel that ethnic and cultural diversity is respected at the University of La Verne.	50	18 (68)	58	27 (85)
19. I have experienced discrimination at the University of La Verne based on:				
	Yes	No	Yes	No
Age	12	79	10	88
Ethnicity	29	68	5	92
Religion	6	82	7	91
Sexual orientation	6	85	2	96
Disability	6	82	1	97
Gender	15	68	19	80
20. I have experienced sexual harassment at the University of La Verne.	9	91	11	86
21. There is a need to increase the racial and ethnic diversity of faculty.	27	44 (71)	47	22 (69)
22. My college has taken steps to enhance the climate for minority faculty.	50	6 (56%)	64	15 (79)
Domain VI. Technology and on-line support and assistance/resources?				
23. The level of technological (e.g. Blackboard) support is acceptable.	44	24 (68)	60	21 (81)

Domain VII. Environmental Sustainability

24. I actively participate in the pro-environment (e.g., recycling, energy saving, etc.) efforts at the University of La Verne.	71	18 (89)	65	21 (86)
Domain VIII. Pay				
25. I am satisfied with my salary.	35	0 (35)	27	6 (33)
26. I am satisfied with the benefits offered by the University	47	6 (53)	59	7 (66)
Domain IX. Shared Governance				
27. I am satisfied with the level of communication I have with my institution's administration.	38	9 (47)	40	10 (50)
28. Faculty have adequate input and influence on academic decisions.	44	0 (44)	39	10 (49)
29. Faculty are sufficiently consulted prior to significant changes in University policies and procedures.	21	9 (30)	23	3 (26)
30. The decision making process in the University is transparent.	18	3 (21)	18	2 (20)
31. I am satisfied with the new structure of the Faculty Senate and its relationship to the Assembly that begins fall 2010.	56	9 (65)	69	9 (78)
32. I am satisfied with the budget process.	15	0 (15)	25	0 (25)

Appendix F

Table 6

Responses of Female and Male Faculty to the Climate Survey

Table 6

Responses of full-time female (n = 60) and male (n = 88) faculty to the climate survey using a four-point Likert scale ranging from Agree Strongly to Disagree Strongly (Agree and Agree Strongly percentages are presented, and parentheses represent combined percentages)

Item	Female (N=60) %		Male (N=59) %	
	Agree	Agree Strongly	Agree	Agree Strongly
Domain I. Teaching Support				
1. I am encouraged by my colleagues to be creative and innovative in my teaching.	52	37 (89)	49	31 (90)
2. I am comfortable with the size of the classes I teach.	47	45 (92)	39	46 (85)
3. My workload is manageable (teaching, service, research).	37	10 (47)	37	19 (58)
4. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my teaching.	55	30 (85)	58	24 (82)
Domain II: Collegiality and Communication				
5. When a problem arises, I feel comfortable discussing it with colleagues	40	42 (82)	46	34 (80)
6. I am treated with respect by colleagues.	48	45 (93)	48	34 (82)
7. I feel supported by my program/department chair.	30	50 (80)	36	46 (82)

8. Faculty meetings allow for all participants to share their views.	32	30 (62)	51	19 (60)
Domain III. Research Support/Professional Growth				
9. I am satisfied with the funding available to attend professional conferences.	48	8 (56)	51	10 (61)
10. The time available for my research is reasonable.	27	0 (27)	41	7 (48)
11. Resources available from the library (e.g., databases, books, handbooks, etc.) are acceptable for my research needs.	53	17 (70)	58	14 (72)
Domain IV. Promotion and Tenure				
12. I am satisfied with the tenure/promotion process overall.	63	12 (75)	56	15 (71)
13. I am well informed about the criteria for achieving promotion/tenure	63	15 (78)	68	19 (87)
14. I received help from colleagues as I worked towards tenure/promotion (e.g., mentoring, feedback, etc.).	53	13 (66)	44	19 (63)
	Satisfied	Very Satisfied	Satisfied	Very
15. How satisfied are you, in general, with the way your career has progressed at La Verne?	38	35 (73)	44	34 (78)
Domain V. Diversity				
16. Diversity should be more of a focus of concern at the University of La Verne.	48	27 (75)	29	25 (54)

17. The University effectively addresses the following areas of diversity:

Curriculum	43	17 (60)	58	12 (70)
Teaching	45	15 (60)	58	9 (67)
Professional Development	40	13 (63)	56	7 (63)
Hiring Faculty	42	12 (54)	49	12 (61)

18. I feel that ethnic and cultural diversity is respected at the University of La Verne. 62 18 (80) 51 31 (82)

19. I have experienced discrimination at the University of La Verne based on:

	Yes	No	Yes	No
Age	10	88	10	83
Ethnicity	7	90	17	80
Religion	8	87	3	92
Sexual orientation	2	93	5	92
Disability	2	93	3	92
Gender	25	70	9	85

20. I have experienced sexual harassment at the University of La Verne. 17 83 5 92

21. There is a need to increase the racial and ethnic diversity of faculty. 43 33 (76) 37 24 (61)

22. My college has taken steps to enhance the climate for minority faculty. 57 12 (69) 64 14 (78)

Domain VI. Technology and on-line support and assistance/resources?

23. The level of technological (e.g. Blackboard) support is acceptable. 55 27 (82) 58 17 (75)

Domain VII. Environmental Sustainability

24. I actively participate in the pro-environment (e.g., recycling, energy saving, etc.) efforts at the University of La Verne.	65	23 (88)	68	15 (83)
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Domain VIII. Pay

25. I am satisfied with my salary.	28	0 (28)	32	9 (41)
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26. I am satisfied with the benefits offered by the University	58	7 (65)	54	7 (61)
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Domain IX. Shared Governance

27. I am satisfied with the level of communication I have with my institution's administration.	37	10 (47)	44	9 (53)
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28. Faculty have adequate input and influence on academic decisions.	45	3 (48)	36	12 (48)
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29. Faculty are sufficiently consulted prior to significant changes in University policies and procedures.	22	3 (25)	22	5 (27)
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30. The decision making process in the University is transparent.	20	0 (20)	17	3 (20)
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31. I am satisfied with the new structure of the Faculty Senate and its relationship to the Assembly that begins fall 2010.	63	12 (75)	68	7 (75)
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32. I am satisfied with the budget process.	23	0 (23)	20	0 (20)
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Appendix G

Comments

Question 33: What factors detract most from your satisfaction at the University of La Verne

Question 33. What factors detract most from your satisfaction at the University of La Verne?

College of Arts & Science

Main Themes

- Heavy workload
- Inadequate salary
- Administration disrespect of faculty
- Inadequate shared governance
- Discrepant RCA and Main Campus mission (money vs quality)

All comments:

- Salary inequity. Amateurish paperwork, especially from administrative and staff support offices.
- Very heavy workload for some Department chairs.
- Constant complaining of the faculty. Very often, almost constant, state of emergency that funds are not enough, things will be cut, hiring is stopped. This causes a great deal of stress. Faculty concern with itself, and not enough with adjunct faculty salaries and with staff salaries. The deterioration of relationships between the colleges and lack of trust of fellow colleagues.
- Funding coming only from tuition
- Lack of a faculty work load policy. Lack of clear administrative expectations concerning faculty research and scholarship as it pertains to tenure and promotion. Lack of understanding of graduate programs at ULV. Failure to embrace openly our HSI status. Inadequate faculty/staff salaries. Perceived contempt of faculty and academics by Senior Management and business side staff. Lack of coherent ULV image.
- disparity of workload among faculty lack of adequate staffing - faculty and support staff workload
- The workload - seemingly we are expected to do more and more with less and less.
- Faculty bickering; too many faculty committees; too few faculty doing true research; an academic climate that does NOT encourage faculty scholarship; faculty seem to get involved in everything except their own research--to the point where I wonder if they use this as their excuse for their lack of scholarship; the disdain I see among some faculty toward students
- Lack of transparency
- When the University hires administrators who come to ULV expecting something other than what they find here. When newly hired upper management seek to turn this place in a different direction without fully understanding who we are, what we believe and what has worked for us in the past. Faculty who look at the flaws of the place and overlook the great aspects of ULV. There is a schism between younger staff who don't know or have not fully embraced the ULV traditions and history. Sometimes staff forgets we are here to offer service, opportunity and encouragement to our customers, our students. What happened to compromise, negotiation and consensus building? We have become too big,

we don't know each other like in the past. We need more opportunities to come together on a personal level so that we can work better together on a professional level.

- 1. Schedule/demands are not balanced. 2. I feel that some faculty members care more about stating their opinion than hearing from others and these individuals are not open to any opinion except their own and the opinions of those who agree with them. I have rarely perceived important discussions as safe or respectful environments. They claim to want equality and mutual respect but frequently pass judgments on others based on their own perspectives and agendas...although their agendas are certainly important. This makes it very difficult to want to get involved in discussion and progressing the University forward.
- salary, work load, lack of resources to do research
- The faculty is very caught up in their disciplines. The climate is very political, divisive, and territorial. There could be more collegiality and collaboration.
- The lack of administrative understanding of, and sensitivity to, the academic mission. The "can't do" and "self demeaning" attitude of the administration and many faculty, which blocks us from realizing our potential and puts us farther behind other institutions each year. In the challenging times ahead this will ultimately result in our demise. Increasing red tape. More emphasis on process than the fulfilling the mission itself.
- The tremendous burden of secretarial work handed to department chairs. ~ The over-use of pdf forms by offices that reduce their work but increase the load for the faculty (dept. chrs.) who must complete them. ~ The way that building projects have been, and are being, done (NO input from End Users and directed by inexperienced incompetents. ~ A long history of administration working without faculty input, transparency, nor shared governance. ~ Terrible pay for adjunct faculty and classified workers.
- The divide between admin and faculty; the unhappiness of some regarding lack of diversity at higher levels of management; feelings of discrimination by some. I cannot be fully satisfied knowing others feel oppressed or discriminated against here on campus.
- ULV has a bungling authoritarian corrupt administration that controls overall decision making and keeps the budget secret to hide special treatment of favorites among faculty and administrators. The faculty are apathetic and deferential to administrators, and constantly have to patch up problems caused by an inept and corrupt administration. ULV has the worst advising system that I have ever seen at a college or university (I have been faculty at several other universities) and students pay the price for this, although they don't know this because this is the only system they know. Overall, there is no support for academic quality, no support for research, no support for innovation, and a broad culture of mediocrity across most of the university. The off-campus programs are an even bigger disaster.
- The patriarchy of upper management; consulting with faculty is an afterthought since they believe that they know what's best. 2. The fact that upper management is mostly male and strong females need not apply. 3. The lack of transparency of the budget. The process has improved, but there remain opaque items in the budget about which the average person is not fully informed. 4. The fact that the business side of the university has more power and support than the academic side. This can be seen in some of the decisions and policies that have been put into place. 5. The fact that upper management is always in crisis mode. Me doth protest that the boy has cried wolf too many times. It would be nice to have one financially successful year once in a while. 6. The fact that the part-time faculty and full-time faculty who teach overloads are not appropriately paid for their work. It's time to become competitive with other local institutions. This is a real shame and embarrassment for the university. Major changes should occur immediately--and not just an additional \$200 per class. 7. The secretive nature of salaries and stipends; they should be made public. 8. The fact that although all full-time faculty teach six classes a year, we place differential value on the subject matter of their teaching. We use this thinking to pay some faculty more than others. We justify it as

differential pay that is reflective of the economic marketplace. If I had wanted to focus on the economic marketplace, I'd have gone into business and industry.

- The workload is overwhelming. There is not sufficient staff to support our department. There are too few faculty members to handle the workload and student needs. Administration does not appear to understand/appreciate what I do or what my department does.
- Failure of senior administrators, most notably those under Vice-President Phil Hawkey, to respect the qualities and talents that faculty could bring to bear on institutional problems. Very poor service orientation by those under Phil's jurisdiction. Phil, Chip West, Leatha Webster, all run units that seem more interested in consolidating power than in helping students or supporting faculty.
- High workload and low salary
- The prioritization of "selling" the university as a "university of phoenix like" entity over academic quality The prioritization of the values of EM and the financial office over academic values The apparent lack of interest in faculty input by much of the upper administration The lack of support (in the form of course release, research assistants, research space, research equipment, etc) for research and scholarship The fact that diversity efforts made on campus seem to focus on money (e.g., the lack of collaboration between all relevant parties in determining how to seek out federal funding like STEM grants; STEM grants based on what will sell, not based on what will be of the best for the majority of students the university serves)
- The culture is insufficiently intellectual/academic. Faculty tend to discuss University politics more than academic or intellectual questions. There is a very basic structural problem: RCA and Main Campus are operating by different standards with different missions. There is a tail wagging the dog dynamic, whereby academic imperatives are subordinate to financial ones.
- Petty bickering between schools and departments. Lack of trust.
- Salary and work load Budget expenditures (or non-expenditures) Administrative decisions made without adequate input, not only from faculty, but also from other people and programs being affected Unfriendly help for students from financial aid office Some intolerance for conservative political opinions and religions Lack of on-campus recreational facilities for both students and employees
- Heavy workload, including advising undergraduates, and low compensation.
- Institutional discrimination. Policies are put in place that discriminate against newer faculty and protect senior professors.
- #1. The shift signaled at the formation of the Action Task Force. Prior to this, ULV saw itself as an academic institution committed to serving its students. The Action Task Force was a turning point in the history of the university. It was a declaration that academics would henceforth be the handmaidens to the budget. Students would be customers that would be offered a product that would be cheapened to the point that it could compete with the University of Phoenix, National, DeVry, and Wal-Mart. #2. The Accounts Payable Office. We have several departments that have every reason to be frustrated with their colleagues, but treat them with respect (the Registrar's Office for example, OIT for another!), but no office on campus treats ULV employees with as much dis-respect and reproach as Accounts Payable.
- lack of support for faculty to engage in research by administration/university (e.g., financial resources, lab facilities, financial investment in graduate students to assist in classrooms so faculty can have more time to conduct research) 2) lack of support from other faculty to see the relevance and need for research and investing in graduate education, not just undergraduate education (e.g., not putting graduate education topics on agendas, not recognizing needs of graduate students in terms of computer needs, lab needs, financial assistance 3) lack of innovation in getting La Verne to be an academic leader. For example, tuition reduction should be for high SAT or ACT scores. No tuition reduction for low GPA or low test scores. This would send a message that we don't just take "everyone" and the quality of students would thus help the quality of the faculty and the university. Graduate students should not have to pay 100% tuition, while undergrads pay on average 40% of their

tuition. Emphasize the quality of education, not how cheap it is. Also academic leaders (UC, Stanford, Princeton, etc.) do not have billboards or boast online education like we do. They advertise research innovation, real world application, and skills training- not "for-profit-like" values like online classes, easy classes, or lower quality but quicker degrees.

- The lack of shared governance, the use of good ol' boy decision-making, and the lack of respect for the academic mission of the University.
- There are very few recreational facilities available for faculty. Our athletic facilities are eons behind all SCIAC schools. MSS/Athletic faculty are the last to get updated labs and technology equipment.
- Lack of academic orientation of administrators that leads to diminishing value for academic issues and concerns. The vision the administration of this institution as one that can never be academically excellent because of the students we attract. The level of apathy of faculty; their willingness to allow administration to ride roughshod over the faculty; their willingness to wait and hope that things will get better instead of trying to make the necessary changes.
- Increasing disrespect for faculty input in governance and academic affairs
- Lack of educational vision that would unite and energize the university. 2. A crushing unfair work load for some departments. 3. A broken student admissions office that does not recruit bright students. 4. Unfairness in pay between the colleges. 5. Support staff who work with students need to be trained so that they are not rude, sometimes unintentionally. 6. A broken and dysfunctional general education program. 7. Faculty academic counseling is uneven and overwhelming. Good academic counselors are swamped. Bad ones get away without doing their job. 8. In the Arts and Sciences, the dean seems to disrespect and discriminate against senior faculty in favor of junior faculty. This takes place in equity distribution and college leadership opportunities. 9. A broken academic schedule that makes for faculty meetings during lunch hour (without lunch) and gives Friday off to the students.
- The survey lacks an important category which is don't know/no opinion/not applicable. While I believe that minority faculty are greatly under represented at the University of La Verne there is a great deal of discussion about this issue--does this mean there is a lack of concern or plenty of concern and a lack of successful action? My regular salary is low compared to my peers at other institutions. However, there are a number of opportunities for me to perform additional duties to raise my pay. I have taken advantage of these opportunities. Consequently my pay is adequate, but my work load is staggering and does not let me perform the kind of outside research I would like to conduct. I think this is the situation for many--whether they are teaching overloads or performing administrative duties.
- There seems to be a disconnect between the efforts to ensure academic quality and the budget process. The University's plan is not shown to be clearly connected to the needs identified by the faculty. Important decisions about the University are not made as a result of a transparent process.
- There is *widespread gender discrimination* against women at the University and a tremendous lack of awareness and willingness to see the problem and address it. The fact that the University has never had a woman academic dean, provost or president is outrageous and just one example of this. The fact that the College of Arts and Sciences does not have a funded Women's Studies program is another outrageous example. Women faculty are held to higher standards for research teaching and service -- as well as promotion and tenure-- than their male counterparts. Women faculty are subjected to harsher criticism not only by male colleagues and administrators, but also by students: There is an understanding among students that it's OK to criticize their women professors; although this is not necessarily generated by or encouraged by the University's management structure, it is accepted. For example, sexist humor, sexist stereotypes and outward misogyny goes unchecked in class discussion, in writing and projects, whereas (although we have identified concerns about discrimination against ethnic minorities), the same type of behavior toward racial and ethnic minorities is - as it should be - unacceptable.

- serving on committees that are ignored by administration

College of Business and Public Management

Main Themes

- Lack of support and resources for teaching and research
- Faculty governance and rift among colleges
- Individuals not being held accounting for duties
- Lack of communication and transparency by administration (shared governance)
- More concern with money than academic quality

All Comments:

- There seem to be too many committees -- faculty governance structure seems very cumbersome and junior faculty still seem to be over-assigned to key committees. We are having some growing pains -- level of resources for research and support functions needs to reflect that we are a university. Some senior faculty do not seem to understand research processes. Facilities management still is very much a problem. Cafeteria food quality also is problem & needs to be shifted to healthier, fresher options.
- Politics, mistrust, lack of open communication
- My college experiences pretty serious dysfunction around personnel behaviors of one individual in particular (not in my department) who has received many complaints but is given no reprimand to my knowledge. I have been approached by people outside this college asking me "what is this person's problem", for which I cannot provide any coherent or judicious response, so I demure; and in any event am embarrassed myself on behalf of my colleagues and made myself to feel very uncomfortable on more than one occasion trying to negotiate some semblance of reasonable discussion with this person. Scores of people in this college have, to my knowledge, had similar experiences. The problem persists to the point of making more than one meeting venue unproductive, stressful, and essentially a ratification after the fact of improper if not toxic behavior. On a good day, this type of thing can be avoided/dismissed/etc. On a bad day--of which there have been many now for us all this year for many reasons--this behavior is made more salient, insulting and injurious. I have made my concerns known to Dean and Assistant Dean in this matter.
- The lack of accountability. People are promoted whether or not they deserve it and, once that happens, they have not reason to try to deserve it. There is little effort to raise our standards of ethics or teaching.
- research support, salary, poor classroom, and facility quality lack of athletic facilities and access lack of significant community events lack of access to general benefits lack of support to develop alumni lack of web development capacity lack of management support in administrating services to students and faculty
- Lack of appropriate pay structure to acknowledge differences in market rates. CAS seems to be the primary focus of decisions made -- even though we serve more grad students than undergrad, the relative size and profitability of the Colleges is not a consideration. It seems to me

that there is a strong divisiveness between CAS and the other colleges. Having CAS faculty receive a pay raise last year was exceptionally inappropriate at a time when there were discussions of staff reductions. We need to be "one" university is often said in meetings, but it seems like we are only "one" as long as CAS has their way in the decision process.

- The nonexistent input faculty have on furnishing their own IT needs (appropriate laptops or desktop computers update every two, or at the most, three years. 2. The nonexistent input faculty have in classroom design, IT support, desks, colors, floor coverings, etc. There is a lot of research on the impact these things have on learning and we have some people who are up to date on this, but are totally unable to gain any input into this process.
- Administration lack of communication
- A. ULV is not as egalitarian as it claims to be. Sometimes I think we have an "Animal Farm" mentality, where we are equal, but some are more equal than others. B. Faculty governance seems to be significantly lacking. Major decisions, including those which may directly affect faculty, are often made by Administration without truly consulting faculty.
- The complete split between what the university claims as its mission and what in fact seems to be the dominant concern, namely increasing the bottom line regardless of how this affects academic quality or future student success. Overall, the feeling is more corporate than academic.
- Standards too low for Admission -- undergraduate and graduate. Very poor preparation in basic reading, writing, thinking skills. (These are American born -- our international students perform at generally high levels. Advising should be handled by full-time advisors to allow professors to teach an additional class. (Faculty can continue to advise informally.)
- I am an island, for most part performing self-supporting performing menial tasks requiring an entry level employee not a Experienced PhD. The brainless use of a mathematically incorrect course evaluation procedure allowing students to terrorize or try to terrorize teachers who ask them to work or to dare not to give all A's. I resent being on a list of professors to avoid because I dare to be rigorous while I witness others catering to the students by not doing what should be required.
- Lack of transparency and communication between senior management and faculty 2. Misallocation of resources to buildings over faculty and staff salary and development 3. Top-heavy senior management structure 4. Inappropriate hierarchy of finance taking precedence over academic (VP Finance higher in rank and authority than academic Provost) 5. Non-accountability of senior management for financial decisions, fund raising, and a unified university Vision 6. Moving toward a Cal State model institution rather than preserving the emphasis on individual attention to students 7. Nonresolution of the on vs. off campus and undergraduate vs. graduate influence on academic and institutional decisions
- There is not enough encouragement for innovative new programs and research here - ULV does not access major funding sources for innovative projects - All academic Programs are not nationally accredited - The University is too tuition based for its financial stability - Those responsible for generating major grants, endowments, and donations to the University don't have the knowledge base or skill sets to carry out those responsibilities on a high enough level - Need to renovate the ULV chapel and make it more representative of all the major faiths of our students - Those responsible for cost centers should get both the revenue as well as expense statements

College of Education and Organizational Leadership

Main Themes

- Inadequate salary
- Decisions made without consultation of faculty – lack of transparency and communication
- Increasing support for research
- Inadequate support and acknowledgement of RCA role
- Greater focus on money than quality

All Comments:

- LaVerne is not the same institution as it was when I originally joined the faculty. By and large, faculty input is never shared with the board of trustees. The president should have retired years ago. He believes his silver tongue will serve to smooth over everything which is controversial. Morale is low. Salaries are so low that they disrespect me as a professional.
- Keeping timelines for APR. Clear and timely communication of policy or schedule changes (RCA cluster start) Seeing problems of transition (TPAs) as natural and universal so as to avoid blaming. Own issues at Main campus and adequate preparation of staff during transition as contributing factors.
- Faculty governance should focus more on curriculum issues.
- Low pay. Occasional faculty conceit/arrogance.
- 1. Decisions being made at the top with little or no input from others. 2. Graduate programs/students being treated as second class citizens. 3. Salary not increasing on a consistent basis. 4. The trend of more emphasis being placed on research than on quality teaching.
- The budget and expense reimbursement process at the University level is poor at best. The focus is on accounting functions (efficiency-impact on users, cost of over accounting methods, long delays for reimbursement, etc.) only and seeks no authentic feedback from users of the system to determine the impact on morale and/or effectiveness. I strongly believe leadership would find that users feel demeaned and a real lack of respect/trust by the current practices. This could be addressed with leadership that focused on effectiveness and efficiency.
- The people.
- The officiousness of administrators; my dept chairman is the worst ...
- Deviousness of administration. Lack of transparency. Under the table deals.
- Being spread so thin that I cannot effectively do all the work that is being asked at a level that I expect myself to perform mainly due to the distance of the off campus sites.
- RCA and having to work with vastly different operations at every level between off and on campus programs that are supposed to be seamless...lack of academic oversight over my own program off campus (on campus is a different story). Enrollment management is a problem and grad student services should still house grad student admissions.
- The administration is very secretive about its financial decision and overall operation. Enrollment Management has priority over the academic structure.

- It seems like the bar for doing scholarship has been raised, but the expectations for EVERYTHING ELSE have stayed the same! It's hard to squeeze it all in, and still have a life outside the job! Support such as research assistants, more student workers, someone even to help take care of some of the "grunt" work would be a big help!
- Inefficient and outdated processes and procedures Absurd expense report allowances (e.g. \$35 a day for meals) Salary Budgetary procedures Lack of adequate finances to maintain and improve program quality
- Lack of knowledge and appreciation for the important and time intensive efforts of personnel at off-campus sites. Unwillingness (or unawareness)of main campus faculty to try to understand issues, concerns and problems regarding off campus sites. Lack of awareness of the financial contribution made by off campus personnel and and therefore, little support or consideration made in behalf of our critical financial roles to the University of La Verne. Lack of knowledge of the different demographics of the students of each off the campus sites which leads to 'cookie cutter' approaches to marketing, academic mandates, meeting schedules and/or decisions affecting our student/personnel populations.
- Salaries, lack of communication with administration, lack of financial support for technology support services and for Wilson Library
- Time to do research. As program chair, most of my time is spent advising.
- Lack of support from program chair. I would like to see individuals in leadership roles as having some background in leading people in supportive and effective ways.
- The biggest factor is the budget. We still cannot hire new faculty in a timely way because budgeting is hidden and late. We do not know what positions we can hire for fall until late spring, and then the administration takes its own sweet time letting us search. One thing I do not think the administration understands is that the budget represents real values! They do not value what they say they do, they value what they are willing to pay for! They are willing to pay for RCA, even though the quality is poor. But, it appears to make money, so they let it be the way it is. If they valued high quality education, they would put their money into it instead of poor quality RCA delivered coursework!
- The expectation that the only way you can get ahead at this University is to go along to get along. I feel like I am teaching at a high school. This university has so much potential and refuses to develop a plan to meet that potential. The student evaluation process is not even marginal at best. The current system does not measure how well someone teaches it measures how well the students like you. A class where the professor is demanding and has high expectations and then add race to that will get lower student evaluations than someone with no expectations, but the students like. I recommend you all read Faculty of Color by christine Stanley the research supports that.
- Inequality of work load within and between colleges
- Colleg support, transparency, focus on problems not successes!
- The lack of faculty in decision making and an administration that does not believe in communication and working together. The belief that the administration believes that ULV is a business instead of AN EDUCATION ORGANIZATION. Salaries.

College of Law

Main Themes

- Excessive faculty governance

- Inconsistent administrative support

All Comments:

- Excessive faculty governance
- College of Law administration continually runs afoul of faculty governance.
- Some members of administration.
- Internal faculty squabbles that affect the administration of the institution and the demoralization of junior faculty.
- Dean does not support the needs of all the faculty.

Appendix H

Comments

Q34: What factors contribute most to your satisfaction at University of La Verne

Q34. What factors contribute most to your satisfaction at University of La Verne?

College of Arts & Science

Main Themes

- Diversity and motivation of students
- Engagement of interim dean and the interim provost
- Collegiality and supportive environment
- Values and mission of the university
- Faculty colleagues

All Comments:

- Mostly congenial colleagues.
- Collegial faculty. Current leadership in the A & S Deans office and Provost is finally good and generates confidence.
- Teaching, administering program, relationship with colleagues and students. I love my job and see myself continuing for many years.
- The student/faculty ratio The workload The benefits
- working with students feeling closely aligned with values and mission statement
- The individuals who work at La Verne, and the students; as well as the mission.
- The freedom to teach my classes in the way I want to teach them, and the students.
- Students and colleagues (faculty)
- The people, the staff and students, that are attracted to our environment. The general friendliness that greets us when on campus. The traditions we have developed over the years that give this place consistency. The talent of the people here. The humble and unassuming nature of our staff.
- The efforts of Dean Reed to increase morale and appreciation for faculty within the CAS. Atmosphere has improved exponentially this year in our college in my humble opinion.
- student relationships, department and colleagues
- The university values and allows creativity, and in general the community seems open minded.
- Collegiality. Less destructive competition. Stated values. Potential to contribute to the common good (although largely unrealized). Making a difference in students' lives and the ability to contribute to the common good.
- ~ January Interterm as an exciting time to teach. ~ Interaction with other faculty. ~ Generous tuition remission policy.

- Collegiality among faculty, in particular my department. The campus is beautiful. The salary changes are moving CAS in a positive direction. I am pleased by the efforts made towards improving diversity issues on campus, but we have a ways to go.
- Working with the students and colleagues in my department. Committed faculty do a lot considering the few resources available and the obstacles posed by the administration.
- The students and the great changes that occur in them as they progress through their academic careers. 2. My colleagues, who are both my friends and greatest supporters. 3. The friendships I have made at ULV as a result of serving on committees and working through issues and problems with persons not only in my department, but throughout the entire university. 4. The beauty of the campus. 5. The cultural events hosted by and presented on the campus.
- My colleagues and the students.
- Sense of support and collegiality amongst my department - faculty, staff, and students.
- Collegiality of faculty across disciplines.
- Some excellent colleagues A diverse student body which enriches the teaching and learning experience
- small classes; broad teaching opportunities; close-knit community; opportunity to participate in University governance
- Students and faculty...
- Enthusiasm of motivated students Supportive college colleagues Student-centered faculty Open-door policies of most faculty and many administrators Beauty of campus, outdoors Engagement of new Provost
- Small class sizes and collegial faculty within my department
- Students.
- Great faculty in my Department and the College of Arts & Sciences with whom to work; inspiring students that make my day!
- Supportive faculty and departments in College of Arts and Sciences. Highly professional and skilled colleagues. Great diversity of students (SES, ethnicity, sexual orientation, culture, etc.) make La Verne shine. Investment in technology is appreciated (e.g., classroom upgrades, workshops for technology training).
- The relationships I develop with students and the progress I can see in the development of our students.
- The new Dean of Arts and Sciences has taken steps to communicate with all departments within the College and has developed an open door policy.
- Close collegiality with others in my department.
- Small class size, focus on teaching, attention to diversity, mission statement
- 1.The psychic rewards that come from great teaching/learning opportunities.
- Collegiality, especially in the department, and academic freedom to introduce new classes, and to take students on study travel trips.
- There is a supportive and collegial environment among faculty, and a genuine desire to help students. Despite poor pay and often poor infrastructural support, the dedicated and passionate members of the university community make it a satisfying place to be. I am happy to see that steps are being taken to rectify serious problems with compensation, but am concerned that if the pattern of

undervaluing faculty continues, there may be a limit to what our best faculty will do to overcome their dissatisfaction, and we may lose some of most valuable assets.

- Some great colleagues, academic freedom, good student-faculty ratios, flexible schedules
- Working with colleagues, staff and faculty

College of Business and Public Management

Main Themes

- Supportive colleagues and department
- Teaching motivated students and making a difference
- Academic freedom
- University values and mission
- Campus activities

All Comments:

- Love teaching here. Class sizes are growing, but still reasonable. Like being able to have one-on-one interaction with students and colleagues. Our department faculty are very supportive of each other. Enjoy the autonomy and freedom to design courses and research. Librarians and CTL staff are great.
- caring for the student
- My immediate work unit is mostly very supportive, as is my Dean. I have very productive relationships with many personnel around the campus, for which I am grateful. A major stress for everyone working here is imbalance between cost of living and salary/wages, forcing most of us into work overload scenarios we all struggle with. I have managed to maintain strong scholarly output up to this point, but cannot sustain this into the future without significantly more support. I am grateful for the conference going support provided me by Laverne; this has been gracious. But scholarship support has been pretty much non-existent. This will reputedly change next year with funds allocated for faculty publishing. I hope that materializes. Besides the \$\$ support, just some recognition for the hard work to distinguish the university in published venue would be appreciated.
- The people, most of whom are hard working and wonderful colleagues.
- people who make it work freedom to explore ideas
- Time with my students in class to focus on education and learning.
- Collegiality. 2. Values.
- Collegiality; cooperation from department leadership in shaping my schedule so I can perform optimally

- A. Overall, though we may be dysfunctional at times, I feel like we are a family. For the most part we care about each other as individuals and not just as colleagues. B. We are honored with the privilege of contributing positively to students' lives. C. I believe I can actually make a difference here.
- There is still a semblance of the small college feel to this university so that one can get to know the people one works with and feel like one is working towards a common, institutional goal. Unfortunately, this seems to be less pronounced amongst faculty, individuals notwithstanding, than it is amongst support staff and classified staff.
- Faculty are collegial.
- I have full permission to do anything I want in the classroom according to my desires.
- Colleagues
- Collegial support - People who value ULV's Values - Attitude that values a care for student success - Excellent theater, musical events, sporting activities - Faculty presentations of their current research efforts and publications - Great debate team

College of Education and Organizational Leadership

Main Themes

- Support from colleagues, departments and dean
- Diversity and committed students
- Small class sizes
- Teamwork and sense of community
- University values and mission

All Comments:

- Students. Low class sizes. My colleagues.
- Care Org'l culture and values Student centeredness Faculty sharing of ideas Support
- The people at ULV are committed to their students and to doing a good job.
- Heart, work freedom, trust, collegiality.
- 1. The awesome people with whom I work on a daily basis. 2. The wonderful students with whom I work. 3. The opportunities I get to be creative.
- Faculty support. Resent support of faculty research activities. The focus of continues upgrading and seeking new technologies for teaching, learning and communication. The service oriented approach of the library staff and the recent addition of research focused support.

- The people.
- knowing everybody
- I have wonderful support from my program & department chairs.
- Teaching and learning. Working with students.
- The quality and diversity of the individuals that I come in contact with on a daily basis.
- Encouragement and mentoring by the dean and senior/tenured faculty members.
- Working in a field I feel passionately about, with students I care deeply for.
- The culture that ULV offers and the collegiality among faculty. The students and the family like atmosphere.
- I love the collegiality in my department and college, and have enjoyed working with people across campus. I also enjoy our students. This is a great place to work for me. I like the fact that we're a smaller university than the Cal States, that we can offer smaller class sizes and more individualized attention to our students, who say that they experience it that way. I've enjoyed finding and pursuing a research focus, and the freedom to do so.
- Collegiality
- Attention to values
- Administrative support in my college - not the university
- Quality of the doctoral program Intellectual and creative opportunities
- 1.The camaraderie and support of our my office mates and director and my main contact/supporter at main campus 2.The excellent results of our efforts to make La Verne University an important presence in our area. 3.The appreciation of most of our students at our site. 4.The knowledge that we have produced the best graduates in our county. 5.The "Teamwork" approach of our site staff to issues at our site
- Students!!! Sense of community, excellent colleagues, strong sense of mission and mission statement
- My friends and fellow faculty in my college.
- Support from Dean and from department chair. Our Dean is raising the level of quality in our school. His leadership is inspiring and very supportive.
- The freedom to create good courses for students.
- I dont have any on occasion I have a good student that is willing to work hard to make a difference in the lives of kids in Southern California...those students keeps me motivated otherwise, I am just going along to get along.
- Sense of history, values, and traditions combined with new opportunities for positive change
- My love of teaching
- The students and the teaching programs.
- The Team Center Approach from the CEOL.
- The respect and acceptance from CEOL. The core of Equality from CEOL

College of Law

(These are all the comments since there are only few)

- Supportive attitude of faculty and staff
- I appreciate and respect my peers
- Positive teaching environment with enthusiastic students
- Opportunity and potential

Appendix I

Comments

Q35: What do you think the administrative organizational structure of the University should be to ensure academic excellence?

Q35. What do you think the administrative organizational structure of the University should be to ensure academic excellence?

College of Arts & Sciences

Main Themes

- Provost should be #2 and control the budget
- President should be fundraiser and public face of La Verne
- Reduce number of senior management and red tape
- Administrators should be evaluated regularly
- Separate RCA from Main Campus

All Comments:

- Eliminate the Arts & Sciences "Council". Set the "Executive Vice President's" authority beneath the Provost and give the Provost the primary budget responsibility.
- The provost should be more in control of budget and have a handle on the needs of specific departments. The dean should discuss all needs with the provost.
- It should be more defined. I'm not clear about the duties of each administrator
- focus on ways to enable quality of teaching should be primary
- The Provost needs to be second in command, and have control of the budget. There needs to be more balance within the administrative structure towards the academic side of the organization (vs. the business side). Until there is budget to "close the loop" on many of the academic priorities, academic excellence will always be a struggle.
- the structure has to remained focused on the goal of the university, as a non-profit educational entity our job is to educate students, prepare them for the future.
- Academic quality and integrity have to remain in the forefront of every decision--if a decision does not contribute to academic quality and integrity, then the decision should be withdrawn or revisited. The president should be the public face of the university, and should be fundraising, building the endowment, and building our reputation; the provost should be the de facto head of the university with all sectors accountable to him, including the budgetary folks.
- The provost should have the ability to oversee academic integrity and have control of the budget to do so.
- There are too many levels of authority. Decision making is too cumbersome. There is too many steps before anything gets done. Sometimes I think, no one is in charge and that there is no one who sees the entire picture. I would like to see more one to one discussions where key issues are worked out prior to meetings. I would like to see Deans, VP's, Provost and the President visiting with various offices across campus to see how things are done at every level of the organization.

- It should be supportive of research and innovation. It should celebrate scholarship in its faculty. It should seek to make bureaucracy and documentation succinct and efficient and not overburden faculty with paperwork so that they can devote more time to research and teaching.
- Hire administrators that know what a University is and are committed to fulfilling its multidimensional mission. Provide as much freedom as possible in pursuit of that mission. Minimize red tape. Support innovation and faculty initiatives. Reduce the number of VP's, deans . . . A graph of the number of faculty over the past 25 years vs. administrators (e.g. deans, vp's . . .) might be informative.
- An open and interactive President whose mission it is to raise the endowment to 100 million dollars during her/his first 5 years. An academic structure that puts the control in the office of the Provost for all academic decisions.
- I don't know enough to make any useful suggestions, other than academic quality should be above making money. I am disturbed by the WASC report suggesting that La Verne has placed academics beneath financial concerns, and that our structure is evidence of that culture.
- It is not likely to happen, but ULV needs to get rid of all top administrators and reorganize the administrative structure to function transparently while promoting shared governance with faculty. I question whether the culture at ULV would even be able to recognize competence among administrators since historically they have no experience with effective administrators - many long term faculty have never been faculty anywhere else.
- 1. I believe that administrators should be as rigorously and regularly evaluated as are faculty. 2. I think that there should be more women and ethnic minorities in upper administration. 3. I think that there should be term limits for upper administration; this includes deans. 4. I think that the president should be an excellent fundraiser. The provost should be running the institution. 5. I think that administrative strategies of doom and gloom have lost their effectiveness and need to stop. 6. I think that administration needs to learn that shared governance means that the process goes more slowly, but that employee satisfaction increases. This is the tradeoff.
- The Provost is the Chief Academic officer and should be second in command behind the president. Having the Financial Vice President also be the Executive Vice President ensures that decisions are made based on financial expediency, not academic quality.
- Everybody but the president reports to the provost.
- The provost should be the executive officer, second only to the president and should have other units (like the Dean of admissions) directly reporting to him or her Budget planning should be based on a 5 year strategic plan that is meaningful and that plan should emphasize the accomplishment of academic goals
- There must be a separate degree program in RCA. This would allow both populations to better serve their students. The Exec. VP should be an academic officer. The Deans' offices should more scrupulously oversee faculty and departments and hold them to a consistently high standard.

- Leadership should be comprised of doctorally educated people from various academic backgrounds who have a commitment to academic excellence.
- Provost in second position. Enrollment management reporting to provost.
- If the University of La Verne is a University then it is first and foremost an academic institution. This means at the very least that the Finance and Administrative sides of the University are service entities within the University structure; these entities are a means to the end of academic goals, period. If the structure of the university is to reflect this then the Provost, as the highest academic officer of the university, is in control of the budget; the vice-president of Finance and Administration reports to the Provost and is culpable for demonstrating how she/he is supporting the academic goals of the university.
- Provost should take stronger lead in fight against administration's need to make us like "for-profit" schools, and sleepy, and reactive attitude about financial issues. We should be proactive and provost and president together need to have vision for building institution to be an academic leader, not trying to just "keep us afloat".
- The Chief Academic Officer should oversee academic and budgetary issues. The President's role should be that of a fundraiser, charged with increasing the University endowment to decrease the University's reliance on tuition for operational costs. The administration should work to elevate the reputation of the institution by celebrating and nurturing the talents of the faculty and students.
- The Provost should be the executive vice president, not the CFO. The Provost should be the one who runs the university when the President is engaged in fund raising and other off campus activities. RCA needs to be under the Provost's control, and RCA programs need to be accountable to the academic programs they are presenting off campus. Marketing should reflect the academic excellence of the university, involving faculty in all aspects of presentation.
- Stronger provost who has power to protect and enhance academic policies and faculty governance
- A transparent budget process needs to be in place to eliminate corruption. 2. A true faculty/administrative shared governance process needs to be in place. 3. The right personalities need to be in place to make academic excellence work. It is not position power that drives the University; it is personal power.
- The Dean of Arts and Sciences has a very good vision of what the college can be. The recent reorganization under the provost also holds great promise.
- The Provost should be just below the President in the organizational structure, and should be in control of budgetary decisions. There should steps taken to separate the regional campuses from the central campus in terms of requirements and identity. These students have different needs, and should be served differently.
- Embrace and empower the faculty governance structure.
- ensuring financial support of program needs, therefore provost have control of budget in conjunction with deans

College of Business and Public Management

Main Themes

- Provost should have more control, and drive budget and decision making
- Reduce levels and number of administrators
- Give more budget control to colleges
- Provide more support to graduate programs
- Strengthen University Advancement to help move strategic plan forward

All Comments:

- Structure should be further simplified. Once new Senate structure has been in place a while, total number should be examined as still seems too high. Agree with efforts to have Provost position more prominent. The organizational structure should also incorporate greater emphasis on graduate programs. The RCA structure seems very disconnected from main campus programs. University advancement also needs to be strengthened. We are missing lots of opportunities with graduate program alums.
- give more power to individual colleges eliminate layers and layers of management, e.g. VPs, non-academic Deans, etc. conduct audits of individual departments, e.g. IT, and individual work loads restructure and/ or eliminate Enrollment Management (major waste of ULV's limited resources!)
- This university is now suffering a serious lack of clear and uplifting vision of/by/for itself, made plainly evident by the recent WASC report, and I suspect by poor response rate to this survey. The org. structure at Laverne is by many accounts top-heavy, and in far too many instances shrugs off shared governance doctrine; more often than not pitting one college, I am sure inadvertently, against another. This is not to disparage good intentions all around, of senior management or anybody else. The point is that habits here have gathered around centralized, unilateral decision making.
- I believe a radical new visioning process is necessary for this university to trim sail and head a coherent direction in rough water. There's not enough space here for much more than platitude. I would support, for instance, the vision for a sustainability institute, but faculty have been made so divided by halting efforts, and administrative leadership so absent and or displaced, that what could have been leading edge program development risks being far behind the pack of more competitive institutions. There's still time to rally something bold and clear and uplifting. I am hopeful. But I cannot see where the leadership for such initiative will come from, even as I see many fine and talented people.
- Get rid of tenure
- Provost should have more control on the direction of the university and overall administrative authority
- To start with, the University needs to understand that teaching and learning are the primary activities, and should be the primary issues looked at for budgeting, etc. Second, ULV is not any longer an undergraduate liberal arts university. When it comes to

budget, decision-making, etc., the graduate programs need to be considered much more than they are now, particularly when they are what keeps the university afloat.

- More training of adjuncts and higher salaries for them
- Good question. From a fiscal perspective, I think our Administrative Professional to Faculty ratio should be closer to about 1 to 3 as opposed as current ratio of about 1 to 1. I also think the ethnic composition of Higher Administration at ULV should be more diverse.
- The faculty should be responsible for all academic issues and for tenure and promotion of other faculty members. The administration should concentrate on budgets and the management of the institution. It seems that there is not a very clear distinction between the two groups when it comes to who is responsible for what.
- Unless the university balances out its budgetary needs with a pursuit for academic excellence, no amount of restructuring will make any difference. It would seem that one cannot have a solvent institution and maintain academic standards at the same time.
- OK as is.
- I am not as concerned with the structure as I am with the inability of the University in its financial condition to accomplish what should be done.
- Flat, with academics (provost) driving decision making. Transparent. A competent HR Director to add value to addressing the human capital issues.
- Need a visionary in the areas of strategic planning and fund development (you can't do "good" unless you are doing "well")

College of Education and Organizational Leadership

Main Themes

- Provost should have more control of academics and budget
- Disband RCA and give control to each college
- Give more autonomy to colleges
- More focus on graduate programs-Associate provost for graduate studies
- Chief Diversity Officer should report to president and provost

All Comments:

- We need a complete overhaul of the university administration--administrators who are willing to make the tough decisions to make this a more stable environment (fiscally and academically).

- Maintain strong concern for teaching and sharing as a drive toward research and writing rather than drift toward the research university culture which atomizes faculty into private concerns and territoriality Continued dialogue on the research process and carving out successful niches for publication success.
- The CDO should report directly to the President and Provost. The CDO should be a prominent position within the organizational structure. RCA should be disbanded and each College should have their own "RCA unit", coordinated by some campus administrator type in charge of having the doors open and the computers working.
- No opinion.
- 1. RCA should be folded into the existing colleges instead of being a separate unit. 2. Enrollment management should be under the Provost. 3. The Provost should be second in charge. 4. Finance positions should not have so much power.
- Build on the separate College autonomy to include more budget control and tenure/promotion decision making authority.
- Academics first.
- I have great concern about the non-collaborative RCA structure. RCA concedes that academic oversight belongs to program chairs, however there seems to be a shadow organization that makes it almost impossible to have true academic oversight. I believe there needs to be a complete restructuring of RCA, with all academic services going through the appropriate main campus departments.
- Strong concrete efforts to rebuild trust in higher management. Promotion of the academic provost into position of real power.
- I'm not sure.
- Academic oversight should rest with program chairs, deans and the provost (academic affairs), NOT under Enrollment Management, or with RCA. There should be more transparency overall.
- The Provost should be second in command at the University.
- I'm not sure. I'm glad we have a strong provost that will have an eye for maintaining academic excellence (It seems like during my time here this has not been the case, and decisions have been made from a financial, not academic standpoint). Strong academics will keep people coming!
- We have plenty of focus on academic excellence already.
- Strong provost and academic affairs unit, including a chief diversity officer and an associate provost for graduate studies. Stronger University Advancement link to programs in order to enhance fundraising. More active dialogue between Board of Trustees and faculty.
- I think it is a positive step to make the provost second in command.
- RCA should be dissolved, and all academic decisions should be made by academics!
- Make the Provost position stronger and more influential.
- The structure needs to be a structure that benefits the common good and that is competent. Not have an administration that continues with the same old structure that continues to fail. To have an administration that looks at the issues with an objective problem solving manner that a subjective one.

College of Law

All Comments

- It is difficult to achieve academic excellence because the University is too dependent on tuition.
- Allow for diverse approaches to the curriculum.

Appendix J

Comments

Q36: What do you think should be included in the University's shared vision?

Q36. What do you think should be included in the University's shared vision?

College of Arts & Science

Main Themes

- Emphasize academic excellence
- Research and scholarship that engages students
- Diversity and HSI status
- Sustainability and environmental stewardship
- Acknowledge different aspect and visions of the university

All Comments:

- This university is an undergraduate liberal arts college and a graduate institution. It is multifaceted, with a tradition campus which includes sports, clubs for students, and on-campus housing. It is a commuter campus also. It includes campuses throughout the state where the university values are being taught shared while the quality is being maintained. It is a center for the best in preparation for a life in law, education, business, or a myriad of other fields. Each different view of the vision is part of the whole, forming an ever-changing kaleidoscope. It is not a weakness to not agree on the vision, it is only that each sees the part closest to him.
- Research
- An understanding that there are differing goals across the colleges and institution as a whole. This needs to be recognized.
- a focus on academic quality; preparation of students for the future; that a university education is transformative, providing students with a foundation in the breadth of knowledge that prepares them to make sound judgments and become enlightened citizens of the world; that we cultivate a students ability to think logically, critically and creatively, to challenge assumptions and identify patterns that set the context for understanding contemporary events and influencing the future
- I think ULV is above all a teaching institution. By our enthusiasm for our discipline and professional behavior, we model the characteristics we want our students to adopt. We should also have the opportunity to mentor students when we include them in our research. Faculty should remain focused on what is important to students: personal growth, academic advisement and career counseling. We are not and will never be a top-tier research institution. Our mission is to inspire greatness in our students by listening to them, by responding to them, by informing them, and by being of service to them.
- diversity, faculty support in decision-making, faculty resources (salary, etc).

- It should include celebration of diversity in all its forms and aspects: ethnic, cultural, religious, linguistic, gender, sexual orientation, ability, local, national, global, and international; a climate of tolerance; collaboration and mutual support for all individuals and programs leading to an enrichment of the university community.
- Major foci on sustainability and diversity (*sensu stricto* AND *sensu lato*). These should not subsume the diverse foci that represent the University's broad array of programs.
- I like the idea of environmental concerns being our focus, but I also like that we are a Hispanic-serving institution. I think that should be emphasized.
- Academic quality driven by shared governance.
- I've been here nearly 30 years and I'm continually amazed that we have this conversation. If we don't know who we are, and the institution has been around since 1891, what the hell have we been doing for the past 119 years?? Our shared vision is to educate students in accordance with our mission statement. We nurture our students in the educational process as well as personally. We teach them to think critically. We care about their academic and personal growth. We value diversity and sustainability. We help our students shape their lives for a better future. We can justify our existence by the change we promote. We educate our students because knowledge is precious and highly necessary to sustain a democracy. That's my vision, and I've shared it. This makes it a shared vision.
- Diversity in all forms, transparency in governance, seek high academic quality while not sacrificing the middle level student.
- Increasing the level of academic ability of incoming freshmen, increasing the endowment considerably, and providing much needed capital building projects such as a performing arts center and new science building.
- Diversity A comprehensive university experience, based in a liberal arts tradition. A university that seeks to serve a variety of student bodies (traditional-aged undergraduates, non-traditional-aged undergraduates, graduate students) all with excellent academic quality [no lowering of standards or having "different" standards across different populations or programs or colleges or locations] A consistent, high quality experience of all students (regardless of location of delivery or age of student or grad/undergrad) Ideally, I also think it would be good to find ways to support engaging undergraduates into the research/scholarship programs of faculty. This is something good liberal arts colleges do, and comprehensive universities do it as well. Currently, the resources available do not encourage, or allow, faculty to do this.
- Blending of tradition (history) and future Respect for humanity and planet
- The idea of one university.
- I think we need to re-affirm that we are an academic institution: see #35 above!
- 1) Increase investment in research facilities, support for conferences, 2) Draw top students by giving tuition break for those with high GPA and test scores only (undergrad and graduate), 3) Partnering with fiscally solvent institutions and companies for internships, scholarships, research resources, etc. 4) Set standard, not chase after other standards, for model of excellence, through symposia and conferences that La Verne hosts to highlight academic strengths.

- We are an Hispanic-serving institution and we have an incredibly diverse student body, we should focus on that diversity. We are extremely effective educators, we should focus on our history and currency in educating our diverse students. We profess to value scholarship (research, performance, creative,...) we should focus on (and provide time and resources for) faculty/student scholarship.
- Academic excellence. Academic integrity across all programs. Our place as a HSI, as well as a place of welcome for all diverse students. Our role as a place where first generation students get the enculturation to be successful in college.
- Need for support staff to back faculty in the mission of the university. 2. Administrators need to not just listen to faculty opinion then do what they wish; they need to follow the advice.
- Diversity s a good one, but not only in an ethnic sense. We appeal to abroad range of learners--adults, working people looking to make a career change, traditional age undergraduates, professionals looking to better themselves in their current profession. Those of us who each primarily into traditional ae undergraduates are concernd with upping the level of students we attract and challenging them more . The buzz word for this has been excellence. Some people are more concerned with accessibility and "doability" than excellence, necessarily. This is a tough one. These goals will continue to remain divergent. we need to find a way to emb=race this.
- A strong emphasis on personal attention to the student.
- High expectations from students for academic excellence. A commitment to non-discrimination.
- necessity of a university-wide research center across colleges and an association for the performing arts, both to attract external constituents to the university and external support

College of Business and Public Management

Main Themes

- Academic excellence and integrity
- Inclusion of different aspect of the university – on/off, grad/undergrad
- Understanding that it is “one university”- go beyond CAS vision
- Diversity
- Sustainable development

All Comments:

- First, is the need to discuss what it means to be a university - level of resources, support services, etc. There still seems to be a perspective in places that some items are too expensive or that we are too small to require certain basics. Then, can move on to vision/identity. The university's values are very good, but we need a unifying theme.

- well being of the students and sustainable development
- The university needs a tactical and strategic plan for actualizing a mission that is already just fine. The problem is tactical and strategic leadership. It is not in place for many reasons. Another serious problem here is the lack of what some have called a "cosmopolitan outlook" at Laverne. Diversity already exists amongst our students; where they need help is expanding their world views of who they are, who everyone else is, and what we need from each of us for a shared future.
- Excellence
- An understanding of what we wish to achieve
- Emphasis on a truly "one" university -- and serving our graduate as well as undergraduate students. Less emphasis on CAS feelings and needs and more on the overall entity.
- I'm not sure, given that I haven't been here that long. We have a number of people who could answer that better than I, but key to the process is that the shared vision is drawn from reality, rather than the College of Arts and Sciences dreams.
- 1. Academic Excellence. Pride in a developing a strong knowledge base in ourselves as well as our students. 2. Academic Integrity. Pride in honesty in the quest for knowledge and understanding. 3. Transparency and Fiscal Responsibility in the budget.
- Mission, goals and visions become mere words on paper unless the culture of the institution backs them up consistently, across all departments and employees.
- The end result of an education at ULV -- e.g. preparation for life, informed citizens, etc.
- The relationship of on and off campus; graduate and undergraduate programs.
- Current "Vision" is quite powerful. Many of those in ULV's administration and faculty just don't seem to have the ability to see much past our past and are binding our potential future to that past- solving tomorrow's problems with yesterday's solutions spells disaster for today's organizations (including the ULV).

College of Education and Organizational Leadership

Main Themes

- Focus on teaching and academic excellence
- Tradition of social justice and service
- Diversity
- Recognize complexity and different aspects of the university
- Student-centeredness

All Comments:

- Administrators, faculty, staff, alumni, and students.
- Perhaps a self-conscious statement of "other-centered" concern to combat the default politics of self-interest interpersonally and organizationally.
- ULV's shared vision should include something related to the evolution of its demographics, while stating its strong and proud tradition of Social Justice.
- No opinion.
- 1. Our focus on excellent teaching 2. Our service orientation
- It is not what is included that is important regarding our vision. It is understanding what the vision is seeking to establish and then getting University leadership down to move towards that vision.
- Innovation and relevance.
- What is the purpose of a higher education.
- Equity on and off campus to student support (i.e. LEC).
- The quality of instruction that is expected in the classroom.
- A strong commitment to social justice and mindfulness.
- I think we need to maintain our focus on the service we provide to students--small class sizes and the individualized attention. I think that's why students come here, and we need to keep that in mind in discussions about expansion. Clearly, more online services will be required in order to keep up with competing schools, but again, we need to make sure they are done well.
- More support for off campus sites and their personnel.
- Learning community using 21st century technology along with high degree of interpersonal collaboration to solve local, regional, national and global issues.
- Diversity, best teaching practices and transparency.
- I would like to see an emphasis placed on diversity. We need to be more intentional about including diversity especially in curriculum.
- High quality education backed up by the budget to deliver it.
- There needs to be a PROCESS for discussing the shared vision and it may take a year or two years ... we can't just "decide" on such an important value to the university.
- A vision that engages an "all" concept as a core of the university.

College of Law

All Comments:

- Commitment to pushing our students to excellence.
- High and consistent academic standards.

Appendix K

Comments

Q37: Additional Comments

Q37. Additional Comments:**College of Arts & Sciences****All Comments:**

- The university needs to better recognize the differing needs of the main campus from the adult and regional center students. University committees seem to struggle with the competing interests of these two groups and their needs incessantly. There should be a separate organizational structure for each.
- This University has great unrealized potential, much more than other institutions. Our values and strengths match the challenges ahead of us. Our time to shine has come iff (if and only if) we cease the opportunity. We CAN!
- Despite La Verne's struggles, our campus is a strong, unique place, where faculty truly put students in front.
- I hope that after you tabulate the results of this questionnaire, it has some impact on policies and procedures. I hope that it is used to promote change and enhance the campus climate to make it even more supportive of and responsive to our needs.
- I hope people respond and that something actually comes of this, not just another survey that no one acts on.
- Everybody should serve on max 2 committees
- Thanks for asking
- The formation of the Action Task Force, and the administrative decisions since then have sent a very clear message to the faculty: academics is a means to an end. We are filling seats and selling degrees in order to demonstrate a profit; we may just as well be selling used cars, but coincidentally, it just turns out that its degrees. Criteria for success and budget decisions have followed this mentality since then. Nothing could be more undermining to faculty morale.
- I hope the President, Board of Directors, and other key administrators are reading these comments (yes, I am talking to you Dr. Morgan, Dr. Dewey, et al.). We care a lot about this university and want to make it shine. We don't think it should stay a sleepy university; we don't think it should be reactive and humble. We want to help La Verne grow in size and reputation and be a proactive leader in this region and even beyond that. We want to let the world know about how great La Verne is, but we can't do that without focusing more on academic quality and research- not athletic programs or shiny new buildings alone.

College of Business and Public Management**All Comments:**

- Thank you for providing this survey.
- We need re-organization ASAP!
- Laverne has a great deal going for it; some wonderful people and energy. But its total output is mysteriously less than the sum of its parts. WASC sees this, most of the rest of us see this. But without clear-eyed and transformational leadership willing to take

necessary risks with some verve and heart and hustle and chutzpah and you name it, we're headed for serious trouble. Not all at once, but one cut at a time. As I scan the campus, I see increasing caution, self-protection, curt interactions, snarky mood and the like. I see a lot of heart wearing its seams thin, and this really bothers me. If I could issue a RED ALERT along these lines, I would do so. We need this. We need something other than perfunctory politeness and agreement to disagree. We need someone, something that keeps people here who are down for the mission, and signals those whom otherwise are too bored, discouraged, disinterested, smug and otherwise could care less that Laverne won't tolerate mediocrity; won't tolerate narrow self-interestedness; won't tolerate petty and insulting misbehavior (please see above). Thanks for your efforts canvassing these points.

- I think a common survey of the faculty, administrative, and classified personnel would offer a comprehensive view that would be more telling than the individual group surveys. Faculty are being asked to tackle all of the additional work of the EEC and surveys such as this on their own time with no release time or support. Worse, when decisions are made by the faculty subcommittees of the EEC administration seems to disregard the recommendations/work product and/or spins results to serve their own personal agendas. The board seems to be far removed from the realities of the important issues requiring attention at the university. In part this is a result of the lack of transparency of communications between the faculty/administrative/classified groups as filtered through senior management, which at this point, precludes the emphasis on the academic issues (provost).

College of Education and Organizational Leadership

All Comments:

- I am proud to be a part of the University of La Verne and to represent it in our area. There are many accomplishments that the university can be proud of as well and not the least of these is academic excellence!
- Thank you for a survey that is asking all the right questions!
- I love working for the University of La Verne. I want to continue to make it a better place to be.
- More time to conduct research.

College of Law

All Comments:

- I indicated "disagree" with Question 16 because I think the University should concentrate its efforts on obtaining the best qualified professors and students without regard to race and ethnicity. Diversity can be handled best by attracting professors who are experts in diverse subject matter.
- The University should be more proactive in including the College of Law into the University community. At present, we are treated like a satellite campus. Our technological resources lag far behind what is available on Main Campus. There are only 3

smartcarts available for faculty use and those do not work reliably. There are no rooms with smart podiums. Additionally, our internet connections are not reliable. The lack of reliable technology affects the level of innovation in teaching.

Appendix L

Diversity Related Comments
(Extracted from responses to open-ended questions)

Across Questions and Colleges

Diversity Related Comments by Faculty in the Climate Survey

Q33: What factors detract most from your satisfaction at the University of La Verne

- The unhappiness of some regarding lack of diversity at higher levels of management; feelings of discrimination by some. I cannot be fully satisfied knowing others feel oppressed or discriminated against here on campus
- Institutional discrimination. Policies are put in place that discriminate against newer faculty and protect senior professors.
- While I believe that minority faculty are greatly under represented at the University of La Verne there is a great deal of discussion about this issue--does this mean there is a lack of concern or plenty of concern and a lack of successful action?
- There is **widespread gender discrimination** against women at the University and a tremendous lack of awareness and willingness to see the problem and address it. The fact that the University has never had a woman academic dean, provost or president is outrageous and just one example of this. The fact that the College of Arts and Sciences does not have a funded Women's Studies program is another outrageous example. Women faculty are held to higher standards for research teaching and service -- as well as promotion and tenure-- than their male counterparts. Women faculty are subjected to harsher criticism not only by male colleagues and administrators, but also by students: There is an understanding among students that it's OK to criticize their women professors; although this is not necessarily generated by or encouraged by the University's management structure, it is accepted. For example, sexist humor, sexist stereotypes and outward misogyny goes unchecked in class discussion, in writing and projects, whereas (although we have identified concerns about discrimination against ethnic minorities), the same type of behavior toward racial and ethnic minorities is - as it should be - unacceptable.
- The current system does not measure how well someone teaches it measures how well the students like you. A class where the professor is demanding and has high expectations and then add race to that will get lower student evaluations than someone with no expectations, but the students like. I recommend you all read Faculty of Color by christine Stanley the research supports that.

Q34: What factors contribute most to your satisfaction a the University of La Verne

- The cultural events hosted by and presented on the campus.
- A diverse student body which enriches the teaching and learning experience
- Great diversity of students (SES, ethnicity, sexual orientation, culture, etc.) make La Verne shine.
- attention to diversity

Q35: What do you think the administrative organizational structure of the University should be to ensure academic excellence?

- I think that there should be more women and ethnic minorities in upper administration.
- I also think the ethnic composition of Higher Administration at ULV should be more diverse.
- Strong provost and academic affairs unit, including a chief diversity officer and an associate provost for graduate studies

Q36: What do you think should be included in the University's shared vision?

- Diversity, faculty support in decision-making, faculty resources (salary, etc).
- It should include celebration of diversity in all its forms and aspects: ethnic, cultural, religious, linguistic, gender, sexual orientation, ability, local, national, global, and international; a climate of tolerance; collaboration and mutual support for all individuals and programs leading to an enrichment of the university community.
- Major foci on sustainability and diversity (*sensu stricto* AND *sensu lato*). These should not subsume the diverse foci that represent the University's broad array of programs.
- I like the idea of environmental concerns being our focus, but I also like that we are a Hispanic-serving institution. I think that should be emphasized.
- We value diversity and sustainability.
- Diversity in all forms, transparency in governance, seek high academic quality while not sacrificing the middle level student.
- Diversity
- We are an Hispanic-serving institution and we have an incredibly diverse student body, we should focus on that diversity.
- Our place as a HSI, as well as a place of welcome for all diverse students.

- Diversity is a good one, but not only in an ethnic sense.
- A commitment to non-discrimination.
- Another serious problem here is the lack of what some have called a "cosmopolitan outlook" at Laverne. Diversity already exists amongst our students
- ULV's shared vision should include something related to the evolution of its demographics, while stating its strong and proud tradition of Social Justice.
- Diversity, best teaching practices and transparency.
- I would like to see an emphasis placed on diversity. We need to be more intentional about including diversity especially in curriculum.

Q37: Additional Comments

None