

2015 CSUSB CAMPUS CLIMATE SURVEY, PHASE I REPORT
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EXECUTIVE SUMMARY

Abstract. This report is the first of two that will address results of CSUSB's 2015 Campus Climate survey. This survey was distributed via email invitation to all employees at CSUSB in fall quarter 2015. The purpose of the survey was to measure the organizational climate of CSUSB. Within this paper, we describe an assessment of employee morale at CSUSB and employees' perceptions of campus leadership, an important corollary to morale and climate. Finally, we present data regarding perceptions of shared governance and shared decision making. Both numerical ratings and themes generated from comments to the open-ended questions, with representative statements by respondents, are presented.

Background. At two fora in June 2015, sponsored by the Faculty Senate executive committee, over 200 faculty and staff gathered to express concerns about the campus climate. The faculty senate chair requested that the chancellor sponsor a survey to assess the campus' climate. Chancellor White declined to sponsor the survey, but encouraged the campus community to work together to address the issues. Consequently, an ad hoc committee of faculty and staff formed to conduct the study. These experts in survey design, statistics, measurement, leadership, and industrial-organizational psychology spearheaded the survey development process and ultimately, the analysis of the data collected.

Results. Results from 756 respondents indicate that there are significant problems with morale on the CSUSB campus. Two-thirds of respondents indicated that morale had changed since their hire. Nearly 90% indicated that morale had gotten worse. Significant proportions of employees agreed with the sentiment that they would leave if they didn't already have so much invested in the university. Employees have lost confidence in the campus leadership, reporting with their numeric ratings that top leadership has not communicated a clear direction, that input is neither sought nor considered by leadership in the decision making process, and held perceptions that senior management does not act with integrity. Analysis of the numerous comments bolsters the sentiment that the downturn in morale on campus has largely been attributed to top leadership. The themes that emerged from the commentary sections of the survey indicated that senior management plays favorites, does not value or respect employees, is seen as ineffective, engages in abusive or uncivil behavior, and lacks authenticity. There were some positive themes that emerged: employees largely like the work that they do, enjoy working with students, and care about the university and its mission. A small proportion of employees indicated that they liked the new leadership, its direction, and thought that senior

management had the best interests of the institution at heart. These were, however, very small proportions of the respondent base.

Conclusion. For the most part, faculty and staff value the campus and the students they serve. Many people are satisfied with their jobs and want to do good work in the service of the primary academic mission. Thus, there is a core of employees who genuinely care about the university and its students—as well as each other. Although faculty and staff are devoted to the primary mission of the university, their responses indicate that many have lost confidence in leadership and feel underappreciated, undervalued, and unheard. The sense of community that many believe existed on the campus a few short years ago is largely gone. Though some comments carried the perception that senior management cares about the campus, that abstract feeling has not translated into concrete behaviors which elicit in respondents a sense of confidence in campus leadership. The fundamental issue is that there has been a breach of trust between administration and the faculty and staff.

Recommendations. Although this is but the first report to be offered, we believe these findings are sufficiently strong to make recommendations to improve the campus climate at CSUSB. We recommend that senior management work to restore the trust that has been lost. It will not be easy. It is possible that some faculty and staff do not believe that top leadership can or wants to change. Yet, we have reason to have hope as we believe that faculty and staff are likely to respond positively to attentive, caring, authentic leadership. To restore trust will require, first of all, that top leadership acknowledge that a problem exists. Second, it is important that top leadership genuinely listen to employees—all employees—and hear them out. Third, top leaders need to model integrity consistently to restore employee trust. Finally, top leadership must demonstrate that all employees are valued, not just a select number who support the leadership already, and show that active steps are being taken to restore trust.

In Academic Year 2014-2015, CSUSB developed a new five-year Strategic Plan. The core values that were identified and included in the plan that have relevance to the findings of this study are: Inclusivity, integrity, respect, social justice and equity, transparency, and wellness and safety. The results of this study strongly suggest that a majority of the respondents feel the university is falling short of enacting these core values. Based on the findings in this study, if CSUSB is to realize the benefits of this strategic plan, top leaders should take these results seriously and take active and immediate steps to change perceptions of campus climate by modeling the values expressed in this plan. This rebuilding of trust is important and critical if the primary mission of serving our students is to be achieved, and if CSUSB expects to realize the goals and objectives stated in the strategic plan.

2015 CSUSB CAMPUS CLIMATE SURVEY, PHASE I REPORT

OVERVIEW

This document is the first of two reports of major findings of a survey that was distributed to all employees (faculty, staff, administrators, and people for whom we had contact information but are no longer employees) at California State University, San Bernardino (CSUSB) in fall quarter 2015. The purpose of the survey was to measure the organizational climate of CSUSB. Within this paper, we describe an assessment of employee morale at CSUSB and employee's perceptions of campus leadership, an important corollary to morale and climate. Finally, we present data regarding perceptions of shared governance and shared decision making. Both numerical ratings and themes generated from comments to the open-ended questions, with representative statements by respondents, are presented.

BACKGROUND

In June, 2015, two faculty/staff fora were held by the Faculty Senate Executive Committee. At those meetings, a large group of faculty and staff (over 200 employees) shared concerns about campus leadership, morale and the health of the campus climate. As a result of those concerns, Faculty Senate Chair, Treadwell Ruml, on behalf of the Executive Committee requested that the Chancellor's Office sponsor a climate survey (see Appendix 1 for copy of resolution FSD14-26). The Chancellor's Office declined the request in a memo dated July 28, 2015, stating "As you know, I feel strongly about the merits of shared governance, and I concur with the importance of working together as a campus community to address issues that arise." In response to the Chancellor's memo, an ad-hoc committee of faculty and staff¹ was formed to spearhead the study. These individuals possess expertise in statistics, survey design, industrial-organizational psychology, organizational leadership, management consulting, executive coaching, human resources, and union relations. See Appendix 2 for more detail on the composition and areas of expertise of the committee members.

This committee sought to determine, in a statistically and methodologically sound and objective manner, whether perceptions of a negative climate were widespread or restricted to a small group of individuals. Our intention was to collect data that would provide CSUSB leaders with valuable information that could be used to evaluate and, if survey results so indicated, improve the campus climate at CSUSB.

BRIEF INTRODUCTION TO ORGANIZATIONAL CLIMATE: ANTECEDENTS AND OUTCOMES

Organizational climate is comprised of the shared perceptions of employees. Employees form these perceptions from their personal experiences within the workplace and their observations of what behaviors are expected, supported, and rewarded through policies and procedures within the organization (Schneider, Ehrhart, & Macey, 2013).

¹ Three administrators were approached and invited to join the committee; all declined.

Campus climate is a specific example of organizational climate; it is the environment on a campus formed by the collective attitudes and behaviors of faculty, staff, administrators and students. It is a reflection of the “quality of life” for these groups, including factors of job satisfaction, morale, respect, engagement, inclusion, confidence in leadership, communication, potential for growth and advancement, equitable treatment, and a host of other factors. A healthy environment is crucial for faculty, staff, administrators, and students to thrive; thus, it is important--and good practice--to assess, regularly, campus climate and make adjustments when and where problem areas are identified.

Morale

Morale was first systematically explored in the mid-1900s. Ralph Davis (1940) defined it as “... a mental condition of groups and individuals which determines their attitude.” Around the same time, Morris Viteles proposed that it should be measured to determine its value to industry (1953). Today, organizational behavior and climate researchers define morale as “the degree to which an employee feels good about his or her work and work environment” (McKnight, Ahmad, & Schroeder, 2001, p. 467). Morale is a broader term than intrinsic motivation or job satisfaction. It is a term that also includes experienced work meaningfulness (Hackman & Oldham, 1975), organizational commitment (Mowday et al., 1979), relationship closeness, and pride in one’s work. Relationship closeness refers to the degree to which an employee has a sharing, open, and familiar relationship with management.

Positive work attitudes have practical value: High levels of morale translate into effective teamwork, easier conflict identification and resolution, a healthier and safer work environment, better communication, an increase in productivity, and greater motivation. In contrast, low levels of morale lead to increased grievances and conflicts, high rates of employee absenteeism and turnover, low job satisfaction, poor working conditions, decrease in productivity, and a lack of employee motivation (Kuenzi & Schminke, 2009).

Leadership

Effective leadership is vital to the success of an organization and is an important antecedent of organizational attitudes. One of the primary functions of leadership is to articulate a vision and act in accordance with the values expressed in that vision. Leaders are also the individuals who have the strongest effect on organizational culture and values. According to Edgar Schein (2010), organizational leaders embed their values by what they pay attention to, what they measure and control, and how and where they allocate resources. Employees begin to understand what is important based on the focus of the leader. Further, the manner in which leaders select, promote, and terminate employees also reveals the values of the leader. Employees learn who is important and who the leader values or devalues. In addition to these cultural embedding mechanisms, how leaders react to critical incidents is also a key indicator as to the leader’s priorities. Leaders who are effective create and/or foster a sense of community, treat all employees in a fair and equitable manner, are trustworthy, have integrity, develop

employees morally and professionally, and are accountable for the organization's health and well-being.

Shared Governance and Decision-making

Yet another important element of the work environment is the extent to which employees have voice and are involved in decision making. At the University, historically, there has been a practice of shared governance for faculty and administration. In an article appearing in the *Chronicle for Higher Education*, Gary Olson (2009) stated:

Shared governance is not a simple matter of committee consensus, or the faculty's engaging administrators to take on the dirty work, or any number of other common misconceptions. Shared governance is much more complex; it is a delicate balance between faculty and staff participation in planning and decision-making processes, on the one hand, and administrative accountability on the other.

Thus, though any one definition is likely to be contested, we suggest that in the university setting, shared governance means that decision making is a shared process in which specific groups such as faculty and administrators share relevant information, cooperatively and collaboratively discuss needs, and are responsible for specific aspects of decision making (e.g., curriculum, student advising, technology infrastructure). Shared governance is of such importance to faculty, that the American Association of University Professors (AAUP, aaup.org) first proposed a statement on it in 1920, "...emphasizing the importance of faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies." Also, the Higher Education Employer-Employee Relations Act states that "...joint decision making and consultation between administration and faculty or academic employees is the long-accepted manner of governing institutions of higher learning and is essential to the performance of the educational missions of these institutions..."

Further, as noted in the faculty senate resolution of June 29, 2015, CSUSB Faculty Senate Chair Treadwell Ruml gave shared governance a special note in the request for a climate survey, asking that the assessment include "attitudes and behaviors related to both shared governance and shared leadership."

Shared decision making--staff. The American Federation of Teachers (AFT, 2002) state that not only should the faculty, but all college and university employees, including the "professional staff with and without faculty rank, the classified and support staff that keep the educational enterprise going—should have a guaranteed voice in decision-making, a role in shaping policy in the areas of their expertise." Effective organizational leaders enlist the support of employees for new initiatives by asking for and carefully considering their input. Employees who feel that they have been heard in the decision making process are less likely to complain about outcomes they do not like, for example (Colquitt, Conlon, Wesson, Porter, & Ng, 2001). Thus,

shared decision making may be defined somewhat differently for staff employees at CSUSB, but is yet an important consideration in assessing staff satisfaction.

Benefits of shared governance/shared decision making. Greenberg (2011) notes the positive outcomes associated with the sharing of decision making authority by those in top leadership positions. The rationale for empowered, shared decision making is that the people who do the work or are most familiar with the issue know what is best; consequently, having someone who does not have firsthand knowledge or who lacks experience in the issue make the decision, may not make the most sense. Decision quality tends to improve when those who have deeper knowledge of and experience in operational functions are actively sought and encouraged to provide input and suggestions, and when their suggestions are actually implemented.

Of course, senior university leadership has the final say in certain decisions. As noted, however, unless the campus community is able to participate meaningfully in decision making and governance as “true partners,” those decisions will not be of the same quality as those made with meaningful input from those most affected.

METHODS

Survey Respondents. The sample consisted of full-time faculty members (tenured, tenure-track, and FERP), lecturers, administrators, staff, and retirees (including those who left the university for other employment). Twenty eight percent of respondents preferred not to state their gender (or chose to leave that question blank). Of those who were willing to specify their gender, 37 percent were male and 62 percent female (with less than 1 percent stating “other”). The length of time employed on campus ranged from “recently hired” (0 years) to 21 or more, with 52 percent having more than 10 years of longevity at CSUSB. Ethnic identity (a multiple response variable) was as follows (table produced in statistical software SPSS 22.0):

Table 1. Self-Reported Ethnicity of Respondents

	Responses		Percent of Cases
	N	Percent	
American Indian or Alaska Native	12	1.9%	2.1%
Asian	28	4.5%	4.8%
Black or African American	54	8.6%	9.3%
Hispanic or Latino	136	21.7%	23.5%
Middle Eastern	4	0.6%	0.7%
Native Hawaiian or other Pacific Islander	8	1.3%	1.4%
White/Caucasian	338	53.8%	58.4%
Other	48	7.6%	8.3%
Total	628	100.0%	108.5%

The following table shows the breakdown of respondents' current position.

Table 2. Positions of Respondents

		Frequency	Percent	Valid Percent
Valid	Tenured faculty (including FERP)	151	20.0	20.0
	Tenure track faculty	40	5.3	5.3
	Lecturer	27	3.6	3.6
	Non-exempt staff (hourly)	211	27.9	27.9
	Exempt staff	203	26.9	26.9
	Administrator (MPP)	75	9.9	9.9
	Former CSUSB employees	48	6.3	6.4
	Total	755	99.9	100.0
Missing	Declined to state	1	.1	
Total		756	100.0	

For the remainder of this report, “Faculty” refers to Tenured Faculty (including faculty in the early retirement program [FERP]), Tenure-Track Faculty, and Lecturers. The category of “Staff” includes non-exempt, exempt, and confidential class staff members. The label “Former CSUSB employees” refers to people who once worked for CSUSB, but retired or left for some other reason.

Measures

Survey construction process. The committee began its work by identifying key dimensions of organizational climate based on the relevant literature of climate, as noted earlier in this report. These dimensions included the following: job satisfaction, opportunities for job growth, leadership, communication and decision making processes, diversity, inclusion, equity, workload and work stress, collaboration, performance evaluation and feedback.

In addition, the members of the committee compared these dimensions to approaches taken by others who had recently surveyed college campuses. Specifically, we examined the following surveys:

- CSU Chico Campus Climate survey conducted in Spring 2015
- UC Berkeley Campus Climate survey conducted in March 2014
- CSU-wide furlough study conducted in 2009 by two of the members of the campus climate committee

- Staff survey conducted in 2010 by the Chancellor’s Office for CSUSB’s Administration and Finance Division.

Finally, we also considered specific issues named in the faculty senate resolution. Of particular note, these included shared governance, respect for employees, and bullying in the workplace.

Item selection. Items were selected from the surveys mentioned above as they reflected the climate dimensions noted earlier; specific items were written to assess shared governance and in-range progressions as both were noted by faculty and staff as special concerns of these respective groups.

*Final survey*². A master copy contained 75 items that called for fixed format responses (e.g., Likert style rating scale—“strongly disagree” to “strongly agree,” or “yes-no” format). In addition, throughout the survey, 13 open-ended questions were asked so that respondents could expand on their numeric ratings. For faculty, 12 questions addressing shared governance were included. For staff employees, 12 questions asking about the in-range progression process were included, following the questions about personnel evaluations.

Data collection. Data were collected in Fall Quarter, 2015, using an on-line Qualtrics survey hosted by an external marketing firm (Global Knowledge) to ensure confidentiality and anonymity of individual survey responses. All faculty, staff, and administrators with a working e-mail address (1567 taken from the CSUSB online directory) were sent individual e-mails with a link to the anonymous survey, as were CSUSB employees who recently separated from the university via a request to a retiree listserv.

To maximize participation, two reminders were sent after the initial invitation to participate. See Appendix 3 for email messages that alerted, invited, and reminded employees about the availability of the survey. In addition, a “paper-and-pencil” survey was available for those who preferred not to respond via computer. Seventeen surveys were completed via paper form. Ultimately, 756 (48% of the invited) responded, one of whom did not provide his or her position.

Analysis

A mixed method approach was used due to its ability to provide a more thorough examination and explanation of the phenomena studied than quantitative analysis, alone, would provide. We used quantitative analysis to identify the extent of agreement or disagreement with statements related to climate and we also included open-ended questions to allow respondents to elaborate on their numeric ratings.

²A copy of the final version of the survey as deployed is available at <https://sites.google.com/site/2015csusbcampusclimate/climate-survey-instrument>

Coding and tallying responses to open-ended items. For each of these questions, two independent raters reviewed the responses and identified common themes, following the hermeneutic process (Patton, 2002).³ Once themes were identified, descriptions were written to define each theme, and if needed, subthemes. Then, two coders independently reviewed each response for a respective theme or subtheme. After an initial assessment of inter-rater agreement, if needed, definitions were refined, and the coders repeated the process. Prior to the final analysis of the qualitative data, all discrepancies in coding were reconciled. To be included in the report, at least three respondents needed to have made reference to a given theme.

Strategies taken to minimize biases and confounds. Fall quarter 2015 coincided with the three year review of the campus president. We purposefully waited to launch the survey until after the deadline had passed for the campus community to submit comments about the president to the Chancellor's Office.

In addition, prior to administering the survey, three CSUSB employees (one of whom was retired) reviewed each item independently to ensure no bias was present in the wording of the items and that the items and instructions were articulated clearly.

FINDINGS

This section of the report includes preliminary results of CSUSB's Campus Climate survey. Results are reported in aggregate form only, cross-tabulated by position (faculty, staff, administrator, or retiree) where appropriate. The results are reported and grouped by conceptual category (although some questionnaire items could easily fall into more than one category). These headings include Morale, Leadership, and Shared Governance and Decision-Making.

The reader is encouraged to view the full data display in Appendix 5 of this report. We also note that this is the first of two reports on the survey findings. The analysis of results from the remainder of the survey was not incorporated into this report due to the tight time line the authors had to complete this report. A full report including the results of the entire survey will be released later.

³We used the case/response level for analysis, i.e., the full response that a survey taker provided, to tally frequency of theme. This approach is the most conservative in that had we used the sentence or phrase level and had counted every occasion of a theme in a response, the tally would be much higher.

Morale

As noted in the brief overview, morale includes experienced job satisfaction, work meaningfulness, organizational commitment, perceived closeness to management, and pride in one’s work. Morale is vitally important, because high levels of morale lead to important, positive organizational outcomes such as good teamwork, *esprit de corps*, fewer conflicts, greater productivity and increased motivation.

One measure of morale and job satisfaction is agreement with the statement: “I am proud to say I work at CSUSB.” Overall, over three quarters (77.8%) of respondents agreed or strongly agreed with the statement, with Administrators showing more “pride” than faculty or staff. Further, as noted in Table 3, the vast majority of faculty, staff, and administrators like their job, feel that the work they do is satisfying, and indicate that their work gives them a sense of personal accomplishment. These four items clearly show that for the most part, people in all employee categories are satisfied with their jobs and care about the university.

Unfortunately those glowing sentiments are not reflected in opinions regarding the statement: “Employee morale is good on campus.” The results on this item are stunning and disconcerting. Overall, less than a quarter of respondents agreed or strongly agreed with the statement (22.4%). As noted in Table 3, the highest level of agreement on that item was among administrators, yet even that figure was a low 36.6%.

Table 3. Respondents’ Agreement with Job Satisfaction and Overall Morale Statements

% who “agreed” or “strongly agreed” with the following items:

	Faculty	Staff	Admin	Overall
“I am proud to say I work at CSUSB”	67.8%	82.2%	92.9%	77.8%
“My work gives me a sense of personal accomplishment”	88.0%	78.4%	93.0%	83.0%
“I like my job”	82.4%	82.3%	81.7%	81.5%
“The work that I do is satisfying”	84.6%	76.0%	85.7%	79.9%
“Employee morale is good on campus “	16.6%	22.2%	36.6%	22.4%

A follow-up question asked respondents whether employee morale had changed since the person was hired. Table 4 lists the percentage who agreed or strongly agreed that a change has occurred, and an indication from those individuals as to whether the change has been positive or negative.

Table 4. Respondent Agreement Regarding Change in Morale

% who “agreed” or “strongly agreed”					
	Faculty	Staff	Admin	Former employees	Overall
“Morale has changed since I was hired”	66.7%	69.3%	62.3%	90.7%	69.2%
[IF RESPONDENT INDICATED A CHANGE].....					
Morale has gotten <i>better</i>	5.3%	11.2%	22.0%	11.1%	10.4%
Morale has gotten <i>worse</i>	94.7%	88.8%	78.0%	88.9%	89.6%

After the questions noted above, survey takers were invited to elaborate on their numeric ratings with this item: “Please feel free to make any comments you wish regarding the items above (overall job satisfaction, optimism about the future, employee morale, etc.) and any changes you've seen over time.”

Of the 756 total respondents, 404 left a response, of which 313 were assigned a theme (e.g., favoritism, optimism for future direction of campus) through the process described earlier. Tables in Appendix 4 display details of the themes and subthemes, representative statements for all themes that emerged, and some additional technical detail (i.e., percent of agreement of the coders). In total, 835 theme assignments were made; of these 767 (91.8%) were negative. Because we wanted to guard against the possibility of biases in the coding process, as well as the possibility that we had missed a theme, we examined the 91 responses that had not received an assigned theme. We elected to assign a positive or negative affect theme to these to be sure that we had not missed a potentially large number of positive statements. We had not. For those 91 statements, 43 had sufficient clarity to code as positive or negative, and of these, 4 were positive and 39 were negative. Responses that were not assigned themes were statements such as “N/A” or “I have only been employed at CSUSB for 8 months, so I am not sure that I have further comments at this time.” (See Table A1 in Appendix 4 for themes and subthemes of morale and example statements of the subthemes.)

Next, we describe the key themes that emerged with selected statements to illustrate respondent sentiments. First, we make a few comments about the framework of the resulting themes. The number of respondents who left a comment indicative of the theme (or subtheme) is shown within parentheses. Please note that the sum of the number of responses listed will total to more than the number of survey takers because each person’s response, if it consisted of several sentences, could have been assigned multiple themes.

Keeping in mind that morale is a broad and encompassing topic, it is clear that some of the themes that emerged could be categorized within the leadership domain. Those themes that clearly fit the morale category will be described in this section; we will describe the results of

the qualitative analysis of the responses to this open-ended morale questions that fit the category of leadership in the leadership section.

Morale: Themes of Open Ended Comments (see Appendix 4, Table A1 for additional representative statements)

There were five major negative themes that emerged: leadership attributions (made by 287 respondents), loss of institutional values (188 respondents), work and workload (147), work environment (102), and perceptions of a lack of authenticity and accountability (53). There were four positive themes that emerged from the analysis of the responses to the question: job satisfaction (38 respondents), optimism about the future direction of CSUSB (14), high morale in specific areas within the university (7) such as the Palm Desert Campus, Departments and/or Colleges, and a positive view of changes in top leadership (7).

Here, we will summarize the themes that are most germane to morale: loss of institutional values, work and workload, work environment, job satisfaction, and optimism about the future direction of CSUSB.

1. **Loss of institutional values.** The category of “loss of institutional values” (188 respondents) had four subthemes, all of which represent employee sentiment that core values such as academic quality are being eroded or the care of people sacrificed for other values that appear to be driving administrative action.

Loss of family (69 respondents): Statements⁴ assigned this theme referred to the loss of talent, such as valued coworkers or administrators leaving or being forced out.

- *“There was a wonderful family-like atmosphere where people all seemed supportive and despite having limited time/money for research and high teaching demands, the collegiality of the campus kept me here. In the past three years, I’ve noticed a considerable decline of the community-like atmosphere.”*

Erosion of quality (37 respondents): Within this category were survey taker’s sentiments regarding beliefs that academic quality was suffering, that an academic institution was being run like a corporation, or that employees are being treated as cogs in a wheel.

- *“Mostly, what I dislike about the last 5 years or so is the increased push towards making the campus into an amusement park rather than a center of serious study.”*
- *“Top-down management has killed my enthusiasm for initiating any new research or educational efforts. Increasing bureaucracy (assessment, etc.) has added to the sense that we are not really a university, but just a continuation of high school. This university already suffered from an overblown GE program that made it more of a*

⁴All statements in italics with quotation marks are direct quotes taken from survey responses.

continuation of high school than a college-level institution where students could acquire specialized knowledge and skills.”

Input not sought or valued (42 respondents): Employees made references to their input not being sought, or that if their input was requested or given, it was not heard or used.

- *“In the last 3 years, I have seen the morale greatly decline amongst staff. I have heard a repeated comment that administration does not value staff. I have noticed a continued pattern that the voices of faculty and staff do not seem to be heard, or rather valued...Repeatedly, the comments made by students at the forums were listened to with enthusiasm (smiles and conversation back and forth with the President), while the comments made at staff meetings were primarily acknowledged and recorded (primarily to “look into a later date”), usually without any type of interest or enthusiasm. Why attend the next forum? It doesn't do any good. He doesn't care what we think. I think this sums up the thoughts for many.”*
- *“Leadership has communicated a clear direction, but the direction seems determined without genuine faculty input. While there are efforts made to create the appearance of faculty input, the reality is much different.”*

Loss of history (40 respondents): Statements that fell into this subtheme reflected disregard by management for long established and successful traditions on the campus, which included such sentiments that outsiders are preferred to inside candidates for hiring or that top leadership puts forth initiatives that are not in keeping with the best interests of the student population.

- *“CSUSB used to feel like home to me. A place where I felt valued, appreciated, and safe. A place where I felt like my contributions mattered. Unfortunately, I no longer feel this way. Over the past couple of years it feels like our campus has transitioned from a community of like-minded individuals who care about the community we serve to a campus of politically minded leaders making changes that serve purposes greater than those of our local students. Yes, of course I believe that CSUSB should strive for greatness in its programs and students but the massive changes have, at least in my opinion, instilled feelings of unease, loss of community, and distrust in our faculty, staff, and students.”*

2. ***Work and workload.*** Within the theme of “work and workload” (147 respondents), the common theme tying these comments together is the overriding sense that there is too much to be done, too few people or resources to do the work, too little pay, relatively few opportunities to promote, and a growth in administrative positions.

Too much work (33 respondents): Employees whose comments were assigned this theme wrote of excessive or unreasonable workloads, sometimes in conjunction with tight deadlines.

- *“Workload and requirements keep increasing to the point where things don’t always get done or done correctly, or at all.”*
- *“Morale and job satisfaction have declined over the years, partially due to the increased class sizes, increased email from students and staff, increased utilization of office hours and advising. This process has been insidious and correlates with the reduced funding to the CSUSB. We are asked to teach the same amount of courses, however the work demands per course are greater than they were in the past.”*

Lack of growth opportunities (22 respondents): Comments assigned to this theme came from employees who felt that they had insufficient training or opportunities on campus to promote upward; in some cases, employees believed that other, less qualified employees had been promoted to a job they were qualified for.

- *“It seems harder to move up on campus. There used to be a high regard to hire and promote from within, but now there seems to be a trend of looking off campus for higher positions.”*

Administrative bloat (11 respondents): Statements assigned this subtheme reflect a belief that relatively speaking, more top level administrators are being hired than staff or faculty; in some cases, these references may include the idea that more organizational layers are being created without additional value.

- *“It seems as though we have more administrative individuals but offer less help to our students.”*
- *“The administration of the system is top-heavy, relatively ineffective at generating and managing System and campus resources for the education mission of the University.”*

Lack of resources or support (17 respondents): Comments here indicated that employees felt that they have insufficient resources or management support to do their work to a professional standard.

- *“Efficiency trumps educational quality, resources seem to go to administration and physical plant.”*
- *“In our department, we have faced many unsettling issues from administration. Overall, there has been a lack of support and genuine interest in what we are doing for the campus and our community. Resources are difficult to come by, space on campus is difficult to attain, and overall acknowledgement by certain administrators of our programs/department is minimal on the campus.”*

Staff [employee] shortage (13 respondents): Statements within this category represent employee sentiment that there are simply not enough employees to cover the work to be done; includes reference to staff or faculty positions going unfilled.

- *“Piling on tasks associated with generating change without adequate staffing puts everyone behind and leads to job dissatisfaction.”*

Dissatisfaction with pay (51 respondents): Comments assigned this theme reflected a dissatisfaction with one’s compensation, often with reference to how one might be able to achieve a better compensation package elsewhere, or with reference to one feeling that his or her pay is inequitable when compared to someone else on campus.

- *“Faculty haven’t gotten raises (but administrators have, meaning the money is there).”*
- *“Pay raises and promotions are arbitrary.”*

3. Work environment. “Work environment” (102 respondents) consists of the overarching theme that people are afraid to speak up because there is a perception of being harmed for doing so, with the corollary that senior management operates without sufficient transparency, and is divisive.

Instilling Fear (63 respondents): Employees expressed fear or paranoia of speaking up for the fear of retaliation or loss of job.

- *“In my years at CSUSB, I have not seen morale this low...It is also important to talk about a climate of fear and intimidation. I am fearful of even typing on my computer as I know this administration has keystroke recognition technology. I don't want to talk on the telephone, as that is also being surveilled.”*
- *“The campus climate has changed from a friendly and open communication, where one could disagree without fear of retaliation to an environment where staff and faculty are worried about speaking up.”*

Divisive (16 respondents): Statements assigned this subtheme reflected a belief that behaviors, typically by top leadership, were separating constituent groups, often times seen as purposeful.

- *“We made it through the severe budget crisis by working together. Now admin tries to pit everyone against each other.”*
- *“[The President] knows politics because he keeps groups separated (faculty, staff, students) to divide their power to collectively organize protests, discussions, and other venues which might put him in an uncomfortable position. Then again, in any venue I have seen the President when confronted with challenging questions his responses can be rude and unsympathetic to the audience and person asking him the question.”*

Lack of transparency (23 respondents): Statements within this category indicate that decisions are being made “behind the scenes” or that data needed or used to make decisions are not made visible.

- *“...There is no transparency and little in the way of campus conversation about important new directions.”*
- *“...lack of openness/transparency and lack of consultation on issues that directly impact faculty, the campus is trying to do too many things - focus on fewer things and do them at an excellent level.”*

There was some good news; people did express satisfaction with the work that they do and their optimism for the future of the campus.

4. Job satisfaction (38 respondents): Comments assigned to this category represented people’s satisfaction with their jobs or the people they serve. Many of these comments also included references to dissatisfaction with aspects of the campus climate, but with that said, these employees were proud of the work that they do, particularly their work with students.

- “I love working at CSUSB. Very proud to be part of the University.”*
- “I am satisfied with my job, and I couldn't ask for a better work environment with my boss and co-workers.”*
- “I like my job- being a professor at CSUSB allows me to build an academic career that includes both teaching and having a strong research program. That said, I cannot say that I will stay here. There are too many issues with the institution.”*

5. Optimism about future direction of CSUSB (13 respondents): Within this category were respondents who indicated that they viewed the future of CSUSB as promising and that the future of CSUSB serving the community is bright.

- *“I, for one, am very excited of the advancement of our campus and the future of where we are going....Have we lost some of the "family feel" charm of the university? A little bit, yes. But that is because people are now held accountable and we no longer praise unproductive employees.”*

Summary. The themes and subthemes regarding morale that emerged provide a rich backdrop to the quantitative ratings and bring considerable clarity to those ratings. The negative quantitative data results are consistent with the majority of comments made by respondents. The comments reveal that the negative numeric ratings appear to be largely a function of changes in leadership (to be discussed later, under the Leadership section) and felt losses of traditionally held institutional values. Further, numerous comments made reference to excessive workloads and expectations, perceptions that there are not adequate job growth options, as well as a pervasive climate of fear and “something just isn’t right.” There were some

positive themes, particularly in the area of job satisfaction—many people are happy with the work itself. And some employees’ comments indicated that they have an optimistic view with regard to the future of the campus.

The analysis above dealt with direct questions about morale, but later in the questionnaire, another item assessed morale indirectly with the question: “If I could go back in time and do it all over again, I would still accept a position on campus.” Nearly 7 in 10 (69.9%) answered in the affirmative, with more administrators agreeing with the statement than faculty or staff. That’s the good news. But a related question was also asked: “If I didn’t have so much time invested and/or wasn’t so close to retirement, I would look for a position elsewhere.” Overall, 40.0% of respondents agreed or strongly agreed with that statement. Further, nearly a quarter of respondents (22.3%) agreed at some level that “I don’t intend to be with the university much longer.” Of course, mobility is a fact of life at most jobs. The level represented in the numbers in Table 5, however, show an intellectual “brain drain” which CSUSB can ill afford as it prepares the next generation of students.

Table 5. Respondent Agreement Regarding Staying at The University

% who “agreed” or “strongly agreed” with the following items:				
	Faculty	Staff	Admin	Overall
“If I could go back in time and do it all over again, I would still accept a position on campus”	53.0%	77.7%	79.3%	69.9%
“If I didn’t have so much time invested and/or wasn’t so close to retirement, I would look for a position elsewhere”	49.1%	36.0%	33.9%	40.0%
“I don’t intend to be with the university much longer”	27.1%	18.4%	29.6%	22.3%

After these questions, respondents were asked to comment on their intentions to stay at CSUSB (The item read: “Comments/clarifications regarding your plans to stay at CSUSB”). Nearly 200 people left a comment (190) of which the responses of 170 were assigned at least one theme. The primary themes consisted of the reasons to stay at CSUSB, the reasons to leave, and why one might stay if the respondent’s preference was to leave. (See Table A2 in Appendix 4.)

The good news is that more than half of the respondents (89) indicated an interest in staying at CSUSB, with a fairly sizable number (34) of these employees indicating that they valued aspects of the campus, such as their students and coworkers, and the mission of the campus to serve the community. Another set of respondents (21) indicated that they were very satisfied with their jobs, even if there were issues with the campus climate. Yet others (31) indicated that though there might be some issues with the current campus climate, they are optimistic that things will turn around for the better. A very small minority of respondents made reference to the idea that change is positive in its own right (3).

Troubling is that a fairly large proportion of those who made comments (92; 41%) are considering leaving and are likely to do so if and when they find the right or better job elsewhere. Comments about why one would want to leave emphasized two primary ideas: a lack of adequate pay or advancement opportunities (37) and the negativity of the campus climate (44). A relatively small number (11) indicated that they are considering leaving for reasons other than campus climate or benefits (e.g., a move outside the region to accommodate a spouse or partner’s career). Finally, there were a number of respondents (42) who expressed interest in leaving but felt they had too much invested to leave (36) or that it would be no better elsewhere (6).

The last direct measure of campus morale was a question asking if the respondent would encourage a person seeking a university position to apply at CSUSB. The table below reveals that staff and administrators have a higher likelihood of providing encouragement than faculty. And overall, 40.5% were apparently “conflicted” – they would not encourage a potential applicant, nor would they discourage it. This disinclination does not bode well for the future workforce at CSUSB.

Table 6. Respondent Agreement Recommending Employment at CSUSB

“If you spoke with someone who was seeking a university position, would you encourage him or her to apply at CSUSB?”

	Faculty	Staff	Admin	Former Employees	Overall
“I would actively encourage that person to apply at CSUSB”	32.4%	54.3%	58.6%	38.1%	47.1%
“I wouldn't encourage, but I wouldn't discourage it either”	50.3%	38.9%	31.0%	23.8%	40.5%
“I would actively discourage that person from applying at CSUSB”	17.3%	6.8%	10.3%	38.1%	12.4%

LEADERSHIP ATTRIBUTIONS

As noted earlier, leadership is strongly related to organizational climate. Essential characteristics of good leaders include several core traits. One characteristic mentioned throughout the literature is that good leaders have vision and know that implementation of the vision takes community effort. Good leaders, therefore, must be good communicators. They tend to be people who are open to new ideas to address the challenges which inevitably arise. They lead by example rather than by fiat, and they are perceived to have honesty and integrity. They must be able to deal constructively with the conflicts that inevitably exist in the

workforce. They have clear, focused judgment. They know how to inspire and motivate. Last, they are accountable to the people and the institutions they serve.

Several questions on the survey addressed these characteristics of CSUSB leadership at the department, college, and university levels.

Table 7. Respondent Agreement on Whether Leadership Has Communicated a Clear Direction

% who “agreed” with the following items:					
	Faculty	Staff	Admin	Former Employees	Overall
“Leadership of my Department has communicated a clear direction”	74.1%	55.6%	83.6%	65.7%	64.3%
“Leadership of my College/Division has communicated a clear direction”	59.3%	48.1%	66.7%	52.8%	53.5%
“Leadership of the Campus/ University (as a whole) has communicated a clear direction”	32.6%	46.2%	64.4%	44.7%	43.7%

Table 7 shows that the vision/direction of CSUSB has been more clearly communicated by the Department level leadership than by higher-level leadership. What may account for this finding? It is possible that discussions at the Department level are more frequent and in-depth than those at the university level (e.g. at open forums and university-level committee meetings). Or, as noted from the following comment, it is possible that the communication of vision/direction coming from campus leadership is not perceived as “clear” because individuals don’t feel engaged in the process of creating that direction.

- *“At the university level, leadership isn't consulting with faculty, so it's hard to say if a clear direction has been communicated. Only parts are communicated, when the administration chooses to do so. That said, when a new direction IS communicated, it's communicate clearly -- as a done deal.”*

There were some positive comments about confidence in the direction of the university:

- *“The lack of an atmosphere of trust has been created by "old guard" faculty and staff who are having a hard time letting go of the past. It is time to recognize that we are not the “university of the past” and that we need to move forward. The university's overall direction is very good--we should trust each other's competence and good will and celebrate the amazingly good work we already do while we evolve to become a truly great university.”*
- *“My level of job satisfaction and optimism about the future has increased over time. I have seen many important and positive changes on our campus over the years. I am very proud of the important mission of this university and the great work that we do.”*

In any case, all subgroups (faculty, staff, administrators, and people who have left the campus) include a large percentage of people who do not feel that leadership of the campus has communicated a clear vision/direction.

Other areas of leadership were evaluated through various questions about senior management (where the term “senior management” was defined on the survey to be those at the Vice-President level and above). Among the four subgroups of respondents, administrators expressed the highest evaluations of senior management relative to their capability of addressing current challenges, openness to receiving feedback, ability to inspire confidence, and acting with honesty and integrity. Faculty expressed the most concern in those areas.

Table 8. Respondent Confidence in Leadership’s Ability to Meet Challenges, Act with Integrity, and Accept Feedback

% who “agreed” or “strongly agreed” with the following items:

	Faculty	Staff	Admin	Former Employees	Overall
“I have confidence that senior management of this campus is capable of addressing the challenges that we face”	18.3%	28.9%	50.0%	34.1%	28.2%
“Senior management is open to receiving feedback”	18.0%	26.3%	41.9%	28.6%	25.6%
“Senior management inspires confidence in the future successes of this university”	16.6%	26.5%	50.0%	31.0%	26.2%
“Senior management acts with honesty and integrity”	16.1%	22.6%	48.4%	26.2%	23.4%

It is important to determine the reasons behind these quantitative results. Below, we describe the category and the subthemes that make up the overarching theme, leadership attributions.

Leadership attributions found in the open-ended question about morale. Using the responses to the open-ended morale question (see Appendix 4, Table A1 for additional survey comments), we found many comments about leadership, which we called “leadership attributions.” For “leadership attributions,” 287 respondents (of 313) left comments that fit the category. These comments took the form of several subthemes which are described below.

Favoritism (31 respondents): Respondents made numerous statements about cronyism being a common hiring criterion, that an “old boy” network exists, and that there is a decided lack of diversity in hiring and promotions within the administration and staff ranks.

- *“This campus is known for its hostile work environment, distrust of employees, judgmental administrators, marginalized minority employees, lack of women in top positions, and a “good old boys” club in the cabinet.”*
- *“Another issue, I noticed is that there are micro managers that follow policies to the letter and some managers that are flexible. A huge morale issue among employees. Examples: one employee allowed course during the day another is not; one employee allowed to text an absence the other employee must speak to a manager; one employee allowed to arrive late to work almost every day the other is addressed; one employee works through breaks & lunches other employee searches internet, playing on phone. Huge morale issue...”*

Ineffective leadership or management (51 respondents): Comments from respondents here indicated perceptions of ineffective or incompetent leadership, including not providing adequate guidance for conducting one’s work or simply not being present.

- *“He [the president] would not change even if it meant the campus climate/culture would change in the positive direction. That is the worst type of leadership.”*
- *“This person is a micro-manager and has control issues that have hindered operational processes that otherwise are seamless.”*

Lack of trust in management or in employees (33 respondents): This bi-directional category included statements that management or leadership doesn’t trust employees to do their jobs properly or statements referring to employee lack of trust in leadership.

- *“My general feeling is that the VP’s, like the faculty, are not really allowed to have input and are themselves afraid to voice opinions different from their boss, so it is difficult to have confidence or trust in them or their ability to make a difference or have an impact on the decision-making process.”*
- *“People are afraid. They don’t know who to trust anymore...”*

Top down management (21 respondents): Statements with reference to authoritarian or highly centralized administration with increasing layers of bureaucracy.

- *“This was once a great place to work. A very collegial environment. Now, administrators make all the calls...”*
- *“Decisions are made top-down without any input ... this is what’s it’s gonna be ... period.”*

Self-interest/arrogance (21 respondents): Within this subtheme are statements made by survey takers that the administration is more concerned with its own needs or grandstanding than with the central mission of the university.

- *“New leadership is arrogant as hell they barely speak to you.”*

- *“Rather than giving credit to the people who are doing the work, he and his cronies take credit for things that existed before they came, and they proclaim success without any real evidence to support those claims.”*

Incivility (45 respondents): Respondents made references to unprofessional behavior or antagonistic attitudes expressed toward employees—these attitudes could be in either direction, from administration to employees, or the reverse, though the latter was less common.

- *“The disrespect I received while working at CSUSB as a positive, well qualified professional, came down from the president’s office, through the vice president of Advancement and his Associate Vice President of Development. They were secretive, deceptive, inaccurate, slanderous, unfair and unkind.”*
- *“I have seen several employees go to human resources to report bullying and supervisors taking advantages of employees in confidence only to see the employee be notified by management that they are aware they went to HR and that nothing will be done.”*

Employees not respected or valued (62 respondents): Within this subtheme, survey takers wrote about employees not feeling appreciated, or valued, and about a lack of collegiality.

- *“In the past few years I have felt that faculty have become less important on campus. It feels as the administration sees faculty as replaceable cogs and give little weight to faculty decisions and wishes as important decisions on the campus are being made.”*
- *“In the past I always felt as if my suggestions and opinions were heard (although obviously not always followed). But now? I feel like I’m just not on the administration’s radar. They do what they want, and none of us “peons” matters.”*

Lack of confidence in the future (22 respondents): Here, respondents’ comments reflected a concern that the future of the campus was uncertain or that the survey taker did not like the direction the top leadership was taking the university.

- *“Some upper management “retirements” appear to be forced, which makes the future appear very uncertain.”*
- *“This use to be a much happier and collegiate atmosphere, and now there is constant complaining, people not feeling safe in their position and appearance that we are one with the president and working as a team towards a mutual brighter goal and future.”*

Another leadership theme that emerged from the comments left in response to the open-ended morale question was a **“lack of authenticity and accountability”** (53 respondents). This theme contained the idea that the campus authorities permit or condone questionable practices, such as ignoring campus policies or rules, prevaricating, or giving lip service to laudable goals but acting otherwise, with little accountability.

Violations of campus policies or rules (22 respondents): Within this subtheme were comments from employees who expressed sentiments such as campus rules were either inconsistently applied or that state laws were not being followed.

- *“Fees intended for student programs are diverted illegally.”*
- *“The [specific MPP] has tried to initiate mandatory personality assessments and name badge policies which goes against established union rules. Individuals have been appointed positions without a formal hiring process which has lead to speculation of favoritism and a lack of respect of procedures.”*

Dishonesty (16 respondents): These statements indicated that employees perceive that dishonest statements or practices occur on campus.

- *“I see an emphasis on perception over substance (e.g. messages being sent out by the OSC [Office of Strategic Communication] that are misleading (at best) or blatant falsehoods), which tells me that those in power don't value substantive contributions from faculty or students.”*
- *“Management came in with a plan with little to no concern for the employees in the office. They had a plan to see through and started making changes without any understanding of how the office truly functions. As we went through this transition, I have witness questionable behavior by management. It has now gotten to the point that I do not trust nor believe a word that comes from management.”*

No accountability (8 respondents): These comments reflect the belief that employees are not being held to account for what they perceive to be questionable actions.

- *“There is zero accountability”*
- *“People not being punished/held accountable when they do wrong.”*

Hypocrisy (7 respondents): Here, employees suggested that public statements by administration contradict actual actions taken.

- *“While [the President] talks about shared governance, and the importance of staff and faculty, his actions are just the opposite!”*
- *“There are mismatches between stated priorities and active behaviors of all levels of leadership.”*

Within the responses to the morale question, one positive leadership theme was found. Seven respondents commented that changes in leadership have been for the better of the campus.

- *“While I have been here for 10+ years, I can see how some of the long tenured employees may have difficulty with the adjustments and change in leadership. I, for one,*

am very excited of the advancement of our campus and the future of where we are going..."

Leadership attributions found in the open-ended question about leadership. We turn now to the comments that survey takers left in response to the specific query about leadership, which read: "Please feel free to comment about any of the items relative to communication and leadership." Nearly all of the themes that emerged for this question about leadership replicated the themes found in response to the open-ended morale question, especially the leadership attributions that were made with reference to a decline in morale. This outcome is probably not surprising, given that leadership is typically a strong driver of work attitudes. The results of the two open-ended questions provide considerable support for the quantitative results regarding concerns about CSUSB leadership.

As before in this report, the number of respondents who provided a statement that fit within a given theme is noted in the parentheses following the themes and subthemes.

Positive leadership themes. There were four positive themes that emerged as gauged by three or more employee statements. These included one that had been identified in the morale section, employee confidence in the direction leadership is going (4); the other positive themes identified were that senior management is seen as collaborative and consults (3), is transparent (3), has a valued diversity focus (3), and senior management cares about the campus (3).

Negative leadership themes. The negative themes that emerged from the responses to this question overlapped nearly completely with the themes that were found from the responses to the open-ended question about morale. The overlapping negative themes were: favoritism (47), authoritarian (26), lack of respect (25), fear (16), ineffective (14), lack of authenticity and accountability (15), hypocrisy/lip service (10), abusive [termed incivility in morale] (9), no confidence (9), and self-interested (7). One unique theme emerged which was the perception that senior management expected compliance or loyalty from employees (8 respondents). Because of the near total overlap in these themes, we will not comment further on them in the body of the paper. See Table A3.

That the same themes emerged from the responses to the open-ended morale variable and the leadership question lends construct validity to the existence of the underlying variable. In other words, rightly or wrongly, the survey takers perceive that leadership is a key issue on the campus.

SHARED GOVERNANCE AND DECISION-MAKING

Several questions were placed on the campus climate survey to evaluate people’s perceptions of whether CSUSB is truly a place where shared governance, shared decision-making, and collaboration exists. First, respondents were asked whether they have confidence in the decision-making process at the various levels of the university: department, college/division, and university as a whole. As noted in Table 9 below, there was much more confidence in the decision-making process within departments than the university as a whole. Administrators were most likely to have such confidence in decision-making at all levels than were other subgroups, yet even their numbers were not stellar. Only slightly more than half of administrators (51.7%) reported confidence in the university’s decision-making process. And only 19.1% of faculty had such confidence (as opposed to 74.0% who had confidence in the process at the department level).

Table 9. Respondent Confidence in the Decision-Making Process at Department, Divisional, Campus Levels

% who “agreed” with the following items:					
	Faculty	Staff	Admin	Former Employees	Overall
“I have confidence in the decision-making process in my department”	74.0%	54.4%	83.6%	66.7%	63.7%
“I have confidence in the decision-making process in my college/division”	55.3%	41.3%	63.9%	48.6%	48.2%
“I have confidence in the decision-making process for the university as a whole”	19.1%	37.1%	51.7%	35.9%	33.0%

Respondents were also asked whether they are able to provide input before decisions are made about work issues that affect them, and whether their input helps shape decisions regarding work issues. These important facets of shared decision-making/governance were asked relative to decisions at the department level, college/division level, and campus/university as a whole. As might be predicted after viewing the results of the previous table, all subgroups – faculty, staff, administrators, and those who have left the university – feel that they are/were more able to provide input about departmental decisions than decisions at the college/division level or the university as a whole. More administrators than faculty or staff indicated that they are able to provide input and that their input helps shape decisions regarding work issues, yet it must be noted that less than half of administrators felt that way when asked about decisions at the campus/university level.

Table 10. Respondent Agreement Regarding Acceptance of Input at the Department, Divisional, and Campus Levels

% who “agreed” with the following items:

	Faculty	Staff	Admin	Former Employees	Overall
Department level: “I am able to provide input before decisions are made about work issues that affect me”	83.3%	61.3%	83.6%	61.1%	70.0%
College/division level: “I am able to provide input before decisions are made about work issues that affect me”	58.0%	36.0%	66.1%	45.9%	46.0%
Campus/university as a whole: “I am able to provide input before decisions are made about work issues that affect me”	24.9%	33.1%	47.4%	31.4%	31.9%
Department level: “My input helps shape decisions regarding work issues”	79.5%	56.8%	84.7%	61.1%	66.4%
College/division level: “My input helps shape decisions regarding work issues”	52.7%	34.9%	63.2%	47.2%	43.7%
Campus/university as a whole: “My input helps shape decisions regarding work issues”	19.6%	30.4%	43.9%	29.4%	28.4%

The above items were answered by respondents in all job categories; however other questions on the survey were only given to specific groups because of differing job responsibilities and opportunity for shared decision-making and governance. For example, staff members were offered questions about collaboration and shared decision-making, whereas faculty and administrators had questions with a slightly different focus: shared *governance*. Table 11 focuses on the staff questions:

Table 11. Staff Employee Agreement that Their Input Is Asked and Valued for Decision-Making

% who “agreed” or “strongly agreed” with the following items:

	Staff
“My suggestions are used to improve processes, programs, or services”	50.6%
“My opinions are valued in my workgroup”	59.2%
“In my workgroup, I am asked for my opinion about how work is done before changes are made”	50.1%

Overall, about half of staff members feel that they have a say in collaboration and decision making. Following are some comments that reflect their feelings: some of these comments fit the themes that we discovered in the shared governance/DM area.

- *“It isn't that our opinions are never sought. They are. I just have little to no confidence that senior administrators are really listening. Their actions speak louder than their words.”*
- *“Although my supervisor may ask me about policies and procedures... my opinion as to whether or not we should continue in that manner is not valued even if it could possibly make things better.”*
- *“I am usually consulted for my opinion after plans are made and cannot be changed.”*

Some individuals are in departments where shared decision-making apparently does exist:

- *“I feel each person on our team is valued equally, whether they are a student intern, admin staff, or supervisor. Very supportive environment where we are all listened to.”*
- *“My supervisor, other department chairs and co-workers are always to discuss the impacts of a new policy, procedure, etc., before it's implemented to ensure the best decision is made.”*
- *“We are encouraged to come up with ideas and our opinion matters.”*

Results of the “shared governance” questions for faculty and administrators are shown in Table 12. Relatively few faculty feel that shared governance is practiced at CSUSB. This conclusion stems from responses on the specific items focusing on consultation, ability to have an impact on improving processes/programs/services, and access to information needed for decision making, as well as the direct question about shared governance. Further, only about half of administrators believe that shared governance is practiced at CSUSB.

Table 12. Respondent Agreement with Confidence in the Decision-Making Process at Department, Divisional, Campus Levels

% who “agreed” or “strongly agreed” with the following items:

	Faculty	Admin
Senior management consults relevant constituents when making campus decisions that affect faculty	16.0%	57.1%
My suggestions are used to improve processes, programs, or services	20.7%	60.8%
Senior management readily shares information needed for faculty to make important decisions	16.2%	45.5%
When asked for information, senior management provides information in a timely manner	20.8%	45.3%
Decisions about academic requirements for students are made after meaningful consultation with faculty	22.2%	54.1%
Shared governance is practiced at CSUSB	19.3%	51.0%

Analyzing the comments of shared governance and decision making. Of the 123 current employees who responded to the item, “Please provide any comments you wish regarding collaboration and shared decision making,” 56 were faculty, 59 were staff, and 8 were administrators. We determined the themes and codes for the complete set of data **before** we examined the outcomes by position. Possibly as a result of this strategy, comparable themes emerged for faculty, staff, and administrators. The themes that emerged included the idea that shared governance (SG) once existed on campus (but no more), that there is lip service paid to SG, though not really practiced, input is not valued, decision making is largely a top down affair on campus, selective consultation does take place (i.e., some people are consulted, but others not), shared governance is not shared decision-making, and finally, senior management *is* collaborative. However, when we examined the frequency of theme assignment by position, a strong difference was revealed between the faculty (56) and staff (59) relative to the administrators (8) who responded. See Table 13 below for a breakdown by position; see Table A4 in Appendix 4 for the themes, subthemes, and additional respondent comments.

These results complement the quantitative ratings and suggest that shared governance and decision making may very well have a different meaning for administrators relative to staff and faculty.

Table 13. Frequency of Themes of Shared Governance and Decision-Making from Open-Ended Question

	Faculty (56)	Staff (59)	Admin (8)
Had shared governance once, but not anymore	10	---	---
Lip service	12	3	---
Input not valued	17	17	---
Top down decision making	20	2	---
SG is not shared decision making	4	---	4
Selective consultation	7	16	2
Senior management is collaborative	4	7	2

Following are some representative comments from the faculty and administrators who don't believe that shared governance is practiced at CSUSB.

The comments below represent the realization that **shared governance was once practiced at CSUSB, but is no longer:**

- *“Shared governance used to be a common practice at CSUSB -- not so much under the current senior management.”*
- *“Shared governance has become an illusion in the past three years. Part of the reason may be that all of the previous senior management who were very engaged in shared governance were either fired or retired. There is no one left in the senior management who understands the culture of CSUSB and there appears to be an attempt by the current senior management to change our campus culture and get rid of shared governance.”*

The comments below represent **lip service given to shared decision making, input not sought nor valued, and top down decision making:**

- *“Senior management has been making major decisions about the future of the university and the development of new programs (Coyote First Step, residency requirement for first 2 years for students beyond 25 miles from campus) that affect students and will affect their participation in academic elements of their schooling and it has been doing this without ANY consultation with faculty. Similarly, we now have professional college advisors on payroll who were hired without faculty approval and who are ill-prepared to advise on disciplinary matters. We are not asked for suggestions about how to improve processes, services, or programs”*
- *“The president and his administration like to think they are engaging in shared governance and participative decision-making, but that is blatantly false. Examples: NeoGov was mandated for use by faculty but faculty had zero input in that decision.*

Consequently, candidates have told us they did not apply because the system was excessively cumbersome."

- *"If faculty were meaningfully consulted, I suspect we could have avoided the Agent of Change situation. In short, shared governance has been reduced to a formula in which informing faculty of decisions taken without them suffices for "consultation."*
- *"Senior administration consults. Shared governance? That is another issue. Again, I believe that faculty have "voice" through various committees, just not confident that faculty have much influence. Administration listens, then does what it wants. A marked change over the years..."*

Staff and faculty both indicated that there were occasions when shared decision making took place, but that the **consultation was selective** in that a specific cadre of people was invited to provide input or feedback. Here's a representative statement of this type of consultation:

- *"Consultation does take place; the problem is the president doesn't feel any compulsion to take into consideration dissenting views that he might gather from consulting with constituent groups."*

Following are some views that suggest that there are differences in interpretation of what constitutes shared governance and decision making (i.e., **shared governance is not shared decision making**):

- *"I think we have had a number of issues recently that illustrate that perceptions of shared governance are different for faculty and administrators. Faculty perceive shared governance as meaning we jointly govern. Administrators seem to perceive that we have governing bodies that are separate but equal - some seem to be a little more equal than others."*
- *"Shared governance and shared decision making are not the same thing. I believe faculty should participate completely in shared governance through full consultation, collaboration, and partnering; I do not believe faculty should participate in all decision-making situations. It depends on the particular issue, of course, but I believe faculty primarily should advise. (I am faculty.)"*
- *"Shared governance is practiced at CSUSB, however some faculty feel that shared government means shared decision making, and that is not the case."*

Bottom line: There are clear issues with the understanding and practice of shared governance and decision making. Some administrators have verbalized that faculty (and staff) discontent is not widespread, but rather a reflection of the feelings of a few disgruntled people (i.e., *"Collaboration and shared decision making are part of the fabric of CSUSB. Every campus has a few unhappy staff and faculty members"*). But clearly the numbers in the tables indicate that this perception is simply not the case. In fact, we would assert that a lack of shared decision making has led to some poor decisions and outcomes for the students and faculty.

CONCLUSIONS AND RECOMMENDATIONS

As stated at the outset, our goal was to assess the issues that were identified by the faculty and staff as of June 2015. Were the issues that brought the faculty and staff together in June, 2015, restricted to a small group of individuals with narrow perceptions? No. Our results indicate that several key issues addressed at those fora are widespread beliefs, across faculty and staff (and some administrators), not merely attitudes of a few vocal employees.

There are persistent themes that cut across all of the open-ended responses and quantitative data: issues with leadership, fear, and lack of respect for employee voice.

Although there are more data to be summarized in a future report, we believe that these findings are sufficiently strong to make recommendations, which follow upon our other goal at the outset of the project: to provide data to guide leadership in addressing campus climate at CSUSB.

First, we start with the good news. By far and large, faculty and staff value the campus and the students they serve. Many people are satisfied with their jobs and want to do good work in the service of the primary academic mission. Thus, there is a core of employees who genuinely care about the university and its students—as well as each other. That there were so many who responded and made strong comments on the survey is an indication that most employees care deeply about CSUSB. They yearn for things to be better than they are and are likely to respond positively to attentive, caring, authentic leadership.

The bad news? Though devoted to the primary mission of the university, faculty and staff have lost confidence in leadership and feel underappreciated, undervalued, and unheard. The sense of community that many believe existed on the campus a few short years ago, is largely gone. Though some comments carried the perception that senior management cares about the campus, that abstract feeling has not translated into concrete behaviors which elicit in respondents a sense of confidence in campus leadership.

Bottom line: There has been a breach of trust between administration and the faculty and staff. The solution? Senior management must work hard to restore the trust that has been lost. To be sure, it will not be easy. It is possible that some faculty and staff do not believe that top leadership can or wants to change. Yet, we have reason to have hope.

What will it take, based on the literature on organizational climate and leadership, to restore trust? First, it will require that top leadership acknowledge that a problem exists. Second, it is important that top leadership genuinely listen to employees—all employees—and hear them out. Finally, top leadership must demonstrate that all employees are valued, not just a select number who support the leadership already, and show that active steps are being taken to restore trust. This rebuilding of trust is important if the primary mission, serving the students of the region, is to be sustained.

One document that could serve as a guide for top leadership is the CSUSB 2015-2020 Strategic Plan. The core values that were identified and included in the plan that have relevance to the findings of this study are: Inclusivity, integrity, respect, social justice and equity, transparency, and wellness and safety. The results of this study strongly suggest that the university is falling short of enacting these core values. Based on the findings in this study, if CSUSB is to realize the benefits brought about through an enactment of the core values in this Plan, we recommend that top leaders engage faculty and staff in discussions about improving campus climate, and take active and immediate steps to improve the climate by modeling the values expressed in this Plan.

In conclusion, we felt it important to include one last comment from the survey that is especially relevant to strategies for moving forward:

“In many other organizations, employees provide annual feedback on issues being raised in this survey. I’ve been here 7 years and never saw a survey of this sort. What I mean is that senior management and/or a permanent faculty committee should be assessing campus regularly for their feedback on these issues. How else can they accurately assess low morale?”

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Academic Affairs
Faculty Senate

RESOLUTION OF REQUEST TO CHANCELLOR TIMOTHY WHITE FOR ASSISTANCE IN ASSESSING AND ADDRESSING POTENTIAL ISSUES IN OUR CAMPUS CLIMATE: A RESPECTFUL REQUEST FOR HELP

BE IT RESOLVED: The Faculty Senate of California State University, San Bernardino, urges Chancellor White to undertake a prompt review of governance at CSUSB. The review should include a campus climate survey conducted in a manner that allows faculty, staff, administrators and recently (last three years) separated employees of the University to respond with complete assurance and confidence in confidentiality; and

BE IT RESOLVED: The review and climate survey should include, but must not be limited to, assessment of allegations of a climate of fear, distrust and bullying across all levels of the University, as well as attitudes and behaviors related to both shared governance and shared leadership in the areas of student success, academic excellence, and university budget. We urge the Chancellor's office that the results of the review and climate survey be used to develop, if warranted, an action plan to help the CSUSB community advance our mission while ensuring that our CSUSB Core Values are followed.

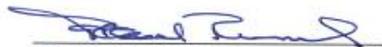
BE IT RESOLVED: The Faculty Senate of CSUSB make this request with the utmost respect and with the goal of constructive outcomes that allow us to move forward collegially in our mission to serve students.

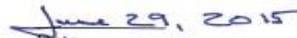
***Rationale:** In the past three years we have witnessed a steady decline in morale as it has become evident that our core values of transparency, respect, and integrity are increasingly absent in the daily operations of the University. Faculty and staff are especially concerned about an increase in fear and bullying across all levels of the University. Left unaddressed, this climate of fear and distrust will have paralyzing effects on the faculty and threaten the accomplishment of our mission to ensure student learning and success and cultivate the professional, ethical, and intellectual development of our students, faculty and staff so they thrive and contribute to a globally connected society.*

In addition to the climate of fear and distrust, there are now serious rifts in both shared governance and shared leadership. Our highly respected provost was recently abruptly terminated and this event seems to have served as the "last straw" for many people. During the past weeks the Faculty Senate has received widespread concerns about personnel and academic decisions made in the past three years and the way in which these decisions were made and communicated. During the past three years, our values of transparency and honest consultation (that is, a discussion of what is being decided) have been violated and, as a result, the important relationship between faculty and administration is impaired, threatening the fulfillment of our core mission.

We respectfully request your help. We are committed to resolve the issues that may become evident from the climate survey in a way that is collegial and respectful to our culture of shared governance and shared leadership. The emotional and physical health of CSUSB is of great importance to us and we are dedicated to achieve a constructive outcome with no preconceived vision.

FSD 14-26


Treadwell Ruml, Chair


Date

Appendix 2. Biographical statements of the committee members.

From <https://sites.google.com/site/2015csusbcampusclimate/about-us>

Jan Kottke, Chair of the Working Committee

Dr. Jan Kottke is a Professor of Psychology at CSUSB where she founded the master's program in industrial and organizational psychology in 1985. As part of the graduate curriculum, she regularly teaches courses in measurement, ethics, and applied practice. At both the undergraduate and graduate level, she has taught courses in diversity and inclusion. Students under her supervision have conducted applied projects that have, among other things, interpreted data collected by Gallup for a private national firm, developed interview protocols and performance appraisal instruments for public sector, conducted program evaluation for First 5 of San Bernardino and the San Bernardino Unified School District, and interpreted the 2010 survey of CSUSB staff employees that was administered by the Chancellor's Office at the request of former VP Bob Gardner. She herself has conducted data analyses for the state of California and consulted with clients such as the City of Los Angeles, Kaiser Steel, and Mt. San Jacinto Community College. With management colleagues Dr. Kathie Pelletier and Dr. Ernesto Reza, she developed and administered a survey assessing reactions to the furloughs by employees of 18 of the 23 CSU campuses. She is a member of the Society for Industrial Organizational Psychology, Academy of Management, Association for Psychological Science, and the American Psychological Association.

Barbara Sirotnik

Dr. Barbara Sirotnik has been a Professor of Statistics and Supply Chain Management at California State University, San Bernardino since 1980. She is one of the founding Directors of the university's Institute of Applied Research and Policy Analysis, an organization which has conducted survey research projects for public and private organizations in the Inland Empire, statewide, and nationwide since 1985. Institute projects include: 17 years of Inland Empire Annual Surveys (surveys of up to 2,000 residents of Riverside and San Bernardino Counties); 21 years of surveys resulting in the Inland Empire Report on Business released monthly; community needs assessments for Pomona Valley Hospital Medical Center, San Antonio Hospital, Inland Empire United Way, Mt. Baldy United Way, and Planned Parenthood; and quality of life surveys (telephone and online) for the cities of Hemet and Riverside. Statewide studies include a survey of family caregivers; and a survey of landscape water use efficiency for the California Urban Water Conservation Council. Nationwide experience includes a study of information sharing in the military for the Department of Defense. Dr. Sirotnik is a member of the American Statistical Association and The American Association for Public Opinion Research.

Kathie Pelletier

Dr. Kathie Pelletier is a Professor in the Department of Management at California State University, San Bernardino. She has expertise in survey development and design, quantitative and qualitative data analysis. She developed and administered surveys on topics such as organizational corruption and ethics in the public sector, organizational culture, and reactions to furloughs in the CSU system. In addition to holding leadership positions in several large corporations for 25 years, she also consults in organizations on leadership, motivation, culture

change, and has also worked as an executive coach. Her clients have included Roadway Express, Inc., County of San Bernardino's Human Services and Human Resources Departments, and Wells Fargo Bank. She is a member of the Society for Industrial Organizational Psychology, Academy of Management, and American and Western Psychological Associations.

Dorothy Chen Maynard

Dr. Dorothy Chen-Maynard is Interim Department Chair of Health Science and Human Ecology at California State University, San Bernardino. She is also Chair of the Faculty Affairs Committee and served as Chair of Faculty Senate for three one-year terms. She started her faculty position at CSUSB in 1992 and has served on numerous committees that involve faculty and students. She also served as the President of California Academy of Nutrition and Dietetics and is active in local and national dietetic associations. As a delegate to the Academy of Nutrition and Dietetics, she helped to develop surveys to solicit opinions from the Academy members.

Rob Madrigal

Mr. Rob Madrigal has served Cal State San Bernardino in multiple capacities since 2002. He is currently a Public Affairs Specialist in the John M. Pfau Library, responsible for marketing library programs and services. He was the principal speechwriter for President Albert Karnig, who retired in August of 2012 after a 15-year tenure. As presidential speechwriter, he worked closely with both Dr. Karnig and members from across the university community, including faculty, ASI student leaders, confidential and represented staff, as well as vice presidents, deans, department heads, and other campus administrators. Mr. Madrigal has extensive experience in public relations, speechwriting, and crisis communication. He is an alumnus of San Francisco State University and Cal State San Bernardino, holding a bachelor's in History and a master's in Public Administration.

Rich McGee

After graduating from CSUSB in 1981, Rich McGee went into public education, but quickly found that he preferred working within the college environment. He was hired by the campus Computer Center, first as a graduate student, then as a full time consultant, where in 1985 he managed the first micro-computer lab in the state of California. This led to many years of teaching computer classes, both for the campus and for the College of Extended Learning. He was a founding faculty member of the new Computer Science department, where he taught for the next 7 years. During that time, he served as the campus computer trainer, then computer repair tech. He eventually moved into a software specialist position, administering the Vax, Prime, and eventually the IBM mainframe, where he worked as a CICS and tuning specialist, in addition to being in charge of the TRACS voice registration system. After PeopleSoft arrived, Rich has performed a variety of duties within ACBI, including disaster recovery, business continuity planning (BCP) and administration of the campus Blackboard Connect emergency notification system. Rich is also active with the campus Emergency Operations Center, and serves as the building evacuation marshal for the Library Wedge.

Appendix 3

Email sent November 18, 2015, to alert employees that a climate survey link would be sent;

Dear CSUSB Employee,

In a few days, you will receive an email message containing a link to a survey designed to assess the campus climate at CSUSB. The survey has been developed by faculty and staff of CSUSB. You will have the option of taking the survey online, or you may opt to request a paper copy. The online survey is being hosted by a market research firm based in North Carolina that is not affiliated with the CSUSB leadership or that of the CSU system.

Your input is extremely important, as you have first-hand knowledge about the work environment and the university's values and practices. Further, it is not often that faculty and staff have an opportunity to comment on the climate of the campus. The survey, which will take about 20 minutes, is completely anonymous. Your candid responses will help us understand employees' perceptions of the university's current climate, as well as help identify aspects of CSUSB that can be improved. The resulting report will be shared with the campus community.

More information about the survey will be included in the informed consent form that will be attached to the paper copy and will also be included as the first page of the online survey. We understand the sensitive nature of these types of assessments, so we have opted to submit this survey to the Institutional Review Board at CSUSB for its approval.

If you have any questions about this survey process, you should feel free to contact the chair of the survey committee, Dr. Jan Kottke at jkottke@csusb.edu or jan.kottke@gmail.com.

We thank you in advance for your time. Again, we want to emphasize that your responses will be kept confidential, and the collected data will be reported in group form only.

Dr. Jan Kottke, chair of the campus climate survey committee

P.S. If you have not gotten an email with a link to the survey within the next week, please check your junk mail; if there is not an email with a link, please then contact me.

Janet L. Kottke, Ph.D.

Professor, MS Industrial and Organizational Psychology Program

Department of Psychology

California State University, San Bernardino

Voice mail: (909) 537-5585

Fax: (909) 537-7003

http://www.psychology.csusb.edu/facultyStaff/janet_kottke.htm

Appendix 3, continued

Email sent November 20, 2015, inviting employees to take a campus climate survey

Dear faculty, staff, administrators, and recent retirees,

A few days ago, you received an email letting you know that a campus climate survey developed by CSUSB faculty and staff would be administered in November to faculty, staff, administrators, and retirees. The purpose of the survey is to gain an understanding of the current campus climate and to provide information that will help us improve quality-of-life on campus. Your input is extremely important, as you have first-hand knowledge about the work environment and the university's values and practices. Further, it is not often that employees have an opportunity to comment on the climate of the campus.

To ensure the confidentiality of your responses, data are being collected by an external marketing research firm not affiliated with the campus. The survey has been approved by the Institutional Review Board of California State University, San Bernardino.

This survey will take only about 20 minutes of your time, and if you are not able to complete it in one sitting, you can return to finish the survey later.

Be assured that the survey is completely anonymous, and only group level responses will be reported. If you don't want to respond to a particular question, just click "N/A" or leave the question blank. The only question that is required is the one to indicate the type of position (e.g., faculty, exempt staff) you hold at CSUSB, since that response will enable the system to display the appropriate list of questions relevant to that position.

Thank you in advance for your help. If you have any questions about the study, please feel free to contact Jan Kottke, Chair of the Campus Climate Survey Working Group, at jkottke@csusb.edu or jan.kottke@gmail.com.

If you would prefer to complete this survey in a paper form, please contact Dr. Kottke at jkottke@csusb.edu or jan.kottke@gmail.com, who will send you a copy of the survey and direct you to a secure drop off location.

The link to the online survey: [Click here to take the CSUSB campus climate survey.](#)

Thanks again for your help.

Best,
Jan Kottke

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Appendix 3, continued

Email sent November 30, 2015, to remind employees to complete the survey

Dear CSUSB Employee,

About a week ago, you received an email message with a link to a survey designed to assess the campus climate at CSUSB. If you have responded already, thank you! If you haven't yet taken the survey, the **link to the online survey is below**:

[Click here to take the CSUSB campus climate survey.](#)

The online survey is being hosted by a market research firm based in North Carolina that is **not** affiliated with the CSUSB leadership nor that of the CSU system. The survey was developed by a working committee of CSUSB faculty and staff. If you would like to know more about the survey developers or view answers to common questions about the campus climate survey, please check our web site of Questions and Answers:

<https://sites.google.com/site/2015csusbcampusclimate/>

The purpose of the survey is to gain an understanding of the current campus climate and to provide information that will help us improve quality-of-life on campus. Your input is extremely important, as you have first-hand knowledge about the work environment and the university's values and practices. Further, it is not often that employees have an opportunity to comment on the climate of the campus.

If you have any questions about this survey process, feel free to contact the chair of the survey committee, Dr. Jan Kottke at jkottke@csusb.edu or jan.kottke@gmail.com. If you would prefer to complete this survey in a paper form, please contact Dr. Kottke who will send you a copy of the survey and direct you to a secure drop off location.

Thank you in advance for your help.

Dr. Jan Kottke, chair of the campus climate survey committee

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Appendix 4

Table A1 Positive Comments Regarding Morale

Theme	Representative Statements
Leadership	<ul style="list-style-type: none"> • <i>I find the current campus president to be the most sophisticated and authentic president over my two decades of work here.</i> • <i>My supervisor and the Dean of the college are both very approachable and professional.</i> • <i>Our change in leadership (Department, Division and Campus) has been for the better.</i> • <i>Since my arrival on campus I think employee morale has gotten better with the direction of our president and senior leadership.</i>
Optimism / Confidence in Future	<ul style="list-style-type: none"> • <i>I'm definitely optimistic about where I am and where I see myself in 10-years, 20-years, retirement.</i> • <i>I am very optimistic about the future of CSUSB.</i> • <i>I do appreciate some of the changes to the campus and a movement to another step in campus evolution. Perhaps the cost of that evolution to some extent is morale and seeming questionable departure of long-time, capable campus management.</i>
Dept/College/PDC morale	<ul style="list-style-type: none"> • <i>I do not know about employee morale all over the campus. I do know, however, that the morale inside my department has significantly changed for the better since the new chair took over.</i> • <i>I work at the Palm Desert Campus and we have high moral and pride in our campus. From what I've heard, the same is not true at the main campus in San Bernardino.</i>

Table A1, continued

Negative Comments Regarding Morale

Theme	Subthemes	Representative Statements
Lack of Authenticity and Accountability	Hypocrisy	<ul style="list-style-type: none"> • <i>With new administration, change is expected. However the current administration states they are transparent, that they want campus input. This has not been found to be true. There is a standard for the president and his VP's and their selected soldiers and then there is another standard for everyone else.</i> • <i>While Dr. Morales talks about shared governance, and the importance of staff and faculty, his actions are just the opposite!</i> • <i>The transparency of asking campus personnel to share their thoughts is merely a ploy to say that the opportunity was given and not taken.</i>
	Dishonesty	<ul style="list-style-type: none"> • <i>Bullied, ridiculed, degraded, continually hearing vulgar language, being lied to, superiors demanding respect but never giving it to the staff.</i> • <i>I have witness questionable behavior by management. It has now gotten to the point that I do not trust nor believe a word that comes from management.</i> • <i>Rather than giving credit to the people who are doing the work, he (President) and his cronies take credit for things that existed before they came, and they proclaim success without any real evidence to support those claims.</i>
	No accountability	<ul style="list-style-type: none"> • <i>Also, people are not being punished/held accountable when they do wrong.</i> • <i>In my department we don't do anything about poor work ethic or "problem" employees. Instead we are too cautious and there is zero accountability.</i>
	Violating policies/rules	<ul style="list-style-type: none"> • <i>Fees intended for student funded programs are diverted illegally.</i> • <i>I don't like how you are listed under one class and they have you working under other class of works and you get the low pay.</i> • <i>I am very disappointed with the campus's HR department, which protects management abuses, in violation of university and CSU policies.</i> • <i>I have seen several employees go to human resources to report bullying and supervisors taking advantages of employees in confidence only to see the employee be notified by management that they are aware they went to HR and that nothing will be done.</i>

Table A1, continued

Negative Comments Regarding Morale

Theme	Subthemes	Representative Statements
Leadership Attributions	Nepotism/favoritism	<ul style="list-style-type: none"> • <i>The lack of women in leadership, particularly the absence of a woman in the position of Vice President has created a great deal of anger and disillusion among many women on campus.</i> • <i>Dr. Morales seems to select his top administrators based on personal preference, not necessarily the best interests of the students, faculty, or staff.</i> • <i>I feel that once Dr Karnig left we entered an era of mistrust and cronyism. It became who you know rather than what you knew.</i> • <i>I also do not see that hard work is rewarded; leadership positions are given based upon a "you scratch my back and I'll scratch yours" mentality.</i>
	Ineffective or incompetent	<ul style="list-style-type: none"> • <i>I have witnessed a division that worked together and communicate together fall apart. I have seen Directors retire and staff leave due to his leadership. Staff and Directors no longer working as a team. It is every man for themselves. It is my opinion that leaders should lead by example and he has failed as a leader!</i> • <i>Frustration has increased with the results of changes by new administrators to valid working processes that are second guessed, changed, and end up more complicated and slower. One wonders if the need and speed of change is simply for resume building.</i>
	Lack of trust	<ul style="list-style-type: none"> • <i>In the aftermath of these ongoing administrative decisions, trust, confidence, morale and most importantly belief in CSUSB's integrity and hope for it's continuing success has been sacrificed.</i> • <i>The move from shared governance to top down management has depressed the faculty's mood and created a climate of fear and mistrust</i>
	Top down or authoritarian	<ul style="list-style-type: none"> • <i>Morale on campus was best during 1998-2011. It's different now- there is strong sense of authoritarian leadership ("I will do things my way, regardless if you like it or not, and if you don't, out you go.")</i> • <i>Decisions imposed with little effective consultation relating to faculty evaluation and commencement location suggest a fundamental arrogance and sense of entitlement about presidential prerogative.</i> • <i>There is a strong sense of authoritarian leadership.</i>

Table A1, continued

Negative Comments Regarding Morale

Theme	Subthemes	Representative Statements
Leadership Attributions	Self-interest/own agenda	<ul style="list-style-type: none"> • <i>I am committed to the mission of CSUSB to provide quality education to its students. I think, however, that this mission is sabotaged by an administration with its own set of goals -- substituting politics, marketing (and self-aggrandizement) over quality.</i> • <i>Having been hired on campus during a time of development and transition I was at first thrilled to be part of the "new CSUSB" vision. Doing something new, being on the forefront of the college landscape, making CSUSB something more than a step-child of the CSU system. As I saw the development around me I realized all that I had been told was hype, and what people wanted to do was maintain their position and direct the ship in only the direction they wanted</i>
	Incivility	<ul style="list-style-type: none"> • <i>Everyone is out to get everyone.</i> • <i>While it is true that there are many friendly and well-intentioned people here, the "old guard" are very closed and are actively hostile (not just unwelcoming) to new people. This problem is caused by faculty, not administration.</i> • <i>A great deal of people on campus believe we have become lead by bullies and are no longer a kind and supportive, family environment.</i> • <i>I have been demoralized, and administratively bullied, and since I am not covered under a union, it keeps happening.</i>
	Employees not respected	<ul style="list-style-type: none"> • <i>The new administration does not appear to be connected to nor does it seem like they want to be connected to the faculty and staff.</i> • <i>Faculty are no longer listened to and respected.</i> • <i>Unfortunately, the administration has become increasingly antagonistic toward faculty, undervaluing faculty and the very traditions of excellence.</i> • <i>Staff is treated as replaceable, people are a dime a dozen. It is very disheartening because I used to be proud to work in the CSU, but now I am embarrassed and ashamed.</i>
	Lack of confidence in future/direction	<ul style="list-style-type: none"> • <i>This use to be a much happier and collegiate atmosphere, and now people not feeling safe in their position and a disappearance that we are one with the president and working as a team towards a mutual brighter goal and future</i> • <i>The future of the campus is very dim if a change is not made immediately.</i>

Table A1, continued

Negative Comments Regarding Morale

Theme	Subthemes	Representative Statements
Campus Environment	Divisive	<ul style="list-style-type: none"> • <i>Ever since Tomas Morales arrived, CSUSB has become a mean place, with employees pitted against one another. While he proclaims that he doesn't tolerate retaliation, it does take place on this campus and I believe he is well aware of that, but fails to stop it. In fact, his leadership style encourages retaliation.</i> • <i>There are comments all the time about faculty's "attitude" and faculty's unwillingness to conform to or "buy into" administration's initiatives. It's very clear from things that Dr. Morales has said at meetings that he is angry with the faculty and he makes no effort to censor himself when talking about faculty.</i> • <i>He seems to see the world in terms of friends and enemies.</i>
	Lack of transparency	<ul style="list-style-type: none"> • <i>The President is not transparent regarding the budget. The faculty have been unsuccessful in acquiring this information despite numerous requests.</i> • <i>There is a lot of talk about transparency, but it does not always seem that it is the case.</i> • <i>Take the decision to convert to semesters. When was it announced? On the first day of Spring break.</i> • <i>Administrative procedures and policies are not transparent. It is not at all clear how indirect money from grants is spent.</i>
	Fear/paranoia	<ul style="list-style-type: none"> • <i>People are scared if being let go and that fear has let the quality of our work decline.</i> • <i>It was a good/fun place to work. Now it's a fearful place to be. The president waits until his their year evaluation to come out and talk to people. A little too late.</i> • <i>A climate of extreme fear and distrust has caused day-to-day functions to be almost impossible.</i> • <i>Many people feel insecure right now. People fear their e-mails are being monitored and many people fear being fired.</i> • <i>Some would like to say that many of us who have been around for some time are resistant to change. That is not trust, as the university environment has experienced many changes as new administrators and staff come and go. However, what we are experiencing now is different. People are afraid to speak up for fear of losing their jobs.</i> • <i>With the current administration, staff and faculty are better off keeping our heads down and doing our best to be invisible and go unnoticed.</i> • <i>The climate at CSUSB seems to be fear.</i>

Table A1, continued

Negative Comments Regarding Morale

Theme	Subthemes	Representative Statements
Work and Workload	Too much work	<ul style="list-style-type: none"> • <i>Workload and requirements keep increasing to the point where things don't always get done or done correctly, or at all.</i> • <i>I teach a large lecture class with 135 students that only counts as 1 of my 3 course load; I have no TAs or graders to help me evaluate student work.</i>
	Admin bloat-top heavy	<ul style="list-style-type: none"> • <i>The administration of the system is top-heavy, relatively ineffective at generating and managing System and campus resources for the education mission of the University.</i> • <i>The Ranks of Management have continued to swell while non-management faculty and staff have been made a lower priority.</i>
	No/limited growth opportunities	<ul style="list-style-type: none"> • <i>There is no leadership or any way to advance in your pay. I wish there were training opportunities to prepare staff with necessary knowledge to move into higher positions.</i> • <i>It seems harder to move up on campus. There used to be a high regard to hire and promote from within, but now there seems to be a trend of looking off campus for higher positions.</i>
	Lack of resources/support	<ul style="list-style-type: none"> • <i>Efficiency trumps educational quality, resources seem to go to administration and physical plant.</i> • <i>Sustaining funding that was secured for a specific purpose 4-5 years ago has been diverted to other purposes, primarily to support more administrative positions and other programs.</i>
	Staff shortage	<ul style="list-style-type: none"> • <i>Some critical management and staff positions remain unfilled, this is perceived by many staff as instability and effects morale. The administration is preoccupied with "growth", and retention rates, admitting more students who are inadequately prepared, but failing to hire more faculty and decrease class sizes to accommodate the increase in these students who need more attention in order to succeed.</i>
	Dissatisfaction with salary and/or inequity	<ul style="list-style-type: none"> • <i>The pay gap between faculty administrators is backwards and really hard to believe.</i> • <i>Faculty haven't gotten raises (but administrators have, meaning the money is there).</i> • <i>Pay raises and promotions are arbitrary.</i>

Table A1, continued

Negative Comments Regarding Morale

Theme	Subthemes	Representative Statements
Loss of or disregard for Institutional values	Loss of family or community	<ul style="list-style-type: none"> • <i>An unprecedented spate of firings and personnel turnover have destroyed the feeling of community that we used to enjoy on this campus.</i> • <i>The hollowing out of the competent administrative core is horrific.</i> • <i>Employee morale seems to be low because we've lost some good leaders.</i> • <i>There was a wonderful family-like atmosphere where people all seemed supportive and despite having limited time/money for research and high teaching demands, the collegiality of the campus kept me here. In the past three years, I've noticed a considerable decline of the community-like atmosphere.</i>
	Loss of quality	<ul style="list-style-type: none"> • <i>We are expected to have high "pass" rates with no attention to the quality of education.</i> • <i>He took a quality institution and has lowered the bar on academic excellence.</i> • <i>Mostly, what I dislike about the last 5 years or so is the increased push towards making the campus into an amusement park rather than a center of serious study.</i>
	Input not sought or valued	<ul style="list-style-type: none"> • <i>Instead of shared governance, we have the President and his new hires mandating, and "consultation" is merely telling everyone what to do.</i> • <i>I have yet to see an idea presented by staff at these forums implemented or mentioned again.</i> • <i>The culture has also shifted from one that values and enacts shared governance to one that pays lip service to faculty governance while creating a culture of top-down management by fiat.</i>
	Loss of Institutional history/memory	<ul style="list-style-type: none"> • <i>We have lost virtually all institutional history as a result of the firings and force outs.</i> • <i>We are now an institution that has very little historical knowledge of the university at the highest administrative levels across the board.</i> • <i>A few years ago, I would have said I was proud to work here. That has changed, as the heart and soul of this university has changed—for the worse.</i>

Table A2. Intentions to Stay or Leave

Theme	Subthemes	Examples
Plan to Stay	Positive aspects of CSUSB	<ul style="list-style-type: none"> • <i>The people, the beautiful campus, and the fact that CSUSB has been a good place to work.</i> • <i>CSUSB is a great place to work and ultimately to retire.</i>
	Like my job	<ul style="list-style-type: none"> • <i>I enjoy my working in my position, along with my co-workers and supervisor so I plan to stay in this position.</i> • <i>I really like what I do and hope things get better here soon.</i>
	Change is positive	<i>I'm okay with change--it's inevitable. I know that the administration (and staff and faculty) want what is good for the students and the community.</i>
	Staying is contingent; eternal hope	<ul style="list-style-type: none"> • <i>I'll stick it out, unless my physician and I decide that I can't tolerate this toxic environment.</i> • <i>I am proud to work at CSUSB and earned my degree here. I hope that the campus can get turned around since I experienced a lot of nice times here for years past. I hope it will happen before my leave from here.</i>
Plan to Leave	Advancement and/or pay	<ul style="list-style-type: none"> • <i>I am bored and underutilized and have no sense of challenge, which I need to be happy...</i> • <i>There is no room for growth in my department.</i> • <i>I will be able to earn a much better living if I leave CSUSB.</i>
	Negative climate	<ul style="list-style-type: none"> • <i>The level of deceit and lack of integrity and ethics is truly disappointing. I plan to move on....</i> • <i>I will seriously pursue positions at other CSUs if the climate here doesn't improve within the next two years.</i> • <i>If the senior administrators continue on their current path over the next couple of years, I will likely pursue other employment opportunities.</i>
	Reasons unrelated to campus climate	<ul style="list-style-type: none"> • <i>My partner works in downtown LA and so we would like to move closer to LA.</i> • <i>Once I complete my degree I will be looking for another job at another university.</i>
Why I Must Stay	Loss of benefits too great	<ul style="list-style-type: none"> • <i>I'm staying only because of retirement. Career-wise I'd rather be somewhere else.</i> • <i>I don't want to give up tenure to go elsewhere. I love our students.</i> • <i>I like where I live and I like the benefits here, but I am unsure if the culture will improve and if I will feel like a valued member of the campus community.</i>
	No better elsewhere	<ul style="list-style-type: none"> • <i>I don't think I could find a better job than I have...</i> • <i>The reality is, is that most departments have the same problems; and problematic people exist</i>

everywhere no matter where you go. I'm familiar with other departments, this is how I know.

Table A3 Positive Comments Regarding Leadership

Theme	Representative Statements
Consultative or collaborative	<ul style="list-style-type: none"> • <i>Some members of the senior management, for example, are more open to receiving feedback (and acting on that feedback) than others. However, my general feeling is that the VP's, like the faculty, are not really allowed to have input and are themselves afraid to voice opinions different from their boss...</i> • <i>I have had meetings with the President and Provost, where I offer input in regards to student transition an success and my input was well received.</i> • <i>In my limited interaction with the Chair, Dean, and University President, I found them to be approachable and receptive to new ideas and suggestions.</i>
Diversity focus	<ul style="list-style-type: none"> • <i>I do feel the diversity and inclusion on this campus far exceeds that of any normal employer, and I commend CSUSB for that.</i> • <i>The current administration is highly committed to a diverse campus.</i> • <i>The President is concerned about diversity, and that's wonderful.</i>
Transparent/open	<ul style="list-style-type: none"> • <i>I believe the senior administration is transparent and consultative.</i> • <i>The current senior management is more open and fair than all the others I have seen in my long career in higher education.</i>
Change is positive	<ul style="list-style-type: none"> • <i>I am inspired by this process and quite confident that CSUSB is on the right track.</i> • <i>The direction we are going is promising.</i> • <i>I have faith in senior management.</i> • <i>I think our president has made strategic changes in senior leadership to address these issues and concerns and I think that is what makes some faculty and staff nervous. Much needed change is happening at the most senior level and its filtering down the each department. This is positive and much needed change.</i>

Table A3

Negative Comments Regarding Leadership

Theme	Representative Statements
Instilling fear	<ul style="list-style-type: none"> • <i>For anyone who questions or disagrees with the policies of the Central Administration, there is fear and retribution.</i> • <i>There is a small group who are in favor with the president. The rest of us are either in clear disfavor or we are trying to keep our heads under the radar.</i> • <i>We really don't have an avenue for providing input for evaluating senior management. Everybody knows who the difficult managers are but people are afraid to say anything. This survey is about the closest opportunity I have had to give feedback.</i> • <i>Sometimes those in management appear to lead from a place that causes people to fear speaking up instead of encouraging them to do so.</i>
Favoritism	<ul style="list-style-type: none"> • <i>Favoritism is an issue in hiring</i> • <i>I feel that women have been systematically run out of management positions. I know for a fact that some interim management were told not to apply when their positions opened.</i> • <i>I feel there is an old boy network at the senior management level</i>
Loyalty and compliance	<ul style="list-style-type: none"> • <i>Senior management has created a buffer around them and have made it very clear that all employees need to follow the "Chain of Command."</i> • <i>Senior management, including the president, is largely unqualified with the senior management having been hired or promoted from within on the basis of loyalty and not competence.</i> • <i>The President hires and promotes cronies and loyalists with absolutely no regard for merit</i>
Lack of respect or contempt for university and/or its employees	<ul style="list-style-type: none"> • <i>The most long-serving, honest, dedicated upper-management have all been fired and replaced by greatly inferior leadership.</i> • <i>His behavior indicates that he has contempt for faculty. I don't expect he will agree with faculty all the time, but he is on the opposite end of the spectrum.</i> • <i>His attempt to shut down conversation around a policy that faculty fear could change our mission and deny our most vulnerable students access to the university is deeply alarming, as is the way that faculty concern has been spun by leadership, which in turn could promote divisiveness and suspicion among faculty and staff.</i> • <i>Nobody cares what the faculty think.</i>

Note. Initial inter rater agreement was 86%; after refinement, agreement was 100%.

Table A3

Negative Comments Regarding Leadership

Theme	Representative Statements
<p>Ineffective leadership skills</p>	<ul style="list-style-type: none"> • <i>Since we have become a top down organization, no info goes up the chain of command, only down. Areas that were working well before the new administration, are now in shambles (either funds diverted illegally, programs cut off, people put in positions of leadership without the appropriate qualifications.</i> • <i>One of the areas that shows how senior management handles feedback is the Presidents refusal to meet with community leaders on key policy issues. The administration has not followed some clear CSU Executive Orders that call for community input during the development of changes to some campus wide policies.</i> • <i>Senior management shares as little as it can get away with. Senior management treats all people, regardless of individual and cultural differences, with equal disdain.</i>
<p>Lack of authenticity and accountability</p>	<ul style="list-style-type: none"> • <i>Senior management is suspicious, sneaky, and secretive. Integrity is not reflected by the administration and information affecting employees is not shared in a timely manner.</i> • <i>I have no confidence--as I once did--in senior management, their honesty, or their integrity.</i>
<p>Lip service/hypocrisy</p>	<ul style="list-style-type: none"> • <i>At one awards dinner celebrating students, he opened with, "As I always say, it's all about the students." He stayed long enough to have lunch and to hear a student award winner compliment the president on his "visionary" leadership. President Morales left immediately afterward and numerous students came to me to say they felt he was not really concerned about them.</i> • <i>Haynes actively prevents contact with him and says one thing publicly then does another privately.</i> • <i>The President and Cabinet publicly goes through the motions of seeking feedback, but there is a widespread feeling that the President doesn't really care...it is all smoke and mirrors.</i> • <i>There are different avenues for "feedback" to the administration. But they wield absolute power, and faculty input (so far as I can tell) routinely goes straight to the round file. It's a farce.</i>
<p>Abuse and incivility</p>	<ul style="list-style-type: none"> • <i>Morales fits the classic example of a "bully." He has destroyed that positive climate this campus had under Karnig and Evans.</i> • <i>Senior management never fair and appears to be extremely vindictive.</i> • <i>The negative/blameful personality, the bullying/threatening/punitive behavior, and other negative characteristics of the CEO described in previous sections above have created a very toxic environment and culture of fear and mistrust on campus.</i>

Table A3

Negative Comments Regarding Leadership

Theme	Representative Statements
Self-interest	<ul style="list-style-type: none"> • <i>I am committed to the mission of CSUSB to provide quality education to its students. I think, however, that this mission is sabotaged by an administration with its own set of goals -- substituting politics, marketing (and self-aggrandizement) over quality.</i> • <i>This group of managers—there are no “real” leaders left—have no integrity, and seem to be interested predominantly in enriching themselves and creating projects solely to pretend they have created new value, when in reality, their ideas are largely recycled, existing programs or ideas.</i> • <i>Senior management only takes care of other senior management. I've never seen more deceitful, selfish and self-important people in a work environment! No words!</i>
Authoritarian	<ul style="list-style-type: none"> • <i>The ONLY communication is one-way, from admin to faculty and staff.</i> • <i>Their mind is made about all important things before they ask for input. I guess Tim White inadvertently told the truth: "shared governance but not shared decision-making."</i> • <i>Since we have become a top down organization, no info goes up the chain of command, only down.</i> • <i>The policy seems to be "the Central Administration way or the highway".</i> • <i>Dr. Morales does send out emails communicating some issues, but they really seem to be "after the fact" communications.</i> • <i>Senior management ignores faculty and staff voices. Many new programs, such as Coyote First Step, the Honors College, and the residency requirement for freshmen, have been or are being instituted with little or no faculty input.</i>

Note. Initial inter rater agreement was 90%; after refinement, agreement was 100%

Appendix 4

TABLE A4. *Shared Governance (SG)*

Construct	Subthemes	Representative Statements
Lack or Loss of Shared Governance/ Decision making	<p>Once had SG, not anymore</p> <p>Lip service</p> <p>Input not sought or valued</p> <p>Centralized/top-down decision making</p>	<ul style="list-style-type: none"> • <i>Shared governance has become an illusion in the past 3 years.</i> • <i>Shared governance *was* practiced here under prior administrators. That was then . .</i> • <i>President regards shared governance to mean simply informing faculty of his decisions.</i> • <i>In recent years, senior management has pushed through major changes while paying lip service to shared governance.</i> • <i>Faculty input is not requested, not wanted, and resented.</i> • <i>Our decisions and opinions carry no weight with senior management.</i> • <i>Newly hired administrators lack an appreciation for campus history and too often rule by fiat without consulting faculty or staff.</i>
Meaning of Shared Governance	<p>Shared governance is not shared decision making</p>	<ul style="list-style-type: none"> • <i>Faculty perceive shared governance as meaning we jointly govern. Administrators seem to perceive that we have governing bodies that are separate but equal - some seem to be a little more equal than others.</i> • <i>There is a significant difference between consultation and consensus</i>
“Selective” Consultation	<p>Context-specific</p> <p>SG for a select few</p>	<ul style="list-style-type: none"> • <i>If you have something to say that is in agreement with upper management, then they listen. Otherwise they really don't want to hear what you have to say.</i> • <i>You are not one of my managers. Why do I have to listen to you?</i> • <i>There are just a few people that are asked for their opinions.</i>
SG at Local Levels	<p>Dept/College/Division differences</p>	<ul style="list-style-type: none"> • <i>My suggestions are used in my Department and sometimes the College; however not the campus.</i>
SG is Practiced	<p>Top/senior management is collaborative/does consult</p>	<ul style="list-style-type: none"> • <i>I think that some faculty think that they have been left out of the decision making process. It's not true.</i> • <i>Senior management is very team oriented and collaborative.</i> • <i>I do believe that processes and procedures are in place to ensure shared governance.</i>

Note. Initial inter rater agreement was 86%; after refinement, agreement was 100%.

Appendix 5. Data Display, Phase I

Position at CSUSB

		Frequency	Percent	Valid Percent
Valid	Tenured faculty (including FERP)	151	20.0	20.0
	Tenure track faculty	40	5.3	5.3
	Lecturer	27	3.6	3.6
	Non-exempt staff (hourly)	211	27.9	27.9
	Exempt staff	203	26.9	26.9
	Administrator (MPP)	75	9.9	9.9
	Former CSUSB employees	48	6.3	6.4
	Total	755	99.9	100.0
Missing	Declined to state	1	.1	
Total		756	100.0	

Ethnicity (Multiple responses were allowed)

	Responses		Percent of Cases
	N	Percent	
American Indian or Alaska Native	12	1.9%	2.1%
Asian	28	4.5%	4.8%
Black or African American	54	8.6%	9.3%
Hispanic or Latino	136	21.7%	23.5%
Middle Eastern	4	0.6%	0.7%
Native Hawaiian or other Pacific Islander	8	1.3%	1.4%
White/Caucasian	338	53.8%	58.4%
Other	48	7.6%	8.3%
Total	628	100.0%	108.5%

Self-identified gender

		Frequency	Percent	Valid Percent
Valid	Male	202	26.7	32.7
	Female	339	44.8	54.9
	Other	2	.3	.3
	Prefer not to state	75	9.9	12.1
	Total	618	81.7	100.0
Missing	System	138	18.3	
Total		756	100.0	

The remainder of this data display shows questionnaire items crosstabulated by position. The label “Faculty” refers to Tenured Faculty (including FERP), Tenure-Track Faculty, and Lecturers. The category of “Staff” includes non-exempt, exempt, and confidential class. “Admin” refers to Administrators, and the label “Former Employees” refers to people who once worked for CSUSB but retired or left.

The vast majority of crosstabulations showed statistically significant relationships between questionnaire item and position. In other words, there were statistically significant differences in opinions between faculty, staff, administrators, and people no longer at CSUSB.

Overall job satisfaction: I am proud to say I work at CSUSB

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	11	9	0	6	26
	Column %	5.2%	2.3%	.0%	13.3%	3.6%
Disagree	Count	24	15	3	8	50
	Column %	11.4%	3.8%	4.2%	17.8%	6.9%
Neither Agree nor Disagree	Count	33	46	2	3	84
	Column %	15.6%	11.7%	2.8%	6.7%	11.7%
Agree	Count	76	152	29	10	267
	Column %	36.0%	38.6%	40.8%	22.2%	37.0%
Strongly Agree	Count	67	172	37	18	294
	Column %	31.8%	43.7%	52.1%	40.0%	40.8%
Total	Count	211	394	71	45	721
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Overall job satisfaction: My work gives me a sense of personal accomplishment

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	5	16	0	4	25
	Column %	2.4%	4.1%	.0%	8.9%	3.5%
Disagree	Count	3	29	2	3	37
	Column %	1.4%	7.4%	2.8%	6.7%	5.2%
Neither Agree nor Disagree	Count	17	40	3	0	60
	Column %	8.2%	10.2%	4.2%	.0%	8.4%
Agree	Count	76	167	25	18	286
	Column %	36.5%	42.5%	35.2%	40.0%	39.9%
Strongly Agree	Count	107	141	41	20	309
	Column %	51.4%	35.9%	57.7%	44.4%	43.1%
Total	Count	208	393	71	45	717
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Overall job satisfaction: I like my job

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	6	9	1	3	19
	Column %	2.9%	2.3%	1.4%	7.0%	2.6%
Disagree	Count	15	22	6	6	49
	Column %	7.1%	5.6%	8.5%	14.0%	6.8%
Neither Agree nor Disagree	Count	16	39	6	4	65
	Column %	7.6%	9.9%	8.5%	9.3%	9.0%
Agree	Count	91	175	15	12	293
	Column %	43.3%	44.3%	21.1%	27.9%	40.8%
Strongly Agree	Count	82	150	43	18	293
	Column %	39.0%	38.0%	60.6%	41.9%	40.8%
Total	Count	210	395	71	43	719
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Overall job satisfaction: The work that I do is satisfying

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	5	16	1	2	24
	Column %	2.4%	4.1%	1.4%	4.8%	3.4%
Disagree	Count	8	34	5	3	50
	Column %	3.8%	8.7%	7.1%	7.1%	7.0%
Neither Agree nor Disagree	Count	19	44	4	2	69
	Column %	9.1%	11.3%	5.7%	4.8%	9.7%
Agree	Count	88	161	21	15	285
	Column %	42.3%	41.2%	30.0%	35.7%	40.1%
Strongly Agree	Count	88	136	39	20	283
	Column %	42.3%	34.8%	55.7%	47.6%	39.8%
Total	Count	208	391	70	42	711
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Overall job satisfaction: Employee morale is good on campus

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	81	83	11	17	192
	Column %	38.4%	21.2%	15.5%	38.6%	26.7%
Disagree	Count	57	137	16	7	217
	Column %	27.0%	34.9%	22.5%	15.9%	30.2%
Neither Agree nor Disagree	Count	38	85	18	7	148
	Column %	18.0%	21.7%	25.4%	15.9%	20.6%
Agree	Count	27	64	19	7	117
	Column %	12.8%	16.3%	26.8%	15.9%	16.3%
Strongly Agree	Count	8	23	7	6	44
	Column %	3.8%	5.9%	9.9%	13.6%	6.1%
Total	Count	211	392	71	44	718
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Overall job satisfaction: Employee morale has changed since I was hired

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	16	19	2	2	39
	Column %	8.0%	5.0%	2.9%	4.7%	5.6%
Disagree	Count	10	21	9	2	42
	Column %	5.0%	5.6%	13.0%	4.7%	6.1%
Neither Agree nor Disagree	Count	41	76	15	0	132
	Column %	20.4%	20.1%	21.7%	.0%	19.1%
Agree	Count	45	113	21	15	194
	Column %	22.4%	29.9%	30.4%	34.9%	28.1%
Strongly Agree	Count	89	149	22	24	284
	Column %	44.3%	39.4%	31.9%	55.8%	41.1%
Total	Count	201	378	69	43	691
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

(IF AGREE OR STRONGLY AGREE THAT MORALE HAS CHANGED):

Has morale gotten better or worse?

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Employee morale has gotten better since I was hired	Count	7	28	9	4	48
	Column %	5.3%	11.2%	22.0%	11.1%	10.4%
Employee morale has gotten worse since I was hired	Count	125	223	32	32	412
	Column %	94.7%	88.8%	78.0%	88.9%	89.6%
Total	Count	132	251	41	36	460
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Department: Leadership has communicated a clear direction

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	50	160	10	12	232
	Column %	25.9%	44.4%	16.4%	34.3%	35.7%
Agree	Count	143	200	51	23	417
	Column %	74.1%	55.6%	83.6%	65.7%	64.3%
Total	Count	193	360	61	35	649
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

College/Division: Leadership has communicated a clear direction

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	77	177	20	17	291
	Column %	40.7%	51.9%	33.3%	47.2%	46.5%
Agree	Count	112	164	40	19	335
	Column %	59.3%	48.1%	66.7%	52.8%	53.5%
Total	Count	189	341	60	36	626
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Campus/University as a whole: Leadership has communicated a clear direction

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	126	182	21	21	350
	Column %	67.4%	53.8%	35.6%	55.3%	56.3%
Agree	Count	61	156	38	17	272
	Column %	32.6%	46.2%	64.4%	44.7%	43.7%
Total	Count	187	338	59	38	622
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Department: I have confidence in the decision-making process

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	50	161	10	12	233
	Column %	26.0%	45.6%	16.4%	33.3%	36.3%
Agree	Count	142	192	51	24	409
	Column %	74.0%	54.4%	83.6%	66.7%	63.7%
Total	Count	192	353	61	36	642
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

College/Division: I have confidence in the decision-making process

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	85	195	22	19	321
	Column %	44.7%	58.7%	36.1%	51.4%	51.8%
Agree	Count	105	137	39	18	299
	Column %	55.3%	41.3%	63.9%	48.6%	48.2%
Total	Count	190	332	61	37	620
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Campus/University as a whole: I have confidence in the decision-making process

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	152	210	28	25	415
	Column %	80.9%	62.9%	48.3%	64.1%	67.0%
Agree	Count	36	124	30	14	204
	Column %	19.1%	37.1%	51.7%	35.9%	33.0%
Total	Count	188	334	58	39	619
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Department: I am able to provide input before decisions are made about work issues that affect me

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	32	138	10	14	194
	Column %	16.7%	38.7%	16.4%	38.9%	30.0%
Agree	Count	160	219	51	22	452
	Column %	83.3%	61.3%	83.6%	61.1%	70.0%
Total	Count	192	357	61	36	646
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

College/Division: I am able to provide input before decisions are made about work issues that affect me

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	76	215	20	20	331
	Column %	42.0%	64.0%	33.9%	54.1%	54.0%
Agree	Count	105	121	39	17	282
	Column %	58.0%	36.0%	66.1%	45.9%	46.0%
Total	Count	181	336	59	37	613
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Campus/University as a whole: I am able to provide input before decisions are made about work issues that affect me

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	136	222	30	24	412
	Column %	75.1%	66.9%	52.6%	68.6%	68.1%
Agree	Count	45	110	27	11	193
	Column %	24.9%	33.1%	47.4%	31.4%	31.9%
Total	Count	181	332	57	35	605
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Department: My input helps shape decisions regarding work issues

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	39	153	9	14	215
	Column %	20.5%	43.2%	15.3%	38.9%	33.6%
Agree	Count	151	201	50	22	424
	Column %	79.5%	56.8%	84.7%	61.1%	66.4%
Total	Count	190	354	59	36	639
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

College/Division: My input helps shape decisions regarding work issues

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	86	211	21	19	337
	Column %	47.3%	65.1%	36.8%	52.8%	56.3%
Agree	Count	96	113	36	17	262
	Column %	52.7%	34.9%	63.2%	47.2%	43.7%
Total	Count	182	324	57	36	599
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Campus/University as a whole: My input helps shape decisions regarding work issues

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Disagree	Count	144	231	32	24	431
	Column %	80.4%	69.6%	56.1%	70.6%	71.6%
Agree	Count	35	101	25	10	171
	Column %	19.6%	30.4%	43.9%	29.4%	28.4%
Total	Count	179	332	57	34	602
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Communication and leadership: I have confidence that senior management of this campus is capable of addressing the challenges that we face

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	79	58	7	11	155
	Column %	42.5%	16.9%	11.3%	26.8%	24.5%
Disagree	Count	44	77	10	13	144
	Column %	23.7%	22.4%	16.1%	31.7%	22.8%
Neither Agree nor Disagree	Count	29	109	14	3	155
	Column %	15.6%	31.8%	22.6%	7.3%	24.5%
Agree	Count	19	73	16	9	117
	Column %	10.2%	21.3%	25.8%	22.0%	18.5%
Strongly Agree	Count	15	26	15	5	61
	Column %	8.1%	7.6%	24.2%	12.2%	9.7%
Total	Count	186	343	62	41	632
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Communication and leadership: Senior management is open to receiving feedback

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	84	70	8	18	180
	Column %	45.9%	20.6%	12.9%	42.9%	28.8%
Disagree	Count	32	81	8	6	127
	Column %	17.5%	23.9%	12.9%	14.3%	20.3%
Neither Agree nor Disagree	Count	34	99	20	6	159
	Column %	18.6%	29.2%	32.3%	14.3%	25.4%
Agree	Count	20	64	12	8	104
	Column %	10.9%	18.9%	19.4%	19.0%	16.6%
Strongly Agree	Count	13	25	14	4	56
	Column %	7.1%	7.4%	22.6%	9.5%	8.9%
Total	Count	183	339	62	42	626
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Communication and leadership: Senior management inspires confidence in the future successes of this university

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	89	68	6	13	176
	Column %	47.6%	19.8%	9.7%	31.0%	27.8%
Disagree	Count	33	83	8	11	135
	Column %	17.6%	24.2%	12.9%	26.2%	21.3%
Neither Agree nor Disagree	Count	34	101	17	5	157
	Column %	18.2%	29.4%	27.4%	11.9%	24.8%
Agree	Count	18	62	16	9	105
	Column %	9.6%	18.1%	25.8%	21.4%	16.6%
Strongly Agree	Count	13	29	15	4	61
	Column %	7.0%	8.5%	24.2%	9.5%	9.6%
Total	Count	187	343	62	42	634
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Communication and leadership: Senior management acts with honesty and integrity

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
Strongly Disagree	Count	82	75	6	14	177
	Column %	44.1%	22.3%	9.7%	33.3%	28.2%
Disagree	Count	29	62	6	10	107
	Column %	15.6%	18.4%	9.7%	23.8%	17.1%
Neither Agree nor Disagree	Count	45	124	20	7	196
	Column %	24.2%	36.8%	32.3%	16.7%	31.3%
Agree	Count	17	54	17	6	94
	Column %	9.1%	16.0%	27.4%	14.3%	15.0%
Strongly Agree	Count	13	22	13	5	53
	Column %	7.0%	6.5%	21.0%	11.9%	8.5%
Total	Count	186	337	62	42	627
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%

Collaboration and shared decision making (STAFF ONLY):
My suggestions are used to improve processes, programs, or services

		Current position	
		Staff	Total
Strongly Disagree	Count	27	27
	Column %	7.9%	7.9%
Disagree	Count	48	48
	Column %	14.1%	14.1%
Neither Agree nor Disagree	Count	93	93
	Column %	27.4%	27.4%
Agree	Count	124	124
	Column %	36.5%	36.5%
Strongly Agree	Count	48	48
	Column %	14.1%	14.1%
Total	Count	340	340
	Column %	100.0%	100.0%

Collaboration and shared decision making (STAFF ONLY):
My opinions are valued in my workgroup

		Current position	
		Staff	Total
Strongly Disagree	Count	24	24
	Column %	7.0%	7.0%
Disagree	Count	40	40
	Column %	11.7%	11.7%
Neither Agree nor Disagree	Count	75	75
	Column %	22.0%	22.0%
Agree	Count	141	141
	Column %	41.3%	41.3%
Strongly Agree	Count	61	61
	Column %	17.9%	17.9%
Total	Count	341	341
	Column %	100.0%	100.0%

Collaboration and shared decision making (STAFF ONLY): In my workgroup, I am asked for my opinion about how work is done before changes are made

		Current position	
		Staff	Total
Strongly Disagree	Count	43	43
	Column %	12.6%	12.6%
Disagree	Count	49	49
	Column %	14.4%	14.4%
Neither Agree nor Disagree	Count	78	78
	Column %	22.9%	22.9%
Agree	Count	118	118
	Column %	34.6%	34.6%
Strongly Agree	Count	53	53
	Column %	15.5%	15.5%
Total	Count	341	341
	Column %	100.0%	100.0%

Shared governance (FACULTY AND ADMINISTRATORS ONLY): Senior management consults relevant constituents when making campus decisions that affect faculty

		Current position		Total
		Faculty	Admin	
Strongly Disagree	Count	76	1	77
	Column %	42.0%	2.4%	34.5%
Disagree	Count	41	5	46
	Column %	22.7%	11.9%	20.6%
Neither Agree nor Disagree	Count	35	12	47
	Column %	19.3%	28.6%	21.1%
Agree	Count	18	16	34
	Column %	9.9%	38.1%	15.2%
Strongly Agree	Count	11	8	19
	Column %	6.1%	19.0%	8.5%
Total	Count	181	42	223
	Column %	100.0%	100.0%	100.0%

Shared governance (FACULTY AND ADMINISTRATORS ONLY): My suggestions are used to improve processes, programs, or services

		Current position		Total
		Faculty	Admin	
Strongly Disagree	Count	52	2	54
	Column %	30.8%	3.9%	24.5%
Disagree	Count	35	7	42
	Column %	20.7%	13.7%	19.1%
Neither Agree nor Disagree	Count	47	11	58
	Column %	27.8%	21.6%	26.4%
Agree	Count	24	20	44
	Column %	14.2%	39.2%	20.0%
Strongly Agree	Count	11	11	22
	Column %	6.5%	21.6%	10.0%
Total	Count	169	51	220
	Column %	100.0%	100.0%	100.0%

Shared governance (FACULTY AND ADMINS ONLY): Senior management readily shares information needed for faculty to make important decisions

		Current position		Total
		Faculty	Admin	
Strongly Disagree	Count	72	1	73
	Column %	40.2%	3.0%	34.4%
Disagree	Count	40	2	42
	Column %	22.3%	6.1%	19.8%
Neither Agree nor Disagree	Count	38	15	53
	Column %	21.2%	45.5%	25.0%
Agree	Count	17	6	23
	Column %	9.5%	18.2%	10.8%
Strongly Agree	Count	12	9	21
	Column %	6.7%	27.3%	9.9%
Total	Count	179	33	212
	Column %	100.0%	100.0%	100.0%

**Shared governance (FACULTY AND ADMINS ONLY): When asked for information,
senior management provides information in a timely manner**

		Current position		Total
		Faculty	Admin	
Strongly Disagree	Count	59	5	64
	Column %	34.1%	9.4%	28.3%
Disagree	Count	37	8	45
	Column %	21.4%	15.1%	19.9%
Neither Agree nor Disagree	Count	41	16	57
	Column %	23.7%	30.2%	25.2%
Agree	Count	25	14	39
	Column %	14.5%	26.4%	17.3%
Strongly Agree	Count	11	10	21
	Column %	6.4%	18.9%	9.3%
Total	Count	173	53	226
	Column %	100.0%	100.0%	100.0%

**Shared governance (FACULTY AND ADMINS ONLY): Decisions about
academic requirements for students are made after meaningful consultation with faculty**

		Current position		Total
		Faculty	Admin	
Strongly Disagree	Count	59	2	61
	Column %	33.5%	5.4%	28.6%
Disagree	Count	37	3	40
	Column %	21.0%	8.1%	18.8%
Neither Agree nor Disagree	Count	41	12	53
	Column %	23.3%	32.4%	24.9%
Agree	Count	28	9	37
	Column %	15.9%	24.3%	17.4%
Strongly Agree	Count	11	11	22
	Column %	6.3%	29.7%	10.3%
Total	Count	176	37	213
	Column %	100.0%	100.0%	100.0%

**Shared governance (FACULTY AND ADMINS ONLY):
Shared governance is practiced at CSUSB**

		Current position		Total
		Faculty	Admin	
Strongly Disagree	Count	80	6	86
	Column %	44.2%	12.2%	37.4%
Disagree	Count	40	3	43
	Column %	22.1%	6.1%	18.7%
Neither Agree nor Disagree	Count	26	15	41
	Column %	14.4%	30.6%	17.8%
Agree	Count	25	18	43
	Column %	13.8%	36.7%	18.7%
Strongly Agree	Count	10	7	17
	Column %	5.5%	14.3%	7.4%
Total	Count	181	49	230
	Column %	100.0%	100.0%	100.0%

(IF CURRENTLY WORKING AT CSUSB) Feelings about staying at CSUSB: If I didn't have so much time invested and/or wasn't so close to retirement, I would look for a position elsewhere

		Current position			Total
		Faculty	Staff	Admin	
Strongly Disagree	Count	20	49	12	81
	Column %	11.8%	16.2%	21.4%	15.3%
Disagree	Count	36	82	19	137
	Column %	21.3%	27.1%	33.9%	25.9%
Neither Agree nor Disagree	Count	30	63	6	99
	Column %	17.8%	20.8%	10.7%	18.8%
Agree	Count	36	51	8	95
	Column %	21.3%	16.8%	14.3%	18.0%
Strongly Agree	Count	47	58	11	116
	Column %	27.8%	19.1%	19.6%	22.0%
Total	Count	169	303	56	528
	Column %	100.0%	100.0%	100.0%	100.0%

**(IF CURRENTLY WORKING AT CSUSB) Feelings about staying at CSUSB:
If I could go back in time and do it all over again, I would still accept a position
on campus**

		Current position			Total
		Faculty	Staff	Admin	
Strongly Disagree	Count	20	19	3	42
	Column %	10.8%	5.7%	5.2%	7.3%
Disagree	Count	20	11	7	38
	Column %	10.8%	3.3%	12.1%	6.6%
Neither Agree nor Disagree	Count	47	45	2	94
	Column %	25.4%	13.4%	3.4%	16.2%
Agree	Count	62	162	22	246
	Column %	33.5%	48.2%	37.9%	42.5%
Strongly Agree	Count	36	99	24	159
	Column %	19.5%	29.5%	41.4%	27.5%
Total	Count	185	336	58	579
	Column %	100.0%	100.0%	100.0%	100.0%

**(IF CURRENTLY WORKING AT CSUSB) Feelings about staying at CSUSB:
I don't intend to be with the university much longer**

		Current position			Total
		Faculty	Staff	Admin	
Strongly Disagree	Count	30	73	15	118
	Column %	16.9%	23.2%	27.8%	21.6%
Disagree	Count	50	106	13	169
	Column %	28.2%	33.7%	24.1%	31.0%
Neither Agree nor Disagree	Count	49	78	10	137
	Column %	27.7%	24.8%	18.5%	25.1%
Agree	Count	30	28	10	68
	Column %	16.9%	8.9%	18.5%	12.5%
Strongly Agree	Count	18	30	6	54
	Column %	10.2%	9.5%	11.1%	9.9%
Total	Count	177	315	54	546
	Column %	100.0%	100.0%	100.0%	100.0%

If you spoke with someone who was seeking a university position, would you encourage him or her to apply at CSUSB?

		Current position				Total
		Faculty	Staff	Admin	Former Employees	
I would actively encourage that person to apply at CSUSB	Count	60	183	34	16	293
	Column %	32.4%	54.3%	58.6%	38.1%	47.1%
I wouldn't encourage, but I wouldn't discourage it either	Count	93	131	18	10	252
	Column %	50.3%	38.9%	31.0%	23.8%	40.5%
I would actively discourage that person from applying at CSUSB	Count	32	23	6	16	77
	Column %	17.3%	6.8%	10.3%	38.1%	12.4%
Total	Count	185	337	58	42	622
	Column %	100.0%	100.0%	100.0%	100.0%	100.0%