

CCC SUBCOMMITTEES AND CHARGES:

Assessment-Qualitative: Moshoula (chair), James, Rasmita, Boris

Charge: Ongoing assessment of college climate (multi-method approach)

Note: Subcommittee on hiatus; Members are currently serving on other subcommittees until there is a need for qualitative assessment.

Assessment-Quantitative: Que-Lam 'Q' (chair), Michael, Rasmita, Kris, Sheila

Charge: Ongoing assessment of college climate (multi-method approach)

Note: President Harrison reported in last faculty senate meeting in May 2014 that she was excited about exploring climate around sexual harassment/ assault issues after her visit to Washington, DC to speak with VP Biden. President H. mentioned a survey from Rutgers being considered for CSUN.

Community Building: Boris & Christina (co-chairs), Sheila

Charge: Arrange activities as opportunities for team building, etc. and to build a sense of community in the college; locate speakers on topics related to campus climate to promote dialogue.

CSBS Climate Committee (CCC) Webpage Project: Joy (chair)

Charge: Maintain and update CCC Webpage with active links to resources and members.

Human Relations and Mediation:

David Deis & Kenya Covington (co-chairs), Joy, Kelly, Moshoula, Carisa, & Sheila

Charge: Increase visibility of CCC activities and work toward a more positive college climate (Oversee ombuds services, review and revise position statement for ombuds person as necessary; other tasks may include developing CCC Logo and a series of Posters and/or videos, suggests items for the website).

Privilege Subcommittee: Judy D., Jose P., Carisa, Joy, Marquita (no chair)

Charge: Explore issues of privilege among CSBS faculty and staff and develop a preliminary intervention (i.e., Privilege Spectrum Activity tailored to needs/demographics of each department).

Workload Subcommittee: Jeffrey (chair), Kelly, Jeffrey, Mario, Jose A.

(Charge: Examine workload issues in CSBS and make recommendations for change aimed at increasing workload equity, fairness, and compensation.

CCC SUBCOMMITTEE PROGRESS REPORTS

A. **Assessment-Qualitative:**

Provided the five or six themes derived from the Spring 2013 focus groups to the Quantitative Committee. Members are currently serving on other subcommittees until there is a need for qualitative assessment again.

B. Assessment-Quantitative:

- Dean Theodoulou approved CCC's request to survey all CSBS faculty, staff and students. The Dean also increased the opportunity drawing to incentivize response rates from \$500 to \$1000. Student's will have the chance to win a \$100 Amazon Gift Card while staff and faculty will have the opportunity to receive a promotional gift with the CCC Logo valued at approximately \$15-\$20 (but purchased for much less).
- After an in-depth consultation with Dr. Sue Rankin during her visit to campus, CCC chair was advised that it was too late in the semester to be conducting a survey with any hope of a strong response rate. In addition, the President's committee just deployed a survey on sexual assault to all CSUN students. As a result, the quantitative CCC survey was postponed.
- After consultation with the Faculty Senate Educational Equity Committee, it was decided to join forces and combine the CCC and EEC Climate Survey into one and to deploy it in October 2015. Before the survey deployment, however, the CCC hopes to co-facilitate (with the EEC) homogeneous faculty, staff, and student Open Forums to discuss the EEC Focus Group findings. Feedback from these three constituent group forums will be used to make final adjustments to the survey items.

C. Community Building:

- Dean Stella Theodoulou financially sponsored the Rankin events and all were considered successes. Fifty-eight faculty and staff gave an RSVP for morning and thirty-five for the afternoon. As it turned out, however, 39 faculty and staff attended the morning event and 34 attended the afternoon, for a total of 73 attendees. Attendee responses were extremely positive. The Provost's office wanted the PowerPoint from Dr. Rankin's presentation.
- Dr. Matt Cahn, Associate Dean of CSBS, on behalf of Dean Theodoulou, introduced both of Dr. Rankin presentations. Rankin's presentation was interactive and there was excellent question and answer throughout presentation.
- Naomi took photos, as well as someone from Lee Choo's office. Naomi also arranged for the event to be videotaped.
- The Dean also sponsored a luncheon for Rankin with all the CSBS department chairs, EOP satellite director, Juana Mora (Assistant to the Provost on Hispanic Serving Institutions-HIS and Diversity Initiatives), and Susan Hau, Director of the Office of Equity and Diversity.
- The California Faculty Association, the California State University Employees Union, and the Faculty Senate Education Equity Committee (EEC) were co-sponsors of the event. Both CFA (\$1000) and the CSUEU (\$500) provided funds for light refreshments that were appreciated by attendees. CFA and CSUEU will be sent a refund, as the cost of refreshments was less than anticipated. (see Appendix A for the Rankin Poster)

D. CSBS Climate Committee (CCC) Webpage Project:

No emails were received in the anonymous email account for faculty and staff comments. The webpage was updated with the new CCC crawling banners. The webpage is located at http://www.csun.edu/csbs/resources/CSBS_Climate_Committee/index.html

E. Human Relations and Mediation:

Dean Theodoulou continued to fund a part-time ombudsperson, Dr. Tom Spencer-Walters (based upon CCC's 2013-14 Recommendation).

In an effort to increase visibility for the CCC, David Deis and subcommittee created a CCC Logo, based upon five pillars to build a positive campus climate, and graphics with

inspirational quotes to use for posters, promotional items and webpage banners (see Appendix B and C). The Geography Department was nice enough to display the 5 pillars up on their monitor rotating with regular Geography materials.

Possible logo items to use as incentives for faculty and staff respondents of the CSBS Climate Survey are still underway.

Different ideas on how best to develop a series of videos having faculty staff and students discussing what climate means to them were discussed. Additional information is needed. The new CSUN branding initiative will require a slight reworking of the CCC series of Posters and logo.

Deis also created an excellent poster for the Rankin event (see Appendix A).

F. Privilege Subcommittee:

- Kenya and Jose P. are working on an overview and re-working of the Privilege walk exercise (see Appendices). They plan to have an advertisement/invitation ready for Fall 2015. Further discussion will be needed to determine audience and questioning whether CSBS department meetings would be the best venue.

G. Workload Subcommittee:

- Assessed the previous subcommittee's review of department and college handbooks for chairs, faculty, and staff. Removed from consideration were points they felt did not pertain specifically to workload issues.
- Moving forward, decided to look once again at the handbooks, focusing on their descriptions of the responsibilities of faculty and staff; Hope offering a clearer understanding and explanation of such responsibilities will promote better communication, fairer workloads, and more efficient workplaces.
- Discussed ways to raise awareness of funding for professional development opportunities for staff and full- and part-time faculty, as well as the need for additional funds.
- Discouraged to learn that resources for staff members were cut significantly.
- Discussed the limited resources available to full-time adjunct faculty; will look into the reasons for these shortcomings and, eventually, recommend the college find ways to contribute more to such funds.
- Discussed course load disparities within the university; will look into the reasons for uneven workload responsibilities from college to college; want to consider similar differences within the college; hope to exam how these discrepancies affect both full- and part-time faculty.
- Agreed on the need to follow up on the previous subcommittee's intention to learn more about orientation and training materials for new faculty, staff, and administrators. The goal of this inquiry is to promote greater awareness of climate issues during orientation events.
- Finally, reviewed the CFA's general statements regarding recent contract negotiations; were encouraged to learn the new contract addresses workload issues for new faculty, faculty with outstanding service and student engagement records, and part-time faculty who work over 15 units; would like to find ways to raise awareness of these important gains, ensuring the hard work of the faculty is both recognized and compensated; although encouraged to learn about the CSU's support for new full-time faculty (years 1-2), also discussed the need to push for similar commitments to pre-tenure (years 3-6) and mid-career faculty.

OMBUDS SERVICES

The position of CSBS Ombudsperson was established in fall 2013 upon the recommendation of the College Climate Committee “to provide confidential and informed assistance to constituents of the College of Social & Behavioral Sciences (CSBS) community, which includes students, staff, faculty, and/or administrators.” The Ombudsperson receives three units of reassigned time from the dean each semester for his services. It is important to note that the position is not an organic part of the college’s administrative structure, and as a result, it reports directly to the Climate Committee.

During the 2014/15 academic year, Ombuds Services and Dr. Tom Spencer-Walters received visits or calls from a total of 35 constituents of the college (the number was down from 49 last academic year due to Dr. Spencer-Walters knee surgery and his unavailability during a great deal of the Spring 2015 semester). Once again, faculty, represented the largest number of visitors/contacts: 19 (54%). For the other constituent groups, ombuds services were sought by 8 (23%) staff, 3 students (8.6%), 3 (8.6%) CSBS administrators, and 2 (5.8%) unsolicited inquiries from other colleges on campus. **No data was collected on gender and ethnicity because doing so could have compromised confidentiality.**

There were seven broad categories for the self-report issues brought to the ombudsperson as follows: peer and colleague relations; faculty-student relations; supervisor-employee relationships; administrative issues; health and safety; hostile working environment; and equity and diversity. *Note:* Inquiries and concerns dealing with a hostile working environment increased significantly from last AY.

Please see full Ombuds Services Annual Report submitted by Dr. Tom Spencer-Walters in Appendix D at the end of the CSBS Climate Committee (CCC) Annual Report.

DEFINITE CCC PLANS FOR 2015-2016 ACADEMIC YEAR:

1. Replace membership vacancies, due to leave, retirement or inactivity, with new *committed* members.
1. Plan and co-facilitate Student, Staff, and Faculty Homogenous Campus Climate Forums (with EEC) in September 2015 so that feedback can inform finite iteration of campus climate survey.
2. Collaborate with the Faculty Senate Educational Equity Committee (EEC) in finalizing the next iteration of the Campus Climate Survey to be deployed in October 2015.
3. Fund campus climate expert speakers for at least one talk per semester.
4. Fund the development and production of short videos on *What Climate Means to Me* initially with CCC members, and eventually to include faculty, staff and students in CSBS.
5. Continue to work on increasing the visibility of the CSBS Ombuds Services, currently staffed by Dr. Tom Spencer-Walters, which is the first such service offered by a college in CSUN’s history.

RECOMMENDATIONS TO CSBS AND DEAN STELLA THEODOULOU:

1. PLEASE continue to reflect on the *Overlapping Dominant Themes/Concerns/Needs Expressed by Both Faculty and Staff Focus Groups (Spring 2013)*:

- **Workload issues** (e.g., classes being too large for faculty or “work as assigned” for staff seen as a way to keep piling on work responsibilities without changing the job description or the **pay grade**)
- **Monetary compensation**
- **Clarity of faculty/staff roles**
- **Favoritism/Lack of transparency**
- **Ombuds Services (funded starting in 2013-2014 AY); PLEASE continue the support for this important service to CSBS faculty, staff, and students.**

Discuss the aforementioned dominant themes/concerns/needs with chairs and administrative staff in the various CSBS administrative meetings, as well as in council and cabinet meetings and provide constructive feedback and suggestions to the CSBS Climate Committee.

6. Roll-over the \$1,000 for student opportunity drawing (\$500) and faculty/staff promotional item give-away (\$500) to incentivize participation in the Campus Climate Survey.
7. Co-sponsor Conduct Student, Staff, and Faculty Homogenous Campus Climate Forums (co-facilitated with EEC): This event is a homogeneous convening of students, staff, faculty and administrators with the goals of initiating and increasing dialog, sharing information and research, and providing opportunities for relationship building around efforts to improve and sustain a more positive campus climate for all constituent groups. Organizers hope to create an event that shares some of the important findings from the EEC Focus Groups (Sp. 2015), asks strategic questions about the climate issues, as well as lifts up current efforts and building connections for new ones. The goal of the forum is to also create buy-in for the upcoming Campus Climate Survey (October, 2015).
8. Collaborate with the Faculty Senate Educational Equity Committee (EEC) in finalizing the development of the next iteration of the Campus Climate Survey. The survey to be deployed through studentvoice in October 2015, followed by analysis of data, interpretation of analyses, and written report to the student, staff and faculty CSBS community.
9. Fund campus climate expert speakers for at least one talk per semester. Potential Names: Dr. Octavio Villalpando, AVP for Equity & Diversity; Director of the Center for Critical Race Studies, and Professor in the Department of Educational Leadership & Policy at the University of Utah; Dr. Carmen Suarez, chief diversity officer at Portland State University; Michael Benitez, Dean of Diversity and Inclusion and Chief Diversity Officer at the University of Puget Sound.
10. Fund the development and production of short videos on *What Climate Means to Me* initially with CCC members, and eventually to include faculty, staff and students in CSBS.

Appendix A:

Poster Advertising Dr. Sue Rankin's Presentations on April 13, 2015.

sponsored by
the Climate Committee,
College of Social and Behavioral Sciences
and the
California Faculty Association

California State University
Northridge

Dr. Rankin has published widely on the intersections of identities and the impact of sexism, genderism, racism and heterosexism in the academy and in intercollegiate athletics.

Morning Presentation
ALL FACULTY AND STAFF ARE WELCOME
10:00–12:00
Ferman Presentation Room
Oviatt Library

Afternoon Presentation
INVITED FACULTY AND STAFF LEADERS
1:30–3:30
Ferman Presentation Room
Oviatt Library

*Parking is \$6 per car at the Information Booth at Prairie Street and Darby Avenue.
For more information and reservations, call 818.677.7169.*

Communication services (sign language interpreters, note takers, real-time captionists, or assistive listening devices) are available for this event. Requests for services must be submitted at least five (5) working days in advance.

Improving Campus Climate

to Achieve Inclusive Excellence

a very special presentation with
Susan Rankin

- One of the primary missions of educational institutions is unearthing and distributing knowledge.
- Academic communities expend a great deal of effort fostering an environment where this mission is nurtured, with the understanding that institutional climate has a profound effect on the academic community's ability to excel in research and scholarship.
- Recent investigations suggest that the climate on campuses not only affects the creation of knowledge, but also has a significant impact on members of the academic community who, in turn, contribute to the creation of the campus environment.
- Preserving a climate that offers equal learning opportunities for all students and academic freedom for all faculty in an environment free from discrimination should be one of the primary responsibilities of educational institutions.

save the date!
Monday
April 13th

Appendix B:

CSBS Campus Climate (CCC) Logo



Appendix C:

Example of one of the five CCC Posters

openness

**Genius is not that
you are smarter
than everyone else.
It is that you are
ready to receive the
inspiration.**
– Albert Einstein

Institutions of higher learning
perform best when ideas,
notions, concepts, and solutions
are debated fervently.

It is through this process of
open exchange and dialogue
that deeper understanding may
be achieved.

ACADEMICS MATTER | STUDENTS MATTER | COMMUNITY MATTERS
College of Social & Behavioral Sciences

California State University
Northridge

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
College of Social & Behavioral Sciences
**Climate
Committee**

Appendix D:

**OMBUDS SERVICES REPORT
2014/2015
Submitted By
TOM SPENCER-WALTERS, OMBUDSPERSON
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES**

OVERVIEW: ABOUT THE OMBUDSPERSON:

The position of CSBS Ombudsperson was established in fall 2013 upon the recommendation of the College Climate Committee “to provide confidential and informed assistance to constituents of the College of Social & Behavioral Sciences (CSBS) community, which includes students, staff, faculty, and/or administrators.” The Ombudsperson receives three units of reassigned time from the dean each semester for his services. It is important to note that the position is not an organic part of the college’s administrative structure, and as a result, it reports directly to the Climate Committee.

The Ombudsperson provides a friendly, neutral, informal, confidential, and impartial environment for students, faculty, and staff in the college, to seek appropriate information about university services, policies, and practices, express concerns about college or systemic issues of importance to them, seek advice on, and where possible, provide expeditious resolutions to challenging peer/colleague relationships, supervisor/staff relations, and faculty/student issues, among others.

AUTHORITY AND LIMITS OF THE OMBUDS OFFICE:

Through direct and sustained engagement with interested college community members, the Ombudsperson becomes a sounding board not only to assess college climate, but to call attention to university policies and practices that may need revisiting. However, the Ombudsperson does not make policy nor can he abrogate the grievance or personnel processes of the University. In addition, this office cannot replace duly constituted university units of conflict resolution; it merely supplements them.

This report is part of the charge of the position of Ombudsperson and it summarizes the nature and scope of services rendered during AY, 2014/2015. It is deliberately general in nature to protect the identities of visitors and the confidentiality of the information shared.

GENERAL COMMENTS ABOUT YEAR TWO OF THE POSITION:

Just as I did during the inaugural year, 2013/14, I sent an introductory message about the position and about my services to the entire college. This was followed by personal emails and informal chats. These exchanges began to generate interests that led to visits and conversations ranging from requests for information to suggestions for conflict resolution. Providing this kind of platform appeared to be therapeutic because it gave colleagues a) ready opportunity to share their concerns, whether personal or professional, with an avid listener, and b) much-needed space to air out their feelings.

DEMOGRAPHICS OF VISITS AND CONTACTS:

Ombuds Services for 2014/15 were somewhat limited as a result of a medical emergency I had to deal with. This emergency kept me away from campus from January through the latter half of March, 2015. However, during fall 2014, I received visits or calls from a total of 23 constituents of the college and 2 from another college (See Table 1). Faculty, it turned out, represented the largest number of visitors/contacts overall: 19 (54%). Staff and student, 8 (23%) and 3 (8.6%), came a

distant second and third respectively. There was a tiny group of 2 (5.8%) visitors from another college who sought information about university policies and suggestions for conflict resolution. I responded positively out of collegiality and respect for these colleagues. **In general, no data was collected on gender and ethnicity because doing so could have compromised confidentiality.**

**TABLE 1: TOTAL NUMBER OF INQUIRIES, VISITS, AND CONTACTS
2014/15 ACADEMIC YEAR**

AY2014/15	College Admin	Faculty Total	Staff Totals	Student Totals	Unsolicited	TOTAL
					Inquiries from other Colleges	
Fall	2	13	5	3	2	(25) (71%)
Spring	1	6	3	0	0	(10) (29%)
Percentage of Total	3 (8.6%)	19 (54%)	8 (23%)	3 (8.6%)	2 (5.8%)	35 (100%)

The preponderance of faculty visits/contacts was anticipated for obvious reasons. Many had questions relating to policy at the department and college levels, supervisory roles and expectations, budget allocations, appropriate reporting units, and peer-peer relationship concerns. A couple actually sought information about the appropriate university agency to report sexual assault, if students should bring that to their attention. I immediately referred them to Equity & Diversity but urged them to provide simultaneous notifications of the same to their chairs and the dean. The work of the Climate Committee, especially in creating a platform for dialogue and reflection on college policies, activities, and direction, has been pivotal in validating the utility of Ombuds services. As I chat with and address the concerns of colleagues, I am convinced that they welcome an independent office that would offer a safe and confidential place to share their concerns and ask questions.

Staff concerns were primarily focused in the area of staff-supervisor relations, although there were some staff-staff relation issues. Issues for both areas include open lines of communication, leadership style, favoritism, equity and fairness, professional recognition of work. The few student concerns I received mainly dealt with a need to understand faculty expectations and policies.

TABLE 2: ANALYSIS BY CATEGORIES OF ISSUES:

NATURE OF CASES	COUNT	PERCENT
1. Peer & Colleague Relationships	14	36.9%
2. Faculty-Student Relations	3	7.9%
3. Supervisor-Employee Relations	10	26.3%
4. Administrative Issues	1	2.63%
5. Health and Safety	1	2.63%
6. Hostile Working Environment	6	15.8%
7. Equity & Diversity Issues	3	7.9%

The Ombuds office received visitors and telephone/email contacts representing a total of 38 often-related issues and concerns. I have collapsed these into **seven** broadly defined categories adapted from the International Ombuds Association Reporting Categories.

It is important once again to note that since visitors self-report issues and concerns and since the Ombudsperson cannot conduct formal investigations of these (there are other resources on campus entrusted to do just that), one cannot over-emphasize the predictive values of these categories.

1. Peer and Colleague Relations: Broadly covers concerns, issues, or questions relating to relationships between staff-staff, faculty-faculty, or student-student. Some of the issues involved feelings of lack of respect, unclear communication, and misplaced priorities. Fourteen of the 38 issues and concerns (36.9%) brought to the office, fell into this category. The greater percentage of cases came from faculty-faculty relationships (73%) and dealt mostly with respect, unclear communication, and sensitivity to each other's feelings.

2. Faculty-Student Relations: Issues and concerns in this category ranged from grading practices, teaching styles, and equity and fairness. As reported earlier, not many students used the Ombuds service this year, so it is not surprising that their 3 reported concerns only constituted 7.9% of the total reported issues and concerns.

3. Supervisor-Employee Relationships: Examples of supervisor-employee relations include Department Chair and office staff, Administrative Support Coordinator and Administrative Support Assistant, Administrative Support Assistant and office student assistants. This category generated a lot of activity from all of the pairs listed above. Many complaints and concerns were focused on punitive behavior, unfair or unclear assignment schedules, lack of proper feedback, discipline, leadership effectiveness, and performance appraisals. Given these many areas of concern, it was not surprising that this category showed the second largest reported cases: 10 (26.3%)

4. Administrative Issues: This category fielded concerns, questions, and inquiries about administrative services provided by the college and university administration. The single issue (2.63%) that came up dealt with the nature and implementation of college and university policies and administrative decisions. I did not expect a lot of inquiries relating to administrative issues because there are so many opportunities to get this kind of information readily: Faculty Affairs, Human Resources, deans, department chairs, etc. I redirected the visitors to the appropriate university resource and helped them negotiate solutions to deal with administrative decisions that concern them.

5. Health and Safety: This category deals with safety and working conditions conducive to productivity. There was one issue that the Ombudsperson had to address: safety for employees in their offices especially when it is late. The visitor and the Ombudsperson examined various ways to tackle this issue personally while identifying designated campus services designed to ensure the safety of all students, staff, and faculty.

6. Hostile Working Environment: The 6 (15.8%) inquiries and concerns dealing with a hostile working environment increased significantly from last year. Some of the concerns dealt with supervisory-staff relationships, lack of clarity in supervisory expectations, and intimidating behavior. Again, I was able to help the visitors navigate informal solutions to these concerns, one of which involved extensive, but pleasant and useful discussions with a supervisor.

7. Equity and Diversity Issues: Issues of fairness, ethics, and diversity, help to define this category. The one issue (2.63%) I had to handle in this area had to do with who to report sexual assault complaints to first. We had a constructive discussion about this and concluded with the Ombudsperson recommending the services of Equity and Diversity as well as the department chair and the dean.

GOING FORWARD:

I plan to continue to bring greater visibility to the office and the many benefits to be derived from it. In addition to informal chats and individual meetings, I am thinking of instituting “group chat” sessions that would bring together people from diverse departments who may be interested in sharing ideas and/or concerns within a small group setting. It would give me another opportunity to show how Ombuds services can be beneficial to a lot of the college’s constituents.

Finally, once again, I am very grateful and humbled by the trust and candor of the many visitors and contacts I received this year. Just the opportunity to have a safe place to examine their thoughts, articulate their concerns, and reach mutually acceptable agreements, is in itself, a first and important step in personal problem-solving.