

October 31, 2016

Dear YSU Campus Community,

Our team was tasked with the job of collaboratively analyzing the data from open forums, focus groups, and an online form created in response to the campus climate survey. This summative report is presented from the collaborative work of nine team members over ten hours of group analysis. The analysis team included representatives from professional staff, classified staff, faculty, and excluded employee groups. Conversations were held around the tension in the team's purpose to summarize the data, while representing the complex variety in data. The team acknowledges that they cannot possibly give voice to each of the almost 900 comments, but strives through this summary to best represent the collective voice of YSU employees.

From the first-cycle of coding, 30 descriptive codes emerged. These 30 codes were used to create manageable groupings of data that were read by each team member, analyzed, and discussed for patterns in the groupings and overall data. Fifteen primary themes and five sub-themes emerged from the discussion. Summaries of each theme, actionable items from the data, notable quotes, and comment count are presented for each theme. **The committee strongly recommends Senior Leadership and the Board of Trustees read through the entire set of comments to fully understand the scope of these significant concerns.** Themes are presented in order of importance determined by the analysis team. Comment counts are presented, but should not be taken as the only measure of importance. Many comments represent multiple voices from focus groups or open forums. Comment counts partially show emphasis, but summaries, actionable items (in no particular order), and notable quotes are a much better mechanism to understand the depth of each thematic area.

The team takes the quality of this report and transparency very seriously. Every comment was read multiple times and by multiple people. Every theme and sub-theme was discussed in detail. Every draft of this report, every action item, and every included quote was subject to feedback and group editing.

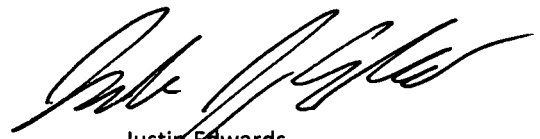


We endeavored on this time-consuming analysis process to ensure accuracy and representation of all employee groups at YSU. Detailed process notes and data can be requested through the Office of Assessment. We encourage you to ask questions of anyone on the committee about this process. The analysis process is not a secretive process, in fact it is the opposite; the goal is to be transparent and allow the collective voice of YSU employees to be amplified. This is a campus conversation we sincerely hope will continue.

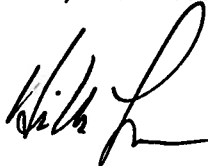
Sincerely,



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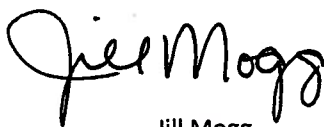
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Campus Climate Data Team Analysis

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1. THEME: TRUST IN THE SURVEY PROCESS

Emerging from the data and discussion was a sense of tension around who is responsible for fixing the problems made evident through the campus climate survey. There was also concern that there will be no significant response. Several comments expressed a frustration in the lack of responsibility or ownership demonstrated by those in Senior Leadership in response to the campus climate survey results and process. Respondents note that Senior Leadership should be ultimately responsible for strategically fixing problems, but also should be seeking expertise (e.g. best practices, consultants) and input from stakeholders across campus. A lack of feeling valued and respected in daily workspaces has led to distrust in the survey process and distrust in the leaders in place to respond to these issues. (35 comments)

Actionable Items

- Senior Leadership must acknowledge problems, apologize for the problems, and act strategically to resolve the problems in a timely manner.
- Senior Leadership should create a transparent timeline, with strategic priorities in response to the campus climate survey. Priorities should be created by Senior Leadership, but include diverse communities of campus stakeholders to address the problems through a collaborative process.
- Clarify the roles and responsibilities of Senior Leadership and the Board of Trustees in terms of responding to the campus climate survey.
- Data overwhelmingly supports that results from this process should be shared widely.

Notable Quotes

- *I don't see a solution unless it comes from those in power. Priorities need to change.*
- *I get the impression most were not surprised by the survey results, yet little time has been devoted to generating questions that get to the root cause of the issues noted in the climate survey. Let's breathe life into YSU's core value of "Excellence and Innovation" and strive to "foster intellectual inquiry". Forming diverse committees supported by Sr. Leadership could also help explore the issues of communication and creating an inclusive culture.*

2. THEME: SENIOR LEADERSHIP CHANGE AND ACCOUNTABILITY

A tension emerges in the data between calling for the complete removal of the members of Senior Leadership (primarily the Provost) or a radical change of the behaviors/management styles of those in Senior Leadership. Senior Leadership is frequently referred to as “Tod Hall Leaders” or “Upper Administration” in the data. There is a tone in the data that the problems of the campus are rooted in leadership problems and are unfixable with current leaders. Senior leaders are seen as arrogant, unqualified, self-motivated and elitist. Data reveal a great deal of comments focus on Senior Leadership not being held accountable to the same policies and procedures that the rest of campus is held accountable. A large portion of comments focus on frustrations specifically with the Provost; the way he

was hired and how he has behaved (e.g. authoritative decision making, micromanaging, poor communication). People are dissatisfied (which links this item closely to the comments around shared governance) and feel like leadership made the wrong decision for the university in the hiring of Provost Abraham. (135 comments)

Actionable Items

- Create Leadership Improvement Plans for all Senior Leadership (Tod Hall Leaders). Be transparent with these plans and accountable to completing them.
- Remove members of Senior Leadership who should be removed based on faculty/staff input.
- Provost should ask Chairs and Deans who are effective leaders for input when making decisions that affect their college/departments.
- President should engage more deeply in academic decisions.
- Clarify the role of the President and Provost and communicate that to faculty/staff.
- Senior Leadership must be held accountable to campus policies, procedures, and agreements.

Notable Quotes

- *The layoffs were effective in proving the weakness of the union, but the price was too high for the university. Instability, insecurity, displacement, the continuing cost to this institution is immeasurable. Chaos created by upper level management who thought they would never face a consequence... This action created a climate of distrust and resentment, which is fueled by the raises these same people give themselves every year. All while the rest of us wonder if there will be a job tomorrow or if we'll be lucky enough to make it to retirement. I don't think there's a quick fix for this, but it needs to be addressed honestly and publicly. It would take a different type of leadership to admit to making mistakes, but maybe that's what we need.....a different type of leadership.*
- *I don't think there can be any doubt that the current provost is the source of most of the dissatisfaction with senior leadership. I've been at YSU for nearly twenty years and have never seen such universal dissatisfaction with a provost. It's not just his communication style, which is widely acknowledged to be problematic. His management style, including his often unilateral and ill-thought-out directives, is also a destructive force in the university that I love. The only solution, if we're being honest, is for him to leave YSU and be replaced with a provost with more vision, a clearer commitment to shared governance, and a much better communication style.*
- *The problems are at the provost level. Chairs and deans have been relegated as impotent in decision making.*
- *The fear of being targeted and the mistrust of the senior leadership is real. I have attempted to go to Tressel. A problem won't be solved if you can only speak to the people causing the problem. Tressel will have to address these issues at some point.*
- *If the University is to survive and move forward, a self-assessment among the current leaders needs to take place... Current leaders are only interested in serving themselves by increasing their own pay and benefits all while the employees they rule over struggle to make ends meet... They like to consider themselves as "important". However they also know that they do not know that much and fear being exposed by questions or debate. Seagull management is a term that is used to describe a*

style of management whereby the person 'flies in, poops on you and then flies away again'. The experience of having a seagull manager is not positive. When they are there, they typically give criticism and direction in equal quantities, often without any real understanding of what the job entails. Then before you can object or ask what they really want, they have an 'important meeting' to go to. They avoid eye contact and continuing to talk over you if you start to say anything. They make employees feel under-valued and generally abuse. The best thing that can be said is that they are typically there not very often and you can largely get on with the job by yourself. While the "great" leaders of the past are gone, the real lesson here is that our current leaders are unable to sustain good relationships with the employees of the University. They need not (and should not) be best friends with them, they should respect them and communicate regularly and with integrity. Listen too -- this is a key skill and frequent activity of good leaders. There are great leaders out there and we do not have to be stuck with the ones we have. The Tod Hall Leaders should be put on a leadership improvement plan, if they are unable to change their leadership style, they need to be replaced.

2a. SUB-THEME: BOARD OF TRUSTEES ROLE

Data reveal confusion or dissatisfaction with the role of the Board of Trustees (BOT) and the BOT's contribution to the functions of the university. Respondents perceive the BOT to be secretive, lack knowledge of university functions, and lack respect for employees. Respondents desire clarity in the role of the BOT and their relationship to Senior Leadership. Employees desire for the BOT to express support and appreciation for university employees. (28 comments)

Actionable Items

- There should be a faculty representative on the Board of Trustees.
- Board of Trustees meetings must be transparent. Decisions should not be made in "back rooms."
- Clarify the role of the Board of Trustees in the decision-making process.
- Clarify the relationship between the Board of Trustees and Senior Leadership.

Notable Quotes

- *The Board of Trustees do not have respect for the faculty.*
- *The BOT meetings should be more open. Everything is done in the back room and then they come out and breeze through the meeting. The meetings used to be at least 1-1/2 hour with discussions. Now they just breeze through with approvals of Items 1 to 10 and they're done in 20 minutes. You have to go [online] to find out what is going on. There should be employee representation on the board, just like there is student representation.*
- *Have the next BOT meeting in our actual building so they can see where we work. Have them come down the dark staircase and step over the plywood covering the hole in the floor.*

- *There needs to be clear definition and boundaries between the Board of Trustees and Senior Administration. The relationship has become convoluted.*
- *Senior Leadership does not relay... facts to the Board of Trustees.*

2b. SUB-THEME: LEADERSHIP DISCONNECT

Respondents note various characteristics that point towards disconnect between Senior Leadership/Board of Trustees members and university employees. Data reveal that employees sense those in leadership do not understand the jobs and functions of individuals on campus, the spaces in which people work, or the high-levels of involvement university employees have with students. Respondents call for Senior Leadership to increase their understanding of the functions of jobs on campus, as well as being visible in places across campus to build relationships and understanding. (28 comments)

Actionable Items

- Senior Leadership (specifically President Tressel) and BOT members should visit each college and interact with faculty, staff, and students.
- Through listening to employees, Senior Leadership/BOT members should gain a fuller understanding of the workload and effort that goes into student engagement and success on campus.

Notable Quotes

- *There is no effort to understand each people's roles, what they do on a day to day basis, how busy people are, their frustrations, etc.*
- *There is a disconnect between the upper levels and the people who are actually helping the students. Let them work for a day in Ward Beecher. Let them see what we deal with on a daily basis.*
- *Learn more about how faculty engage with students, and how faculty work to increase student retention.*

3. THEME: CALL FOR SHARED GOVERNANCE AND INPUT

Emergent from the data was the collective notion that Senior Leadership disregards the input and expertise of faculty and staff. Faculty and staff are hesitant to offer valuable input due to patterns of ignoring feedback and a culture of fear. There is a hierarchical power structure in place that hinders shared governance. A great deal of the frustration with shared governance is around the hiring and actions of Provost Abraham. Respondents are scared. Respondents are frustrated. Respondents don't

feel valued, because their opinions and expertise aren't a part of the direction of the university. Senior Leadership is not creating an environment where providing expertise and valuable input is encouraged, respected, or even safe. (131 comments)

Actionable Items

- Senior Leadership should attend training on shared governance.
- Senior Leadership should respect the role of the supervisors/chairs and seek their expertise in the areas in which they manage. Give authority back to deans/chairs/supervisors.
- Institute a monthly communication process that sends updates and changes before they are implemented (regarding building, policies, and procedures). Create a channel for feedback based on this communication.
- Senior Leadership should demonstrate that feedback is valued; frequent, genuine appreciation is effective at making others feel comfortable sharing their ideas and fosters an inclusive environment.
- Develop a tool for needs-based analysis to provide opportunity for departments to weigh in on decisions before finalizing.
- Senior Leadership must follow established policies and protocols (e.g. hiring, governance documents).

Notable Quotes

- *The intimidation has to stop. People are afraid. Why come to work when you're afraid? People are afraid to speak their minds because they are afraid they will lose their jobs.*
- *Shared governance is a big issue, but I doubt either administrators or faculty could tell you what it means. There is an opportunity here to bring people together, engage in a serious self-study involving anyone on campus who wants to contribute, and come to consensus. Some key decisions such as hiring Abram [sic] as provost, forming an honors college, and making department chairs administrators appear to be happening without the right kind of discussion. We aren't a football team subject to the whims of the coach—we are a community of incredibly well educated people who are independent thinkers.*
- *Shared governance has been continually undermined for years and the problem has been exacerbated by the actions of our current provost.*
- *Respect college-level and department-level decision making processes. Deans and department chairs can and should be relied on.*
- *So many administrators at chair/director level have been assigned increased responsibilities by the Provost and others without staffing...There should never be work assigned by the Provost without direct communication by the Provost with the chair/director responsible for completing the work. The Provost should be willing to listen to concerns and challenges so timelines to complete the work, when established, are reasonable. If new work needs done/implemented right away without adequate resources, decisions to eliminate other work must be made collaboratively.*

4. THEME: PAY EQUITY

The data reveal widespread dissatisfaction with the levels of pay on campus, along with widespread dissatisfaction in the recent raises distributed to members of administration. Respondents call for fairness when it comes to pay; everyone is given a raise or everyone sacrifices together. The data supporting pay is linked to other significant issues of value and respect of expertise. Faculty and staff sense they are “not worth a raise.” Additionally, competitive pay is a significant factor in acquiring a talented faculty and staff and therefore a factor in the quality of our institution. Respondents are upset with their levels of pay, especially when it is paired with an increase in workload because of staff reduction. (95 comments)

Actionable Items

- Increase pay and equally distribute raises.
- Use strategic budgeting to prioritize competitive pay for faculty and staff.
- Increase transparency of university pay structure by making job descriptions and pay ranges available publicly.
- Fairly compensate employees for additional workload and responsibilities.

Notable Quotes

- *If we are going to be successful, we need to work together. We are not treated like a team. That’s why morale is low. There is no appreciation, no wage increase, less money in our paychecks. They don’t think how this affects us. They are like, “if you don’t like it, too bad.” We are here for the students, but sometimes it’s hard.*
- *Not believing that employees are worth a raise while the “higher ups” continually receive big raises.*
- *Pay raises should be equally distributed. One for all, and all for one. If one group is denied pay raises, then no one at YSU gets raises. If the budget is restrictive for one person, department, or area, then the budget is restrictive for everyone and every area.*

5. THEME: PRACTICE RESPECT, TRUST, AND FAIRNESS

Respect is closely related to many of the other themes in the data (e.g. pay, shared governance). Respondents sense a lack of respect from the Board of Trustees and Senior Leadership for staff and faculty (including part-time faculty). Data reveal a perception that Senior Leadership favors some colleges and programs over others (e.g. STEM favored over CLASS). Employees do not feel respected for their expertise and are seen as replaceable rather than valued, even though they are essential to survival, student success, and every function of the university. Senior Leadership is perceived to only be managing; not leading people through true collaboration and partnership. Respondents believe respect should be modeled at the top and practiced through all levels of the organization. Authentic

appreciation and acknowledgement from Senior Leadership for all employees is needed. (114 comments)

Actionable Items

- Senior Leadership should find regular and meaningful ways to thank staff/faculty and show appreciation.
- President should visit offices to say thank you. He should make his appreciation known.
- Senior Leadership must stop insulting and bad-mouthing faculty and staff.
- Employees should be seen not as a cost to cut, but as revenue-generating investments.
- Leadership training on treating employees with respect.
- Senior Leadership and Board of Trustees must support staff and faculty in media rather than benefitting from the community thinking the worst.

Notable Quotes

- *Our direct supervisors at the college level have respect, but outside of the college level they are out of touch with us and what we do. They are happy the students are here, but who makes the students happy and successful? Us. We are the persons who help the students on a day to day basis.*
- *Happy [employees] = better student experience = higher retention.*
- *CLASS is not equally supported. Dr. Abraham has said he does not understand the point of Liberal Arts... We are separate, but not treated equally.*
- *I believe senior leadership needs to set the example for the rest of the university community when it comes to how people should be treated. I believe if they treat everyone, regardless of job position, with fairness, respect, courtesy, and professionalism that that behavior would spread throughout the rest of the campus community.*
- *Please have someone from the [BOT] respond to the constant attacks from our local partisan press on faculty. If the [BOT] or President Tressel would respond to these politically motivated and ill-informed attacks in defense of the faculty and YSU itself, they might find that faculty would feel respected and truly appreciated, instead of softened up for more wage and benefit concessions.*
- *Don't view [employees] as a cost to cut; rather, view [employees] as revenue-generating investments.*
- *The administration treats faculty with utter contempt. No student attends a university on the strength of its provost or various vice presidents. Students attend universities on the strength of its faculty.*

5a. SUB-THEME: WIN/WIN NEGOTIATIONS

Data reveal dissatisfaction with past negotiations and union contracts. Rather than negotiations being perceived as administration versus employees, respondents call for bargaining in “good faith” and negotiations as a “win/win” situation. (24 comments)

Actionable Items

- Bargain in good faith.
- Approach negotiations as a win/win.
- Reduce the incentive to prolong the process by using staff attorneys instead of an outside attorney (paid hourly).

Notable Quotes

- *I don't think that it is unreasonable to expect that if you do your job that you will be able to earn a livable wage, have decent benefits, have a pension, have some level of job security, and be able to work in a friendly atmosphere... Many of us have heard of administrators making comments criticizing the wages we earn and making comments that none of us should be employed at YSU long enough to earn a pension. ... If administration and BOT would negotiate with us in good faith and treat us fairly in the upcoming round of labor talks, that would be a step in the right direction toward improving morale.*
- *Contracts should not be open to interpretation and manipulation.*

6. THEME: INCREASED COMMUNICATION AND TRANSPARENCY

A theme emerging from the data is the flow of information. Employees are frustrated with the frequency, pace, transparency, consistency, and clarity in which information is transmitted from Senior Leadership. Several respondents note finding out information in the local newspaper, before information was shared/released through appropriate campus channels. Respondents sense that information goes up, but either doesn't come down or comes down with no justification or connection to clear strategic vision. There is frustration around not knowing why decisions are made; a lack of transparency. This is made evident in the data when respondents comment on their frustration with communication specific to Facilities. Not as common, but still evident, data reveal frustration in communication not just at the Senior Leadership level but between campus units. Respondents desire clear communication and transparency at all levels across campus. (105 comments)

Actionable Items

- Reinststitute the annual *State of the University* address.
- Provide explicit information/justification to stakeholders on why decisions are rejected at the Senior Leadership level (e.g. requests for new positions, release time, tenure).

- Share information with employees promptly (before it is read in the Vindicator).
- Establish and publish senior leaders' goals for the academic or fiscal year.
- Institute a once a month time (e.g. brown bag lunch) where employees can come ask questions of the President and Provost regarding the direction of YSU and upcoming decisions.
- Have an internal communication audit done by an expert to identify breakdowns and offer suggestions on the dissemination of information.
- Provide a reference list (especially in regards to technology and facilities) on who to contact for specific questions and requests.
- Use exit interviews to collect input from people leaving YSU.

Notable Quotes

- *Tell the truth - speak forthrightly and honestly and don't say one thing to one group of people and another thing to another group of people. It doesn't garner respect and this is what you're seeing in the lack of confidence in our administration. A big part of communication is listening to your [employees] that actually know their areas and are in touch with students.*
- *Information travels up to the administration, but never sent back down.*
- *Administration should set objectives and manage with the objectives in mind. Currently the Administration manage by reacting to crisis only. There is a need for more communication. Administration should manage in a way that serves our students after all we are in the business of serving our students.*
- *People simply want to know WHY decisions are made, reasons for them. Have better communication - this would go a long way! John Hyden's email about energy bills was very helpful, for example.*
- *It's bad when you have to hear about big or significant news at YSU through the media rather than employees being told directly by administration. Many joke that YSU's motto should be: YSU, where everything's a secret. There needs to be transparency on the rationale behind decisions made that affect employees. Some decisions made by administration come across as being made for no reason other than spite, retaliation, or bullying. If there's a legitimate reason, then explain in detail why the action is being taken.*

7. THEME: INCREASED STAFFING AND BALANCED WORKLOAD

Respondents are frustrated with the negative effects of steep decreases in staffing levels and outsourcing. Beyond increased workload for those who are currently employed at the university, decreased staffing impacts the quality and efficiency of the university (e.g. student services, retention, research, training for new technology). There is frustration around the speed of the hiring process and onboarding of new employees (decreased staffing has led to slow processes to receive keys, computers, etc.). All of these factors affect the university's ability to recruit and retain quality full-time faculty and staff, and thus our ability to recruit and retain students. Data reveal a call to move towards less part-

time faculty and more full-time faculty. Additionally, employees desire opportunities for professional development and growth. (122 comments)

Actionable Items

- Examine ratio of faculty to students, staff to students, administrators to students, and administrators to faculty/staff. Benchmark this against other universities to develop metrics for staffing levels. Make hiring decisions based on staffing models that are proven effective.
- Prioritize resources by hiring more full-time faculty and staff.
- Speed up the hiring process. Programs can't continue without personnel.
- Think strategically about implementing new processes/programs and provide appropriate staffing and training.

Notable Quotes

- *There are not enough people to get work done.*
- *Upper administrators justified their recent pay raises by saying that they've had to take on additional job duties, including some duties that are working out of their classification. Well, welcome to YSU! Everyone across the entire campus has had to take on more duties, including those duties that are sometimes out of our classification. We've taken on these extra duties as people retired or quit because the work still needs to get done, and we've all pitched in to get the work done.*
- *Highest workload among peers, lowest pay.*
- *With the replacement of faculty with part-time faculty students are paying more for less education.*
- *Understand the behavioral aspects of employment, not just the mechanics.*
- *I think it's time to have more than just one painter, one key guy, one mover, one driver, etc. We are really lean and it's taking a toll plus services are being neglected. At the same time, supervisors need to evaluate their areas and not be afraid to make changes as needed.*
- *YSU draws from a national pool of faculty. The administration's insistence on pay cuts, increases to workload, and other concessions make it difficult to attract top-tier faculty.*
- *Recruitment, Enrollment & Retention can't be the responsibility of the colleges. There are departments on campus created for these purposes.*

8. THEME: PLANNING FOR THE FUTURE

Data reveal that very few people have any idea about the direction of the university. Senior Leaders are perceived to be making reactionary decisions, rather than casting vision about the future or acting strategically to best serve students. There seems to be a missing link between decisions and a student-centered mission. Respondents want the opportunity to provide input into the future of the university. There is a sense that decisions of the past are negatively affecting the future, and a call for everyone to move on to make the university better. Morale is low for long-time employees. Enthusiasm is needed to move forward. (50 comments)

Actionable Items

- Comprehensively revise/reaffirm YSU’s mission and direction. Establish a 5-year vision or strategic plan, with goals, that is focused on aspirations, not cuts, through collaboration with faculty, staff, and administration.
- Cultivate enthusiasm for moving the university forward together.
- When requests are denied, help provide solutions or justification in accordance with strategic plan.
- Create a master plan or reorganization plan around staffing, instead of making reactionary decisions about positions.

Notable Quotes

- *I used to feel pride when I said that I worked for YSU and was a YSU employee. In light of that given what was told to us about the ACE Bargaining Unit during negotiations being unprofessional, unintelligent and uneducated has pretty much stripped me of my dignity and pride. The Senior Administration needs to put aside their differences and stop punishing the current employees because the individuals who caused this turmoil and animosity are no longer here. We need to move on together and forge a better place for our students.*
- *Administrators should stop trying to pretend they are working to align with the strategic plan.*
- *Enthusiasm – generate some enthusiasm for moving the university forward together... Let's all (including Sr. Leadership) talk about what we want for the university, what it means to us, and the experience we want to make for the students, our co-workers, and everyone we serve ... We seem to all agree we're not where we want to be now, but where do we want to be?*

8a. SUB-THEME: CLEAR PRIORITIES AND EXPECTATIONS

In planning for the future, expectations and priorities must be established and communicated clearly to faculty and staff. Priorities and expectations should be aligned to the university mission, strategic plan, and budget. The data support the need for academics to be a priority above all else (e.g. athletics). Currently, respondents feel like expectations are ill-defined and poorly supported. This frequently appears when comments discuss expectations for faculty research in regards to high teaching and administrative workloads. Resources and time should be distributed to support university expectations and goals (such as becoming an urban research institute). (106 comments)

Actionable Items

- Senior Leadership must be accountable for valuing academic excellence first and foremost. Use the comprehensive strategic plan to set priorities and clear expectations for all employees at the university. Support these priorities and expectations, by funneling resources, support, and time to achieve them.
- Each college should have a research forum (brown bag lunch) to build community. It would build collaboration and YSU’s image as an urban research university.

- Senior Leadership should not undermine the faculty by encouraging leniency with students.
- Create a mechanism for faculty and staff success stories to be shared campus-wide.

Notable Quotes

- *My suggestion is to lower the [teaching hours] to allow for a healthy balanced workload. It has been my experience that when institutions invested in their faculty, and provided them with the time for research and professional development, they would come out as a more productive member of the institution... I'm still confused on whether we are a teaching college or a research college. I understand that teaching colleges put more emphasis on more teaching hours, but that does not transfer to a high quality teaching college - I believe it does the opposite.*
- *Ever since moving to Ohio, all I hear from the state is about efficiency. It seems as if many people think this word means when the "most for the dollar." I believe word "efficiency" is actually related to quality. Therefore, we need to examine the actions of this word more closely so that our definition of "efficiency" doesn't lead us to mediocrity, and instead to excellence...I hope that you take action in finding more balance in the faculty workload.*
- *There are far too many resources diverted to the creation of administrative positions and athletics. The strength of a university is the education that a student receives. Therefore, resources should be allocated first to those areas of the university that advance student education.*
- *Campus wide attitude of hostility toward teaching - classroom deficiencies.*
- *The administration should not keep repeating "the academic division is our highest expense", because academics is the university.*
- *I get tasked with many non-technical advisory duties, as there is nobody else to do the work. As I go for promotion, I compete with others that are given time to conduct research and have much better portfolios than me.*
- *I do not believe that senior leadership (Deans and above personnel) understands what junior faculty members need. Many of us joined YSU because we were promised a substantial support for research (time off for research). However, in recent years, senior leadership has decided not honor this promise by taking away time allocated for research. Also, senior leadership comes across as if it does not value faculty research (in particular theoretical research)...Reputation of our university depends on faculty research.*

8b. SUB-THEME: STRATEGIC BUDGETING

Budgeting should align with the mission, strategic vision, and priorities of the university. Respondents call for budgeting that prioritizes academics and forecasts into the future. The university's budget should be transparent and seek the input of employee representatives. (33 comments)

Actionable Items

- Budgeting should forecast beyond the year and strategize long-term for the sustainability of YSU.
- Senior Leadership should communicate mission/vision and clearly explain how resources align with mission/vision.
- Benchmark to other institutions in terms of our spending per capita. Find out where we are spending our money compared to where our peer institutions are spending their money.
- Senior Leadership could work with other institutions and protest the decrease in available state funds.

Notable Quotes

- *Budgeting needs to be prioritized with academics first, outward appearances seem to matter more.*
- *The general budget should not be going to Athletics. If athletics is so necessary, explain its value, or why money needs to go there.*

9. THEME: INEFFECTIVE PROCESSES

Respondents share dissatisfaction in many processes that exist on campus. Policies and processes are not always clear or easily accessible. These include, but are not limited to chargebacks, redundant reporting, technology requests, facilities requests, weather/closing policies, online teacher evaluations, and Human Resources processes. Data reveal frustration with certain chargebacks or costs that departments/programs are charged, but should be a part of general university support. Chartwells was noted as being financially burdensome on programs/departments, as well as frustrations with Concur for being time-consuming. (52 comments)

Actionable Items

- Remove outdated forms and information from webpages.
- Shift unnecessary and/or time-consuming tasks and cost off of academic units that distract from student focus.
- Clarify policies that are considered confusing (e.g. weather/closing policy).

Notable Quotes

- *This whole thing needs to start from the beginning with new hires. I waited three months for a key to my office because there is only one person who makes keys. You have to wait to get a key. I had no computer for the first two months; I used my laptop. I brought in my own chair for my office. There is no welcome from the time you are hired. You should receive a list of things that you need to*

know from day one. It might happen with the faculty, but not with the staff. And with the layoffs, people came in who didn't know anything about this place. There is nothing in place for transitions.

- *It seems apparent that our faculty and staff are feeling overwhelmed and underappreciated. Having been at YSU for three years and having worked at four different campuses I have witnessed that the Academic departments are involved in a lot of campus events. Though I understand enrollment is a campus wide initiative, pulling faculty, staff and administrators away from the classroom for events such as Crash Day, CCP receptions, ALC programs, etc. it leave little time for them to concentrate on current students. My recommendation is to leave enrollment events and responsibilities in the hands of Enrollment Services, ask the CCP office to advise CCP students, require Housing and Residence Life to create and implement Academic Learning Communities and hold other offices accountable for their role on campus. This will allow the academic departments to concentration on the retention and graduation of our current students which should be their first and foremost responsibility.*
- *Academic areas are doing other department's jobs and Human Resources jobs with processing contracts. Procurement jobs with processing Professional Service Agreements.*

10. THEME: RESOURCE ALIGNMENT

Respondents note the ways in which classroom technology, labs, and equipment are out of date. Data reveal that out of date classroom/lab equipment hinders student recruitment and student success. Keeping technology and equipment up to date is an important part of providing enriching educational opportunities to students. Additionally, respondents discuss a lack of technology support and library resources. There is a call for resources to be tied to the university's mission and aligned with strategic planning. New plans should not be imposed without the resources to support them (e.g. FYE courses). Updating technology, equipment, and other resources is a key to faculty and staff performing their job functions at high levels. (51 comments)

Actionable Items

- Technology and resource budgets should be tied to mission and aligned with strategic planning.
- Increase library budget.
- Stop wasting resources and time (e.g. Provost search, Honor's College Dean search).
- Prioritize infrastructure.

Notable Quotes

- *I have heard many times that we are attempting to be an urban research university. And while we can debate the meaning of this, the roadmap to becoming such an institution is well trodden by other institutions. It takes capital and investment. [It] means filling scientific staff positions when people leave for green pastures. [It] also means not throwing all of our eggs into one basket (i.e. additive manufacturing). True research institutions both big and small diversify their portfolio. 3-D printing is a niche market and what will happen to us when the bottom falls out and we are left*

holding all of this equipment that nobody cares about. The university is better off investing its limited resources into building up the fundamental research departments and encouraging faculty researchers to research their own areas of interest instead of cramming niche areas down our throat (by implying that the university only supports additive manufacturing).

- *My classrooms are an embarrassment. When we try to recruit students in our department, and bring them on tours through our facilities, which have not even seen a coat of paint in decades, let alone the necessary technological upgrades that are required for teaching in the 21st century, it makes a terrible impression on prospective students, who often come from high schools with classrooms far better equipped than our own.*

11. THEME: FACILITY CONCERNS

Respondents are asking for there to be a prioritization of facility updates for spaces of learning on campus. Issues range in severity, but even minor problems, like temperature control, affect labs and equipment in negative ways. The university's inability to address these problems is hindering learning. There is frustration that public facades are being prioritized above academic buildings. Respondents call for a mechanism to provide input in planning and prioritizing facility maintenance and updates. (40 comments)

Actionable Items

- Ward Beecher needs immediate attention. Input should be gathered from faculty/staff in the building to prioritize upgrades.
- Create a Senate Committee that focuses on facilities or include faculty/staff representatives in facility planning.
- Design a proactive (not reactive) facilities update/maintenance strategy.
- Create a mechanism for requesting feedback from faculty/staff in specific buildings on upgrades.

Notable Quotes

- *Facilities may have a master plan for upgrades, but faculty have no input or awareness of a plan.*
- *Be proactive, not reactive when it comes to facilities. Offices leak repeatedly, for years, e.g., costing more than if the problem was fixed correctly to begin with.*

12. THEME: ETHICS IN HIRING

Data reveal the notion that cronyism or a "good old boy" mentality muddies the ethics of hiring practices at the university. It is perceived that Senior Leadership has a disregard for hiring and shared governance procedures, when those procedures interfere with hiring friends or preferred candidates.

There is not consistency in the hiring practices of the university at all levels. Additionally, respondents note that delays in processes get in the way of hiring qualified candidates. Searches need to be conducted with an appropriate pace and timeline in order to recruit the best faculty/staff possible. (48 comments)

Actionable Items

- Increase the transparency around the search procedures for hiring of administrative-level positions.
- Ensure hiring processes are followed for searches at all levels.
- Identify and remove system problems that hinder the hiring of qualified individuals.
- Prioritize hiring approvals within traditional hiring cycles (e.g. Fall for faculty) to attract the best candidates.

Notable Quotes

- *It is frustrating when someone's friend is brought in from off campus, let's say as a consultant and then months later just handed a position. This also goes for employees already on campus that are handed interim positions for months at a time, and then ultimately get the position, often times without a search. I understand that departments need someone to run them and not having a search can be a cost saving to the university, but it is completely unfair. That individual may very well be the best person for the position, but because of the way they end up in it, it leaves a bad taste in everyone's mouth. Plus, it never gives someone else that may be a better candidate the opportunity to apply. This has always happened and continues to happen. When I was hired, I was asked "who do you know that got you in?", so this climate is not only campus wide, but community wide. It makes current staff feel looked over and it eliminates our opportunity to move up.*
- *The administration needs to move away from the 'good old boy' mentality: taking care of friends, giving friends jobs. Things are pushed aside for friends and it has to stop. They need to be more open instead of making back room deals. The rules do not change for us, why do they change for them?*
- *Chairs/directors need better and faster support from HR to hire the best staff in the rare cases we are allowed to hire. The way that hiring works does not produce the best hiring decisions because committees don't know what departmental needs are if they don't work in that department.*

13. THEME: MODELING BEST PRACTICES

Respondents recommend Senior Leadership solicit help by seeking best practice advisement or consulting, attending leadership training, and gathering strategies from other universities to address many of the problems that were brought to light through the campus climate survey, open forums, focus groups, and online form. (20 comments)

Actionable Items

- Best practice advising or consulting is recommended moving forward.
- Senior Leadership needs training in areas identified as problematic.
- Senior Leadership should contact leadership at other universities to ask for advice in areas identified as problematic.

Notable Quotes

- *Hire management consultants from the 'Association of Governing Boards of Universities and Colleges' to coach senior leadership on the items identified as problematic.*
- *People that are getting paid (administration) need to find the solutions, even if it means outside consultants.*
- *Leadership and Management be required to take leadership and management training.*
- *Out of concern for passing our upcoming accreditation visit, it wouldn't be a bad idea to have our Provost contact the provosts at other Universities scoring well in the Senior Leadership area in the survey. These other provosts may suggestions/models for shared governance and collaborative governance structures.*

14. THEME: PROMOTE A DIVERSE AND INCLUSIVE COMMUNITY

Respondents discuss issues around diversity and inclusion at the university. Included in the data are examples of specific exclusionary practices (e.g. moving disability services, requiring survey questions with only male/female choices) that have taken place. Valuing diverse perspectives is in line with the mission of the university. (16 comments)

Actionable Items

- University should confront any exclusionary or disadvantaging practices on campus and elevate diverse and inclusive discourse and processes.
- Administration should re-dedicate their support of LGBTQIA issues on campus
- Office of Multicultural Affairs/Culture of Community should be creating spaces for critical conversations around privilege and bias.
- Disability Services must be in a location on campus that supports students with disabilities.

Notable Quotes

- *The lack of diversity on the faculty precludes the ability to advocate for minority students.*
- *As faculty/staff we were sent a [survey] that asked gender as a required field and only had the choices "male and female" and only allowed respondents to choose one answer for their racial identification. These are not mistakes any office on campus should be making, because they communicate to campus that we have a community for some, while others are excluded. If the Culture of Community is the mechanism in which Senior Leadership has decided to best establish YSU as a place that challenges bias and promotes equality - then it would serve us well to have the*

collaborative be watching for places where exclusion is happening (like that survey) and correct those issues through training and education.

15. THEME: PART-TIME FACULTY TREATMENT

Comments focus on the treatment and opportunities provided to part-time faculty. Respondents discuss increasing pay, providing opportunities for part-time faculty to give input, clear paths for moving from part-time to full-time positions, and appreciation/recognition for good work. Also present in the data is the fear that the institution relies too heavily on part-time faculty and should seek to add more full-time positions. (44 comments)

Actionable Items

- Provide a pay increase for part-time faculty.
- Have a part-time faculty representative on Academic Senate.
- Institute a part-time teaching cash-award or means for authentic recognition.
- Each program should have a goal of hours taught by full-time versus part-time faculty to ensure quality and consistency in the program.

Notable Quotes

- *To improve job satisfaction Part-time Faculty should receive higher compensation and more respect. Invite us, include us and reimburse us for extra duties, such as serving on committees.*
- *Too many part-time people are teaching important courses and consistency is lacking.*