

**CSUN**

COLLEGE OF SOCIAL AND  
BEHAVIORAL SCIENCES

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**ANNUAL REPORT**  
**2015-2016**

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**Academics Matter | Students Matter | Community Matters**

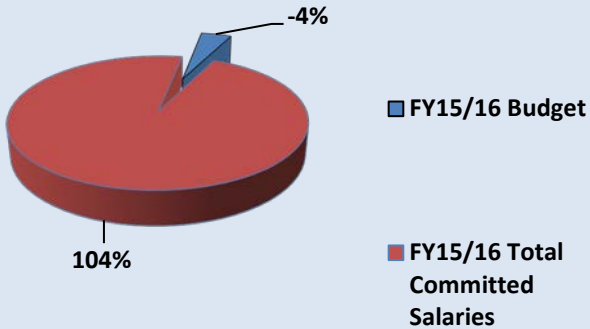
**College of Social & Behavioral Sciences - Annual Report**

<b>FUNDING CATEGORY</b>	<b>FY2015/16</b>	<b>Change +/- From 14/15</b>	<b>% Change from FY14/15</b>
Base Budget	\$16,724,484	\$844,793	5%
Allocated Budget Total (Base + One Time)	\$20,728,524	\$431,100	2%
One Time Allocations	\$4,004,040	(\$413,964)	-9%
Allocated General Fund	\$20,453,886	\$26,462	0%
Entrepreneurial Programming Revenue (\$'s received by College-Incl. Summer)	\$1,427,372	\$61,487	5%
Salary Commitments	\$16,870,938	\$273,954	2%
Allocated Lottery	\$150,668	\$20,939	16%
FTES Target	5,552	208	4%
FTES Achieved	5,566	78	1%
FTES Developmental Target	91	19	26%
FTES Developmental Achieved	23	(4)	-15%
# of Undergraduate Majors	6,223	73	1%
# of Graduate Students	627	(33)	-5%
# of Minors	641	160	33%
OE Allocated to Departments by College	\$870,000	\$16,575	2%
Additional funding to departments (supplies, labs, equipment)	\$107,336	(\$17,742)	-14%
General Program Support	\$219,325	\$113,966	108%
Faculty Supported Travel	\$153,267	\$6,758	5%
Staff Supported Travel	\$7,315	(\$1,169)	-14%
Student Support	\$40,100	\$7,165	22%
Faculty Hires (full-time + lecturers)	13	5	63%
Faculty Resignations/Other	3	0	0%
Faculty Retirements	3	(2)	-40%
Staff Hired - Temporary	1	0	0%
Staff Hired - Permanent	6	2	50%
Staff Resigned	5	2	67%
Research Support Costs (stipends, etc.)	\$306,309	\$29,873	11%
Reassigned Time Costs Total	\$200,811	\$21,406	12%
--Instructionally related	\$102,980	\$41,192	67%
--Research Support	\$97,831	(\$19,786)	-17%
Faculty Publications Total	167	27	19%
# of Journal Articles	85	27	47%
# of Books	11	3	38%
# of Chapters	20	(6)	-23%
# of Technical Reports	17	10	143%
Other (encyclopedia/opinion pieces)	34	(7)	-17%
Average Cost/Publication Based on Previous Year Expenditure	\$2,360	\$56	2%
Average Faculty Research Support Cost	\$4,319	(\$896)	-17%

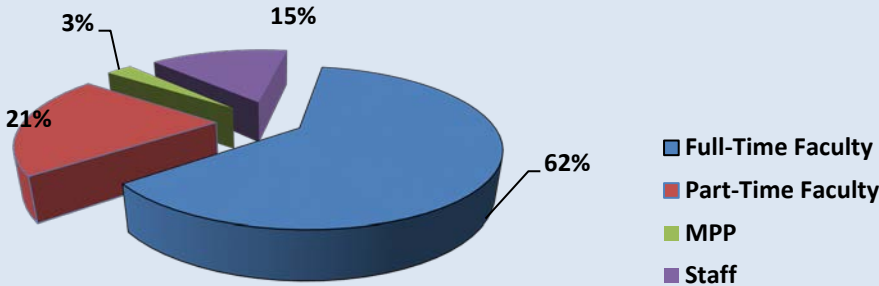
**College of Social & Behavioral Sciences - Annual Report**

<b>FUNDING CATEGORY</b>	<b>FY2015/16</b>	<b>Change +/- From 14/15</b>	<b>% Change from FY14/15</b>
Faculty Conferences/Invited Presentations	151	41	37%
Average Cost per Faculty Presentation	\$1,015	(\$317)	-24%
Faculty Awards /Honors	42	24	133%
Advancement Total	\$780,000	(\$453,396)	-37%
Faculty External Grant/Contract Submissions	\$12,914,095	\$946,278	8%
Faculty External Grant/Contract Awarded			
→Total	\$2,960,812	(\$4,683,110)	-61%
→Grants	\$431,996	(\$4,401,988)	-91%
→Contracts	\$2,528,816	(\$281,122)	-10%
Internal Grants (Awarded from units Outside College)	\$203,162	(\$55,153)	-21%
Faculty Compensation from Tseng College Special Sessions + Summer	\$1,448,161	\$70,791	5%
Number of Events Held Open to University, Community & Public	87	25	40%
Student Accomplishments			
→Student Conferences/Presentations	135	73	118%
→Students Receiving External Grants, Awards, Fellowships	45	14	45%
→Student Authoring Published Papers	38	21	124%
→Students Supported by Faculty Research Grants	63	29	85%
→Students Supported by Dept Grants/Scholarships	82	8	11%
→Students accepted into professional or PhD programs	226	(4)	-2%
Internships	1,075	65	6%
Summer Self-Support Sections	73	15	26%
Summer State Support Sections	8	0	0%
Total Summer Courses	81	15	23%
Intersession Courses	5	(5)	-50%
Online and Hybrid Courses(Includes Summer)	120	4	3%
Applied Courses	131	14	12%
# Faculty Teaching Self Support/Special Session	52	(3)	-5%
# Faculty Teaching Summer Session	51	(5)	-9%
#Students Receiving Grants/Scholarships CSUN	74	20	37%
#Students Conducting Research w/Faculty	316	98	45%

### CSBS FY15/16 Allocated Base Budget



### FY15/16 Total Committed Salaries



**College of Social and Behavioral Sciences Annual Report  
Support for Departments/Programs - FY2015/2016**

	Student Support	Program Support	Repair/Maint Supplies/ Classroom/ Lab Mtrls/Misc	Computers/ Software/ Furniture/ Equip/Renovation	Travel/ Relocation	Instructional Related Reassigned Time	Research Support Reassigned Time	Summer Research Competition	New Fac and College Research Competition	College Fellow Support Other	Total
<b>ANTH</b>	3,000	2,500	2,117	2,455	39,784	15,447	0	25,500	21,809	0	112,612
<b>GEOG</b>	4,100	30,000	2,500	2,239	24,438	10,298	0	6,600	6,750	0	86,925
<b>HIST</b>	4,000	1,000	0	0	12,030	5,149	15,447	20,000	0	0	57,626
<b>AFRS</b>	3,800	36,500	692	11,497	26,597	0	5,149	12,500	0	0	96,735
<b>POLS</b>	3,800	0	93	2,634	27,323	5,149	0	10,500	6,750	0	56,249
<b>PSY</b>	10,000	1,000	11,822	25,988	57,752	36,043	10,298	43,500	48,900	15,298	260,601
<b>SOC</b>	6,000	0	0	0	12,518	15,447	10,298	25,500	9,250	0	79,013
<b>SWRK</b>	0	3,000	0	2,239	26,954	10,298	30,894	18,000	18,500	0	109,885
<b>URBS</b>	3,900	0	8,414	34,646	15,757	5,149	5,149	17,500	9,750	0	100,265
<b>Center for SCS</b>	0	24,000	0	0	0	0	0	0	0	0	24,000
<b>SSSMP</b>		13,968	0	0	0	0	0	0	0	0	13,968
<b>ISBS</b>		46,341	0	0	0	0	0	0	0	0	46,341
<b>Writing Project</b>	1,500	41,968	0	0	0	0	0	0	0	0	43,468
<b>Devel Series</b>	0	19,048	0	0	0	0	0	0	0	0	19,048
<b>TOTAL</b>	<b>40,100</b>	<b>219,325</b>	<b>25,638</b>	<b>81,698</b>	<b>243,153</b>	<b>102,980</b>	<b>77,235</b>	<b>179,600</b>	<b>121,709</b>	<b>15,298</b>	<b>997,879</b>

### CSBS Self Support Programs FY15/16 Revenue

Program	FY15/16 Gross Revenue	FY15/16 CSBS Revenue
ANTH	N/A	8,987
BCP	501,800	155,424
ABA	108,540	18,000
PSM	1,149,240	19,000
MPA	5,579,330	74,300
MSW	2,872,140	620,893
Academic Lead/lab usage	N/A	165,810
<b>Total Revenue</b>	<b>10,211,050</b>	<b>1,062,414</b>

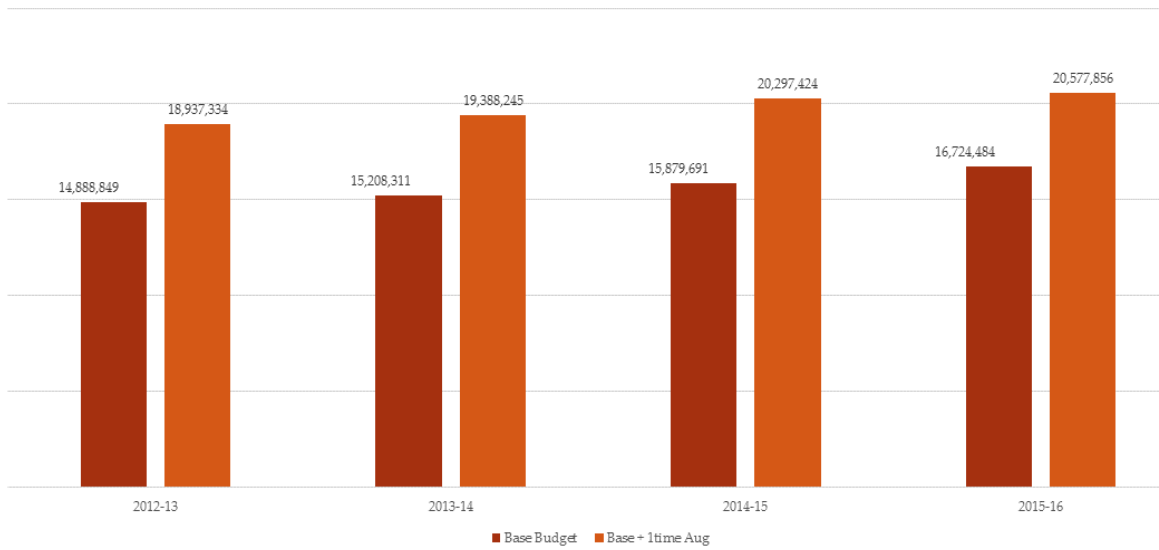
### CSBS Full-Time/Part-Time Faculty FY15/16 Pay Analysis Self-Support Programs

	Salary	Benefits	Total
Self Support Programs	948,772	37,951	986,723
Summer 2015	439,072	22,366	461,438
<b>Total</b>	<b>1,387,844</b>	<b>60,317</b>	<b>1,448,161</b>

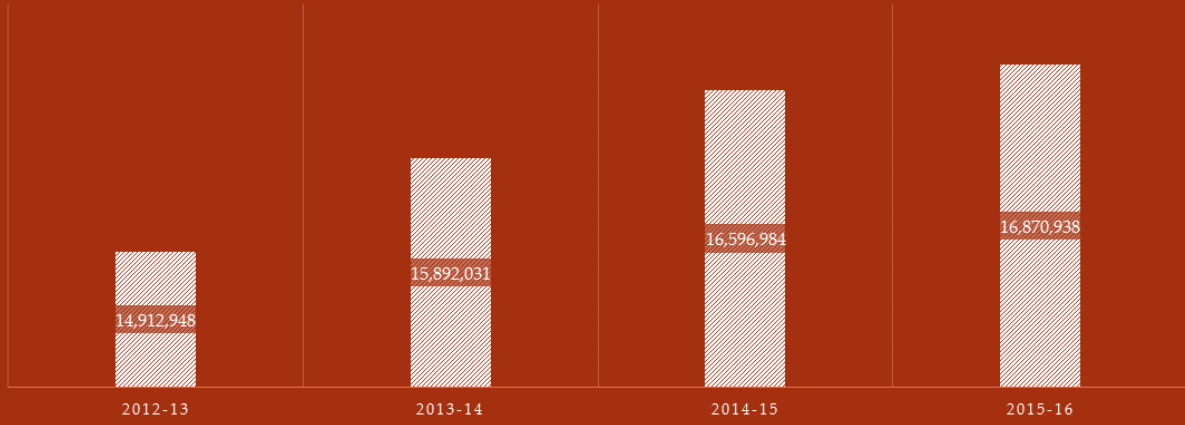
### Department Self Support Programs - FY15/16

Dept	Self Support Prog Full-Time/Part-Time Faculty Income Tseng College	No. of Full-Time/Part-Time Faculty Teaching/Working Sp Sessions	Summer Session 2015			
			FT/PT Faculty Income	No. of FT/PT Faculty	CSBS Revenue	Univ/Tseng Revenue
			ANTH	0	0	11,177
GEOG	16,416	1	18,341	4	8,694	14,008
HIST	1,000	1	27,012	4	20,268	26,248
AFRS	25,579	1	31,672	5	45,587	52,638
POLS	248,496	12	58,655	7	53,963	66,811
PSY	94,363	8	148,395	14	155,459	186,753
SOC	161,614	8	119,971	12	50,148	79,053
URBS	115,680	4	23,849	3	22,301	27,744
SWRK	285,624	17	0	0	0	0
<b>TOTAL</b>	<b>948,772</b>	<b>52</b>	<b>439,072</b>	<b>51</b>	<b>364,958</b>	<b>464,259</b>

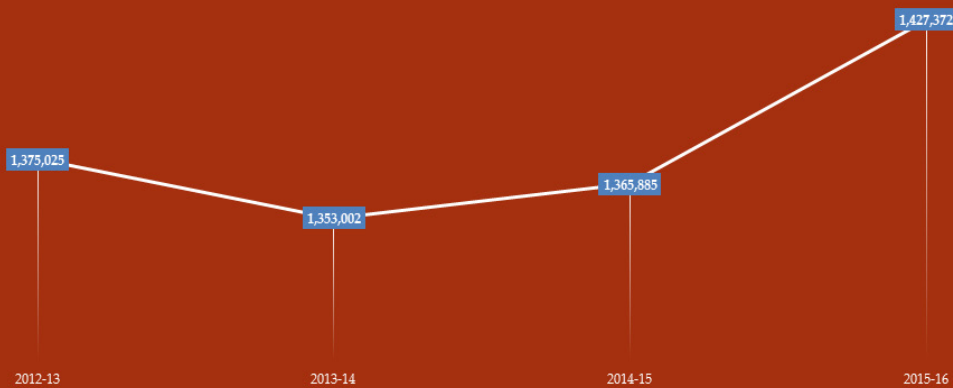
## CSBS BASE BUDGET & ALLOCATED BUDGET 2012-2016



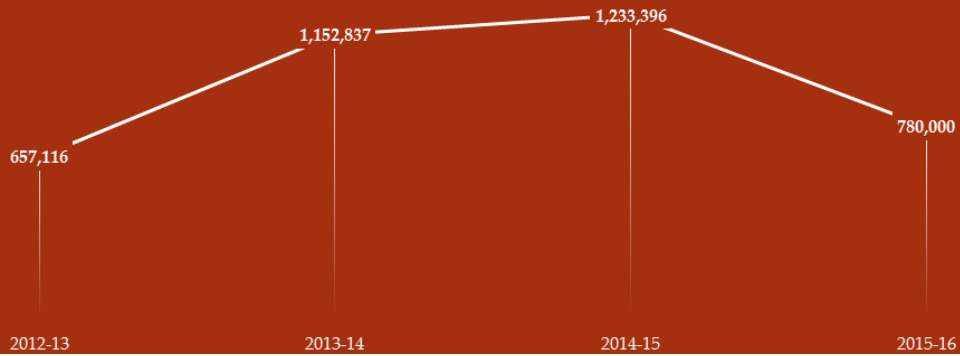
## CSBS SALARY COMMITMENTS 2012/13-2015/16



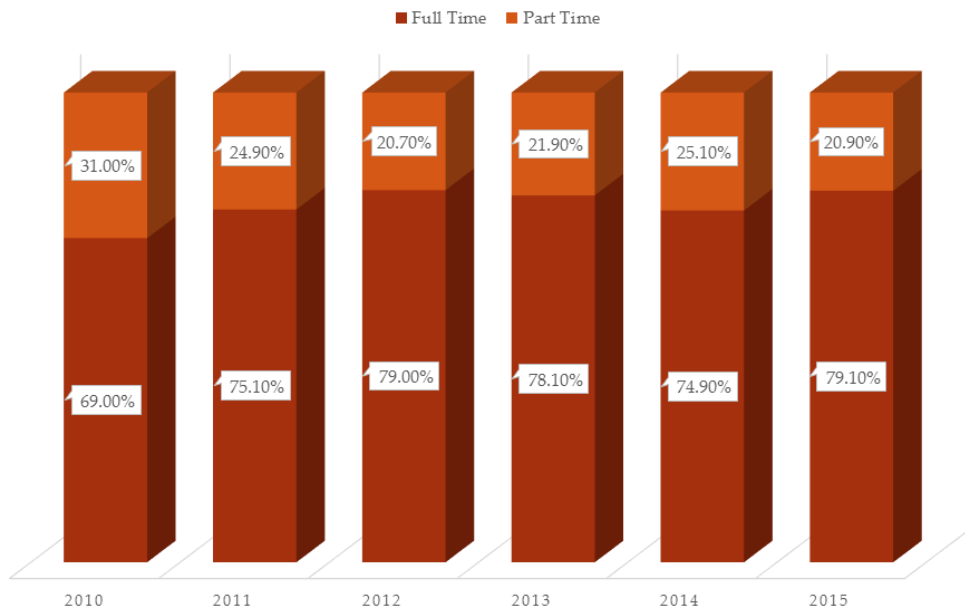
## CSBS ENTREPRENURIAL NET REVENUE 2012/13-2015/16



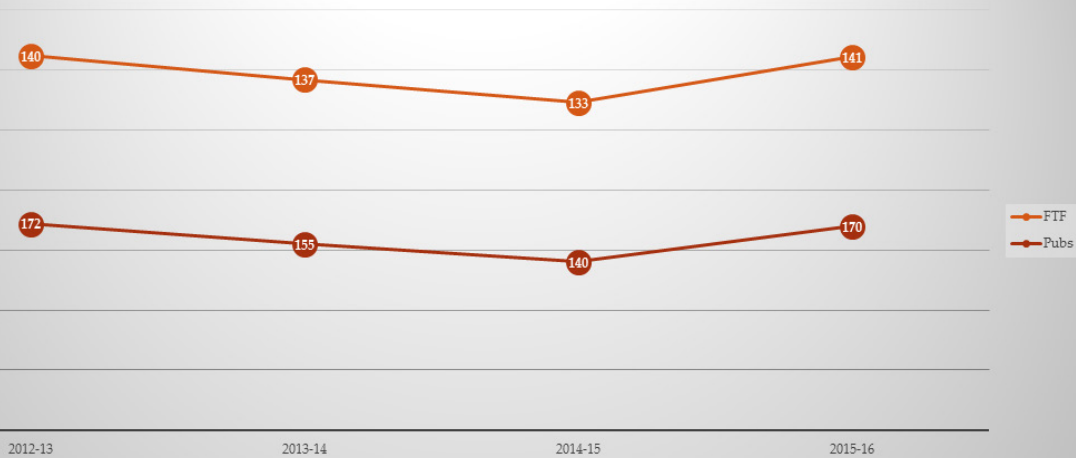
## CSBS COLLEGE ADVANCEMENT REVENUE TOTALS 2012-2016



## CSBS TENURE DENSITY 2010-2015

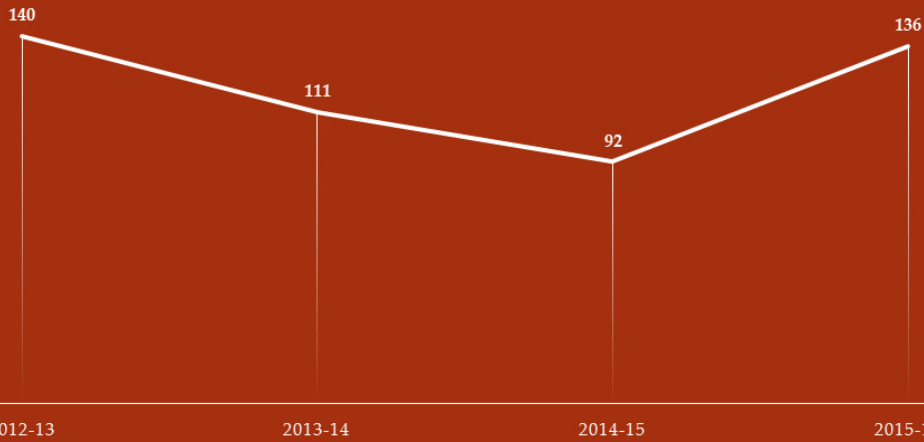


## CSBS Total Publications & FTF Numbers 2012-16

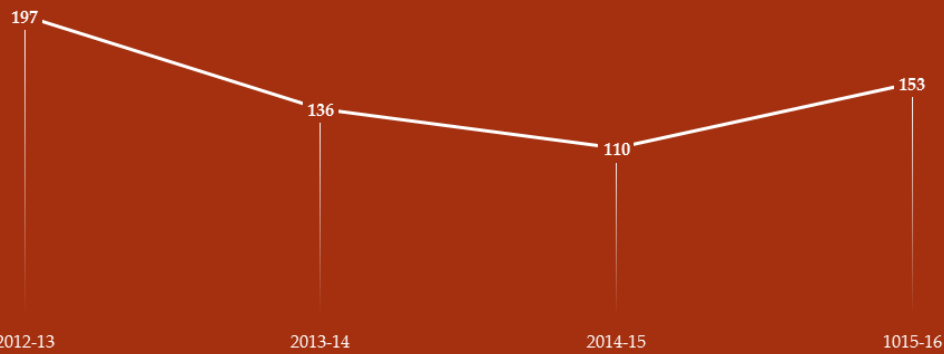




### CSBS PEER REVIEWED PUBS 2012/13-2015/16



### CSBS FTF CONFERENCE PRESENTATIONS 2012/13-2015/16



## CSBS Section Size 2015-16

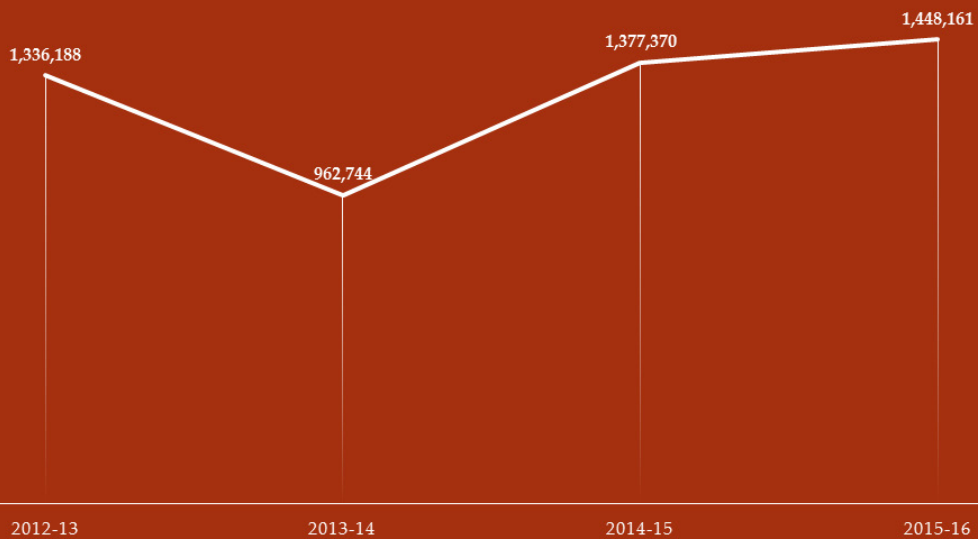
Class Size	Number of Sections	Percentage of Total
Under 30	763	51.9%
31 - 49	362	24.6%
50 - 59	32	2.2%
60 +	312	21.2%

- 76.5% of sections offered are 49 and under students
- 78.7% of sections offered are 59 and under students
- 65% of total sections over 60 students are 60 – 119
- 35% of total sections over 60 students are 120+
- 19.7% of sections size of 120+ are 185- 232

### CSBS EXTERNAL & INTERNAL GRANTS SUBMISSIONS 2012-16



### CSBS SPECIAL SESSION, WINTER & SUMMER FACULTY PAY 2012-15



## **Summary of College-Wide Assessment Activities for 2015-2016:**

Assessment activities in the College of Social and Behavioral Sciences are conducted at the department level, facilitated by the College Assessment Coordinator in consultation with the Academic Assessment and Program Review office. Since spring 2012 the college standard is that all 9 departments be actively applying assessment data to improve their student learning outcomes. All nine departments provided annual reports in Fall 2015 and continue to improve their assessment process in AY 2015-2016.

*Department Undergraduate Degree Assessment:* Eight of the College's nine departments offer undergraduate degrees. All eight departments are conducting assessment and making improvements in their student learning outcomes for their undergraduate degrees. At the beginning of AY 2015-2016, one program, History, was asked to make improvements in their assessment plan. One program, Anthropology, was asked to specify the improvements made as a result of the assessment results. Assessment reports are due in September 2016 and will be reviewed with each department at this time. A new degree program, Criminal Justice, will begin Fall 2016. This program has an assessment plan in their start-up document.

*Department Graduate Degree Assessment:* Eight of the College's nine departments offer graduate degrees. The Social Work department offers a graduate degree only and conducts assessment and is accredited by the social work professional organization. The other 7 programs offer graduate degrees (as well as undergraduate degrees). While the assessment of their undergraduate programs is in place, the assessment of their graduate programs (like all of CSUN graduate degrees without professional accreditation bodies) is in the beginning stage.

*College Degree Assessment:* The College of Social and Behavioral Sciences offers two additional degree programs, a Master in Public Administration and a bachelor in Public Sector Management. Both degrees are interdisciplinary and offer classes from various departments and colleges. Both of these degrees have used indirect assessment activities to improve their student learning outcomes. Both have direct assessment plans in place and implementation begins in fall 2016. Both degrees are obtained through Tseng College.

*Facilitation of Departmental Efforts:* The College Assessment Coordinator (Matthew Cahn) and departmental assessment liaisons participated in university assessment liaison meetings. Director of Academic Assessment and Program Review, Jack Solomon, provided feedback and direction on departmental Assessment Reports to further facilitate departmental progress. Coordinator of Program Review, Eli Bartle, assisted in the college assessment efforts.

*Participation in Meetings and Conferences:* Department and College Assessment Coordinators participated in monthly University Academic Assessment Liaison Committee Meetings.

*Status of College Efforts to Close the Loop:* The primary focus of College-level assessment activities continues to be on facilitating improvement of all assessment of degrees with the following objectives in mind:

- Cogency and validity of data collection methods – are the methods for collecting assessment data valid? Are assessment instruments measuring what they say they are measuring?
- Utility of evidence – can the data be effectively applied to improving each program’s (including each degree in the program) learning outcomes?
- Closing the loop – are departments making programmatic changes that respond to the assessment data they are collecting?
- Continual improvement – are departments continually improving the quality and application of their assessment program?

CSBS College Level Learning Outcome: In addition to the several departmental SLOs, the College of Social and Behavioral Sciences has one overall SLO:

- CSBS graduates can reason critically, understand statistics, and make informed judgments on evidence and social contexts.

It is measured at the department level through department-specific SLOs that align with critical (evidence-based) thinking.

In addition, the departmental SLOs across the college align with the university’s fundamental learning competencies. Although the specific SLOs vary by department and/or degree, there is overlapping emphasis on all four FLCs. Departments and/or degrees with specific SLOs that align with university FLCs in 2015-2016 include:

- **Knowledge of Human Cultures and the Physical and Natural World:** CSUN graduates understand the history and scope of human knowledge in the natural and social sciences and appreciate the diversity of aesthetic and cultural achievements throughout the world.  
**AFRS; ANTHRO; GEOG; MSW; POLS; PSYCH; SOC; URBS**
- **Intellectual and Practical Skills:** CSUN graduates can effectively engage in inquiry and problem-solving, critical analysis, and creative thinking; they have quantitative literacy, are information competent and appreciate the role of these as life-long learning skills.  
**AFRS; ANTHRO; GEOG; HIST; MSW; POLS; PSYCH; SOC; URBS; MPA; PSM**
- **Communication Skills:** CSUN graduates can communicate effectively through written, signed or spoken languages, through visual and audio media using text, video, graphics, and quantitative data, both individually and as a member of a team.  
**ANTHRO; GEOG; HIST; POLS; PSYCH; MSW; SOC; MPA; PSM**
- **Personal and Social Responsibility:** CSUN graduates are actively engaged in diverse local and global communities, have multi-cultural knowledge, and use ethical principles in reasoning and action when solving real-world challenges.  
**AFRS; ANTHRO; POLS; MSW; URBS; MPA; PSM**

Departmental Efforts (excerpted from University Assessment Office summary):

### *Africana Studies*

The department directly assessed student learning in the areas of 1) knowledge of the discipline of Africana Studies, 2) leading theories and methodologies in the field, and 3) students' ability to identify elements of Black culture, including history, religion, social organization, politics, economics, psychology, and creative production in AFRS 100 (a gateway course) via a rubric scored signature assignment. Results indicate "that students demonstrated an above average introductory level of knowledge in 1) discipline of Africana Studies, 2) theories and methodologies, and 3) Black culture." AFRS 100 faculty were also surveyed as to the effectiveness of the standardized course materials and assessment instruments, with all three approving the rubrics and signature assignment, while calling for the adoption of a new course textbook. The university core competency of Critical Thinking was also directly assessed in AFRS 300 via a research article review signature assignment. An average score of 13.83 out of 15 (n. 31/33 students) is reported, indicating strong results in all five categories from the rubric (supplied). The core competency of Oral Communication was also assessed in AFRS 300 via in-class debates. 33 students completed the assignment with an average score of 13.28 out of 15, indicating strong skills in oral communication, synthesis of information, argumentation, and critical inquiry. Direct assessment of student learning in the core competency of Quantitative Literacy via a research proposal assignment administered in AFRS 398, with "100% of students demonstrate[ing] an outstanding ability to quantitatively development research project and think in quantities. The mean score on student's research proposals was 20 out of a total of 20 points." Plans for 2015-16 include the assessment of three new program SLO's (pending adoption) and four of the university core competencies, variously in AFRS 100, 252, 300, 325, 398, and 498.

### *Anthropology*

The department directly assessed undergraduate program SLO #7 (demonstrate the ability to conceptualize, collect, describe, analyze, and interpret anthropological evidence according to generally accepted anthropological practice) and graduate SLO's #7 (demonstrate the ability to conceptualize, collect, describe, analyze, and interpret anthropological evidence according to generally accepted anthropological practice) and #10 (Communicate effectively using anthropological standards) via signature assignments in ANTH 153, ANTH 427, ANTH 319, and in-class presentations in ANTH 606, and ANTH 696B. Student participation was voluntary in the undergraduate assessments and was conducted by the course instructors. Results are not indicated. Plans for 2015-16 include evaluation of data from 2014-15 and 2015-16 preparatory to possible program review.

### Geography

The department continued a long term measurement of student learning with respect to SLO's 1.1 (Students recognize, recall and identify facts and ideas constituent of the core content knowledge of physical geography) and 1.2 (Students recognize, recall and identify facts and ideas constituent of the core content knowledge of human geography) via a direct cross sectional assessment multiple choice pre-and-post test administered at entry (GEO 150) and capstone (GEO 490) levels. A total of 87 students took the test, demonstrating a 22.75% improvement (48% to 70.75%) from entry to capstone. In line with 2013-14 results, the assessment outcome indicates that the replacement of part-time faculty by full-time faculty in teaching GEO 150 has successfully addressed a student learning decline with respect to SLO's 1.1 and 1.2 from entry to capstone that appeared in 2012-13. Further measures to address the 2012-13 decline are described as including a standardization of GEO 150 via the faculty-wide use of the Mastering geography website. The department also directly assessed SLO's 2.2, 2.4, 2.5 and 4.5 via student work in GEO 490, a capstone course. Mixed results with respect to SLO 4.2 (Student writes an effective research paper) are reported, with both highly satisfactory and unsatisfactory student writing exhibited despite increased faculty emphasis on writing skills and practice. Anecdotal evidence indicates student improvement in collecting field data (SLO 2.4) and collecting information (SLO 2.5). Graduate student writing skills were also assessed via writing assignments in weeks 1 and 3 of their entry into the program, revealing "a small but significant number of graduate students enter[ing] the program greatly lacking writing skills." Individual faculty adjustments to their pedagogy in response to general assessment results are also described. Plans for 2015-16 include the creation of a new assessment committee, the creation of new pre-and-post tests for the further assessment of SLO's 1.1 and 1.2, a modification of the assessment of capstone papers (assessing early rather than final drafts), the creation of a Moodle page for assessment purposes, and the assessment of graduate student writing in GEO 600 and GEO 696.

### History

The department discussed a rubric for the assessment of written communication and plans for future electronic assessment in response to anecdotal evidence of generally "satisfactory reading and writing skills in the 497 capstone course," while "about a fifth of students struggle with mastering the relevant research skills, especially when writing a longer paper." The department also cites "challenges with ESL students and foreign students in GE classes." No specific assessments or results are described.

### Political Science

The department continued to collect evidence of student learning in the undergraduate program using Progressive Direct Assessment (PDA). It is designed to involve many faculty members in the department, be an integrated component of the existing educational process, and provide information about student learning outcomes from students' introduction to Political Science research methods to their final courses as majors in the department. We assessed three SLOs—critical thinking, political decision making, and political analytical skills. We received copies of papers from several courses from the Fall and Spring semesters. Instructors were asked to share the essay prompts given to the students in order to provide context for the scoring. The assessment coordinator chose a random sample of fifteen works per course.

### Psychology

The department engaged items A. and B. on the new reporting form, measuring student work and analyzing the results. SLO #6 (information and technological literacy) and SLO 7 (communications skills) were directly assessed via a cross sectional test administered at the gateway (PSY 150), midway (PSY 320) and capstone (400/senior) levels, for a total of 1413 students. Students scored progressively much better through each step from gateway to capstone for SLO #6, demonstrating mastery of informational literacy, while scoring higher on all questions from gateway to midway, and consistently (but not exclusively) higher from midway to capstone, demonstrating competence in communications skills. Questions on which students scored lower in the capstone courses relative to midway courses are analyzed, leading to suggestions that faculty teaching courses relevant to those questions be certain to cover that material. Plans for 2015-16 are described as adopting a new set of program SLO's, as prescribed by the American Psychological Association. SLO #2 (Scientific Inquiry and Critical Thinking) will be assessed using the same procedures as in 2014-15. Analysis of the past few years of assessment will also be conducted towards a closing of the loop on assessment results.

### Social Work

The department pursues an outcome performance approach based on competency measurement. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills in the social work profession. The Council on Social Work Education (CSWE), the accrediting institution of social work programs, delineates ten core competencies and requires all accredited programs to conduct a competency-based assessment. The goal of the MSW program assessment is to evaluate the students' attainment of the ten competencies.

### Sociology

The department focused on the implementation of a new assessment strategy designed in 2013-14 and continued the revision of its assessment instruments. Direct assessment of three SLOs in four core courses (SOC 368, SOC 468, SOC364, and SOC 497), via multiple choice pre-and-post tests (6 to 9 items) administered electronically through Moodle, is also reported. Results from the assessment of SLO #1 (classical theory) indicate significant improvement from pre-test to post-test (18%), with 27% of 230 students scoring D/F on the post-test, down from 66% on the pre-test. Results from SLO# 1 (contemporary theory) are similar, with a 14% overall improvement average from pre-test to post-test (N=130 students), and 71% scoring D/F on the pre-test and 44% on the post-test, indicating improvement but still some weakness in student learning. Results from the assessment of SLO #2 (social statistics) indicate improvement from pre-test to post-test (+14%), but also student learning difficulties, with 77% scoring D/F on the pre-test and 49% scoring D/F on the post-test (N=268). Results of SLO # 3 (research methods) reveal student learning difficulties (N=205), with 87% scoring D/F on the pre-test and 66% scoring D/F on the post-test. Conclusions are that a "substantial percentage" of students are struggling with theory, methods, and statistics, though the low test scores may be attributable to students not taking the online Moodle quiz seriously as it is not a part of their grade. Future plans include an analysis of Institutional Research data to see whether there are learning gaps across different social groups that might indicate a need for remediation and tutoring. Assessment of SOC 268, 468, 364, and 497 every semester is also projected, along with a revision of program SLOs.

### Urban Studies and Planning

The department concentrated on the assessment of URBS 450, a capstone course that requires three method-based prerequisites, thus facilitating a semi-longitudinal assessment. SLO #4 (Students demonstrate knowledge of appropriate methods and techniques to accomplish urban-related research) was assessed in two class sections (N=38), with the overall results that students were able to identify problem statements, create effective literature reviews, and collect data for presentation and research purposes. Some weakness is described in student ability to structure their literature reviews and need more practice in clarifying the meaning of their data in class presentations. The department also notes that due to the nature of its urban research focus, issues relevant to the university commitment to diversity are constantly being addressed. Plans for 2015-16 include an analysis of the past three years worth of assessment data in order to best determine ways of improving student writing, data collection methodology, and linking evidentiary data to research recommendations and conclusions.



**ANNUAL REPORT, 2015-2016**  
**CSBS CLIMATE COMMITTEE (CCC) ACTIVITIES**  
**California State University, Northridge**

**EXECUTIVE SUMMARY**

The CSBS Climate Committee (CCC), with the Faculty Senate Educational Equity Committee (EEC), co-sponsored the **Fall 15 Campus Climate Survey** of all faculty, staff, and students. Although response rates were not stellar for some groups ( $N = 3681$ ) and only preliminary analyses have been completed, preliminary results suggest that those reporting discomfort with the climate at the college level decreased by 11% points, while reported discomfort at the department level remained virtually the same.

**Ombuds Services** realized a slight increase in utilization. There were visits or calls received from a total of **51** constituents from the college and **2** from another college.

**A major focus** for the CSBS Climate Committee efforts during the 2015-16 academic year was the initiation of a Self-Care Program for staff and faculty of the college. Our Self-Care Program was modeled after a successful program in the College of Education. We first conducted a self-care survey (see Appendix E) for all the CSBS staff and faculty on the habits and interest in self-care activities. We experienced a strong rate of return from 90 faculty and staff indicating that (1) there was a strong interest and (2) the programs, days, and times most preferred. The program started with a well-attended (53 staff and faculty) Self-Care Program Kick-Off event wherein there was an engaging presentation on Mindfulness by expert Allen Lipscomb from our Social Work program. Two memberships (donated by the USU) to the Student Recreation Center (SRC) were raffled off (won by a staff member and a first year tenure-track faculty). There were also healthy snack packs given all to all attendees, as well as heart-shaped stress balls.

**The Self-Care Program**, subsequent to the inaugural kick-off, offered two sessions on each of the following: *Mindfulness Matters* with David Boyns, *Healthy Eating for Busy CSBS Faculty & Staff* (Nutrition) with Ellen Bauersfeld, *Qigong for Health & Relaxation* with David Boyns, for a total of six self-care workshops with attendance varying between 6 and 16. We believe that since there was a rush to initiate the self-care program, advance advertising was challenging and most likely contributed in the lower attendance at some events.

**Next academic year**, the Self-Care subcommittee of the CSBS Climate Committee (CCC) hopes to have better planning, more advanced and wider advertisement, greater CCC membership participation, and a greater variety of topics offered (e.g., *Exercise Q & A* facilitated by Kinesiology professor Steven Loy, a cross-college collaboration on a *Drumming Circle*). Moreover, to avoid duplication, the Self-Care Program will collaborate with the Institute for Health and Wellbeing and the Office for Human Resources on two series: *Mindfulness Mondays* and *Walkability Wednesdays*, each held each week for a total of 14 weeks of the Fall 2016 semester.

**The mission** of the CSBS Self-Care Program (a subcommittee of the CSBS Climate Committee) is to empower faculty and staff to engage in healthy behaviors through experiential psycho-physical educational workshops targeting healthy nutrition, exercise, and stress management. CSBS faculty and staff may then be able to provide self-care role models in order to encourage these behaviors for our students. Our slogan for the CCC Self-Care Program is *Health Starts — Where We Live, Learn, Work, and Play!*

**OFFICERS**

Chair and Executive Secretary, Sheila K. Grant

**MEMBERS**

<b>Department</b>	<b>Faculty</b>	<b>Staff</b>
Anthropology	Sabina Magliocco	Rasmita Dhruv
Geography	Soheil Boroushaki	Kris Tacsik (retired)
History	Jeffrey Kaja (resigned 2/4/15)	Kelly Winkleblack-Shea (resigned)
Pan African Studies	Marquita Gammage	
Political Science	Boris Ricks	Karen Litt (retired)
Psychology	Que-Lam Huynh (on leave)	Jessica Worland (Sp16)
Psychology	Gabriela Chavira (resigned due to co-PI BUILD grant)	Judi Friedman (F14)
Psychology		
Social Work	Judy DeBonis	Marlene Cordova (F15) Gretchen Serrano (Sp16)
Social Work	Jose Paez (Adjunct)	
Sociology	Moshula Capous-Desyllas	Christina Brown (resigned Sp16 due to lack of office coverage)
Sociology	Michael Carter	
Sociology	TBD (Adjunct)	
Urban Studies	TBD	Patricia Odenez
Dean's Office	N/A	Nicole Williams
CHAIR of CCC	Sheila Grant	N/A

*Note:*

Attendance was more sporadic during the 2015-16 academic year.

**MEETING DATES OF THE CSBS CLIMATE COMMITTEE (CCC):****Fall 2015****September 18, 2015****October 16, 2015****November 20, 2015****December 18, 2015****Spring 2016****January 29, 2016****February 19, 2016****March 18, 2016****April 15, 2016****May 20, 2016 (Cancelled)**

## CCC SUBCOMMITTEES AND CHARGES:

**Assessment-Qualitative:** Moshoula (chair), Rasmita, Boris, Sabina

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

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

**Assessment-Quantitative:** Michael & Que-Lam 'Q' (co-chairs), Rasmita, Judy, Sheila

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

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

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

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

**Human Relations and Mediation:**

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

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

**Self-Care Program:** (New) Sheila (chair) Judy, Moshoula, Marquita, & Gretchen

*Charge:* Survey interests and activities of CSBS staff and faculty to ascertain self-care needs, develop a series of self-care workshops, engage in continual assessment for program improvement.

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

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

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

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

CCC VOTED TO DISBAND THIS SUBCOMMITTEE.

**CSBS Climate Committee (CCC) Webpage Project:** Dan (chair)

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

## CCC SUBCOMMITTEE PROGRESS REPORTS

### A. **Assessment-Qualitative:**

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

### B. **Assessment-Quantitative:**

- Co-sponsored the EEC Fall 15 Campus Climate Survey; Members of subcommittee will suggest hypotheses to be test by the EEC Campus Climate Taskforce.

### C. **Community Building:**

- The primary energy geared toward building community was rechanneled to the new Self-Care activities (see Self-Care Program below). However, next academic year we hope to co-sponsor talks on campus climate.

### D. **CSBS Climate Committee (CCC) Webpage Project:**

- No emails were received in the anonymous email account for faculty and staff comments. The webpage was updated with the new CCC crawling banners and special events are advertised as scheduled. The CCC webpage is located at [http://www.csun.edu/csbs/resources/CSBS\\_Climate\\_Committee/index.html](http://www.csun.edu/csbs/resources/CSBS_Climate_Committee/index.html) In addition, plans for developing a CCC Self-Care webpage [<http://www.csun.edu/social-behavioral-sciences/self-care-program>] are underway for next academic year.

### E. **Human Relations and Mediation:**

- Dean Theodoulou continued to fund for 2015-16 a part-time ombudsperson, Dr. Tom Spencer-Walters (based upon CCC's 2013-14 Recommendation).  
- There is a plan to place the small (8.5" X 11") flyers of the five pillars of a positive climate posters on the cork boards in each classroom at the beginning of the 16-17 academic year.  
- Large versions of the posters of the five pillars of a positive climate posters will be rotated in the big case in Sierra Hall breeze way (see Appendix C).  
- More ideas underway.

F. **Self-Care Program:** The CCC Self-Care Program is still in its infancy. However, the Self-Care Kick-Off event had 53 staff and faculty attendees. So far, the vast majority of attendees are staff. The Self-Care Program offered three sessions on Mindfulness, two sessions on Nutrition, and one session on Qigong. Next academic year we will co-sponsor sessions on Mindfulness and Walking with the Institute for Community Health & Wellbeing and the Office of Human Resources, and continue to offer sessions on Nutrition and Qigong (see Appendix B, C and D).

### G. **Privilege Subcommittee:**

- Disbanded because activities are being conducted on the university level by José Paez (a former member of the CCC) and other colleagues in Social Work.

### H. **Workload Subcommittee:**

- Disbanded because there is little that be done due to union contracts and limited CSU funding for new hires.

## **OMBUDS SERVICES SUMMARY**

The position of CSBS Ombudsperson was established in fall 2013 upon the recommendation of the Climate Committee of the college “to provide confidential and informed assistance to constituents of the College of Social & Behavioral Sciences (CSBS) community, which includes students, staff, faculty, and/or administrators.” It is important to note that the position is not part of the college dean’s administrative structure, and as a result, the Ombudsperson does not report to the Dean, but directly to the Climate Committee. Equally important, the Ombudsperson does not make policy, nor can he abrogate the grievance or personnel processes of the University. Nonetheless, he can call attention to, and in some cases make recommendations about, university policies and practices that may need revisiting.

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

**Update:** Information about Ombuds services was circulated to every branch of the college through emails and flyers, as well through informal chats at meetings and events. A brochure was developed and distributed at the Self-Care Kick-Off event on March 1, 2016. We see ombuds services as a form of self-care for our CSBS staff and faculty. The interest such publicity efforts generated ranged from requests for information and/or visits to talk about issues or concerns, to seeking help about resolution to conflicts. As with past years, this Ombuds outlet continues to provide both psychological and physical space for colleagues to share, and in some cases, resolve personal and/or professional issues; a place where they could also get ready information on other services the university offers. There was an increase in request for services this academic year. The top 3 most frequent topics of concerns brought to the CSBS Ombudsperson were as follows: (1) peer & colleague relationships, (2) faculty-student relations, and (3) a hostile working environment.

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

### **DEFINITE CCC PLANS FOR 2016-2017 ACADEMIC YEAR:**

1. Recruit new membership (e.g., new assistant professor Meeta Banejee expressed an interest to serve) and, as a result, bring new energy, ideas and excitement to the work of the CCC.
2. Develop and Plan for a viable and ongoing CSBS Self-Care Program. The Self-Care Program is scheduled to co-sponsor Mindfulness Mondays AND Walkability Wednesdays (for 14 consecutive weeks) in collaboration with the Institute for Community Health and Wellbeing (with Dr. David Boyns) and the Office of Human Resources. Positive collaboration and sharing of resources is seen as a part of the self-care initiative. Co-sponsoring these two aforementioned self-care events is wise, avoids duplication, and maximizes resource allocation.
3. In addition to co-sponsoring events on Mindfulness and Walking, the CCC Self-Care Program hopes to continue to offer Nutrition workshops and some form of exercise/martial arts such as Qigong.
4. The Self-Care Program also hopes to sponsor another Kick-Off event with (a) a healthy lunch for staff and faculty, as well as (2) vendors re: health promotion on campus (e.g., SRC, Smart Shakes), and (3) mini-presentations on Nutrition (Ellen Bauersfeld from the Student Health

Center), Mindfulness (David Boyns), and the benefits of Walking (possibly Steven Loy from Dept. of Kinesiology).

5. Replace membership vacancies, due to leave, retirement or inactivity, with new *committed* members.
6. Plan and co-facilitate Student, Staff, and Faculty Homogenous Campus Climate Forums (with EEC and the new Chief Diversity Officer) in Spring 2017 so that feedback can inform finite iteration of campus climate survey.
7. Collaborate with the Faculty Senate Educational Equity Committee (EEC) to discuss future plans for assessing campus climate at CSUN.
8. Fund and co-sponsor campus climate expert speakers (e.g., on conflict mediation) for at least one talk per semester.
9. Fund the development and production of short videos on *What Climate Means to Me* initially with CCC members, and eventually to include faculty, staff and students in CSBS.
10. Continue to work on increasing the visibility of the CSBS Ombuds Services, currently staffed by Dr. Tom Spencer-Walters, which is the first such service offered by a college in CSUN's history.

#### **RECOMMENDATIONS TO CSBS AND DEAN STELLA THEODOULOU:**

1. PLEASE continue to reflect on the *Overlapping Dominant Themes/Concerns/Needs Expressed by Both Faculty and Staff Focus Groups (Spring 2013)*:
  - **Workload issues** (e.g., classes being too large for faculty or “work as assigned” for staff seen as a way to keep piling on work responsibilities without changing the job description or the **pay grade**)
  - **Clarity of faculty/staff roles**
  - **Favoritism/Lack of transparency**
  - **Ombuds Services** (funded starting in 2013-2014 AY); PLEASE continue the support for this important service to CSBS faculty, staff, and students.
  - **Monetary compensation** (Faculty raises have alleviated some of the pressure for the moment; but Staff are still extremely unhappy with their stagnant compensation & increased workload)

**PLEASE** continue to discuss the aforementioned dominant themes/concerns/needs with chairs and administrative staff in the various CSBS administrative meetings, as well as in council and cabinet meetings and provide constructive feedback and suggestions to the CSBS Climate Committee.
2. Fund the CCC Self-Care Kick-Off Luncheon, as well as promotion gifts for continued (multiple) participation in the Self-Care Program. An estimate of costs will be present soon for the Dean's approval.
3. Potentially Co-sponsor Student, Staff, and Faculty Homogenous Campus Climate Forums (co-facilitated with EEC): This event is a homogeneous convening of students, staff, faculty and administrators with the goals of initiating and increasing dialog, sharing information and research, and providing opportunities for relationship building around efforts to improve and

sustain a more positive campus climate for all constituent groups. Organizers hope to create an event that shares some of the important findings from the EEC Focus Groups (Sp. 2015), asks strategic questions about the climate issues, as well as advertises current CSBS and CSUN positive efforts and building connections for new ones. The goal of the forum is to also create buy-in for future Campus Climate Surveys.

4. Fund campus climate expert speakers for at least one talk per semester.  
Potential Names: Dr. Octavio Villalpando, AVP Equity & Diversity; Director Center for Critical Race Studies, Professor Department of Ed. Leadership & Policy at the University of Utah; Dr. Carmen Suarez, CDO at Portland State University; Michael Benitez, Dean of Diversity and Inclusion and Chief Diversity Officer at the University of Puget Sound.
5. Fund the development and production of short videos on *What Climate Means to Me* initially with CCC members, and eventually to include faculty, staff and students in CSBS.

## **Appendix A:**

**OMBUDS SERVICES REPORT  
2015/2016  
Submitted By  
TOM SPENCER-WALTERS, OMBUDSPERSON  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES**

### **INTRODUCTION/OVERVIEW:**

The position of CSBS Ombudsperson was established in fall 2013 upon the recommendation of the Climate Committee of the college “to provide confidential and informed assistance to constituents of the College of Social & Behavioral Sciences (CSBS) community, which includes students, staff, faculty, and/or administrators.” It is important to note that the position is not part of the college dean’s administrative structure, and as a result, the Ombudsperson does not report to the Dean, but directly to the Climate Committee. Equally important, the Ombudsperson does not make policy, nor can he abrogate the grievance or personnel processes of the University. Nonetheless, he can call attention to, and in some cases make recommendations about, university policies and practices that may need revisiting.

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

This report is part of the charge of the position of Ombudsperson and it summarizes the nature and scope of services rendered during AY, 2015/2016. It is deliberately general in nature to protect the identities of visitors and the confidentiality of the information shared.

### **SUMMARY OF ACTIVITIES FOR 2015/2016**

Information about Ombuds services was circulated to every branch of the college through emails and flyers, as well through informal chats at meetings and events. The interest such publicity efforts generated ranged from requests for information and/or visits to talk about issues or concerns, to seeking help about resolution to conflicts. As with past years, this Ombuds outlet continues to provide both psychological and physical space for colleagues to share, and in some cases, resolve personal and/or professional issues; a place where they could also get ready information on other services the university offers.

During this academic year as well, I was invited by Dr. Sheila Grant and the Climate Committee, to participate in the CSBS Self-Care Kick-Off (Tuesday, March 1<sup>st</sup> 2016). The opportunity was providential as I was able to provide information to all those who came to my table about Ombuds services offered in the college. The brochures and business cards helped considerably because I received a number of requests for meetings after the Self-Care event.

### **DEMOGRAPHICS OF VISITS AND CONTACTS:**

As more and more people within the college are aware of the Ombuds office, we are beginning to see slight increases in requests for services. In 2015/16, I received visits or calls from a total of **51** constituents from the college and **2** from another college. (See Table 1):



**TABLE 1: TOTAL NUMBER OF INQUIRIES, VISITS, AND CONTACTS  
2015/16 ACADEMIC YEAR**

AY2015/16	College Admin	Faculty Total	Staff Totals			
				Student Totals	Unsolicited Inquiries from other Colleges	TOTAL
Fall	2	12	4	3	0	(21) (41%)
Spring	2	18	6	2	2	(30) (59%)
Percentage of Total	4 (7.8%)	30 (59.0%)	10 (19.6%)	5 (9.8%)	2 (3.9%)	51 (100%)

This year, as with past years, the majority of callers and visitors turned out to be faculty (**59%**). From my vantage point, this is not surprising given the complex nature of faculty contracts and the professional activities they monitor, protect and/or regulate, notwithstanding the challenges of scheduling, faculty-supervisor relationships, and peer-peer relationships. The majority of my faculty contacts had concerns with one or more of the above. For example, many had questions relating to policy at the department and college levels, supervisory roles and expectations, budget allocations, appropriate reporting units, and fairness in course scheduling. As I chatted with and addressed the above concerns of colleagues, I was convinced that they welcomed an independent office that offered a safe and confidential place to share their intimate professional concerns and ask questions.

There was a slight increase in the number of staff contacts (10) over last year's (8). I continue to receive isolated requests for information or advice from colleagues in other colleges and as I have always done in the past, respond out of respect for and collegiality to these colleagues. Staff concerns were primarily focused in the area of staff-supervisor relations, although there were some staff-staff relation issues as well.

Concerns for both faculty and staff include open lines of communication, leadership style, favoritism, equity and fairness, efficiency, professional space, and recognition of work.

I did not receive a lot of requests from students, never had, but a number of the requests for help this year were quite memorable, one of which I'll share, generally, in this report.

In general, and as a rule of thumb, no data was collected on gender and ethnicity in 2015/16 because doing so could have compromised confidentiality.

**TABLE 2: ANALYSIS BY CATEGORIES OF ISSUES:**

<b>NATURE OF CASES</b>	<b>COUNT</b>	<b>PERCENT</b>
1. Peer & Colleague Relationships	16	37.2%
2. Faculty-Student Relations	2	4.6%
3. Supervisor-Employee Relations	14	32.5%
4. Admin Issues (Employee-College/University Relations)	2	4.6%
5. Health and Safety	1	2.3%
6. Hostile Working Environment	7	16.3%
7. Equity & Diversity Issues	1	2.3%

Out of the **51** calls and/or visits the Ombuds office received, I noted a total of **43** often-related issues and concerns which were collapsed into **7** broadly defined categories adapted from the International Ombuds Association Reporting Categories. **(See Table 2 above)** It is important once again to note that since visitors' self-report issues and concerns and since the Ombudsperson cannot conduct formal investigations of these (there are other resources on campus entrusted to do just that), one cannot over-emphasize the predictive values of these categories.

**1. Peer and Colleague Relations:** Broadly covers concerns, issues, or questions relating to relationships between staff-staff, faculty-faculty, or student-student. Some of the issues involved feelings of lack of respect, unclear communication, and misplaced priorities. Sixteen (16) of the 43 issues and concerns **(37.2%)** brought to my attention, fell into this category. The greater percentage of cases came from faculty-faculty relationships (79%) and dealt mostly with respect, lack of, or unclear communication, and sensitivity to each other's feelings.

Much of my work with faculty this year re: concerns about faculty-faculty relationships was centered in one department in the college that was going through a very difficult leadership transition. Issues of trust, communication, openness, leadership style, and inexperience, were paramount in the concerns I received from many of the faculty. Through these contacts, I realized that the majority of the faculty were not engaging in open and honest communication about the issues of leadership transition vis-à-vis the desperate need for departmental stability. It was then that I decided to send an open letter to the entire department in my capacity as Ombudsperson for the college. I have attached a copy of that letter just to give you a glimpse of how the Ombudsperson works to resolve concerns especially those that are collective in the nature. **(See Appendix 1)**

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

Having said that, one of my visits this year involved a transfer student who had been given conflicting information by academic advisors and Admissions and Records personnel about financial aid and registration deadlines. Neither entity was helpful when she tried to recuperate funds she had expended while following their advice. She was at her wits end and didn't know who to turn to. Someone mentioned to her that there is now an Ombudsperson in the College and that she should contact him. She did. I started working with her through William Watkins' office and successfully resolved her issue after almost a year. I am sharing the attached letter of thanks (minus personal details) from this student (**See Appendix 2**). By the tone of this letter, the student is obviously thrilled that someone cared enough to take up her case.

**3. Supervisor-Employee Relationships:** Examples of supervisor-employee relations include Department Chair and office staff, Administrative Support Coordinator and Administrative Support Assistant, Administrative Support Assistant and office student assistants. This category generated a lot of activity from all of the pairs listed above. Many complaints and concerns were focused on punitive behavior, unfair or unclear assignment schedules, and lack of proper feedback, discipline, leadership effectiveness, and performance appraisals. Given these many areas of concern, it was not surprising that this category showed the second largest reported cases: 14 (32.5%).

As with #1 above (Peer and Colleague Relationships) I spent a lot of time with faculty, staff, and students in the aforementioned department, as a result of leadership transition challenges. Communication between the supervisor and the other constituents of the department has been such that I was constantly receiving requests for advice or for conflict resolution. Thus, another reason I sent the attached letter to the faculty.

**4. Administrative Issues (Employee-College/University Relations):** This category fielded concerns, questions, and inquiries about administrative services provided by the college and university administration. The single most frequent issue (93%) that came up dealt with employee and college relations, and by extension employee and university relations. Both contacts directly referenced concerns that the college is taking sides with department supervisors against them in matters affecting their well-being in the department.

I did not get a lot of inquiries relating to administrative issues because there are so many opportunities to get this kind of information readily: Faculty Affairs, Human Resources, deans, department chairs, etc. I regularly redirect visitors to the appropriate university resource and helped them negotiate solutions to deal with administrative decisions that concern them.

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

A couple of the resolutions we examined in my conversations with visitors, were the installing of cameras strategically placed around department offices, and peep holes on all faculty doors. I am very happy to report that the latter is coming into fruition as departments in the college have started installing peepholes on doors to faculty offices.

**6. Hostile Working Environment:** The 7 (16.3%) issues and concerns dealing with a hostile working environment increased significantly from last year. Some of the concerns dealt with supervisory-staff relationships, as have been discussed above, lack of clarity in supervisory expectations, and intimidating behavior. Again, I was able to help the visitors navigate informal solutions to these concerns, two of which involved i) a clear articulation of supervisorial expectations, and ii) extensive, but candid and productive discussions with a supervisor.

**7. Equity and Diversity Issues:** Issues of fairness, ethics, and diversity, help to define this category. The one issue (2.63%) I had to handle in this was a request for suggestion to deal with an apparently irresolvable issue of hostile work environment. We had a candid and constructive discussion about this and concluded with the Ombudsperson recommending the services of Equity and Diversity and the dean.

**GOING FORWARD:**

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

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

# OMBUDS SERVICES REPORT APPENDICES

## APPENDIX 1:

### 1- Letter to the Faculty of a CSBS Department:

Dear [REDACTED] Colleagues,

Allow me to don my Ombuds hat as I speak to you about the course of [REDACTED] department during these difficult and uncertain times in its history. I was so moved and humbled by those among you who specifically sought my counsel about a number of challenging issues we currently face, that I felt an abounding obligation to do what I can to help us recharge and move forward. So, I will not speak as a faculty colleague but as an impartial, sensitive, and caring professional.

Let me start off with a story my beloved grandmother told me many, many years ago about *br'er pus* (a cat) whose family was hungry and needed his love and reassurance, but *br'er pus'* one consuming passion is his desire to kill a pesky rat in his house. He yelled at his family when they try to steer him off this obsession. He ended up burning his only house down trying to get to this rat. Because of the speed and agility of the rat, it was able to get out before the house burned down, and headed straight for a neighbor's house, even though it could have taken refuge in a lot of open burrows easily available to it. Now *br'er pus* and his family not only lost a meal, they have nowhere else to stay. He cannot go to his neighbor's house because the pesky rat is already there, and he would have to try to kill it again.

As is customary in most African and African American storytelling traditions, the children are supposed to talk about the moral behind a tale they have just heard. When I offered mine to my grandmother, she looked at me, smiled, and moved on to other things, leaving me puzzled.

Years later, I realized that what my grandmother wanted me to understand about this timeless story was not so much its literal or perceived truths, but its allegorical message in my life of decision-making, such as the need to be an active listener, the need for patience and civility, the need to engage in communication and reflection, the need to keep the big picture in front of us all the time, and most of all, the need for community. I have always tried to live by these mantras.

As I reflect on the department today, these values came to mind, especially at this challenging time of its transition. Keep in mind that transitions are never easy. They force people to make adjustments they may not be ready or willing to make and to readjust to approaches, styles, regulations, that may be entirely different from what they have been used to. But for any organization like ours to succeed, we ALL have to be ready to exercise patience, flexibility, and transparency. Patience gives us the capacity to be tolerant and accepting without necessarily passing judgment. Flexibility allows us to look, review, adjust, and re-adjust whenever necessary, and transparency gives reassurance that communication is open and sincere. Re-dedicating ourselves to these principles will help the department move forward again.

But we must never lose sight of civility, either. In the academy, people agree to disagree, necessarily so. I would not want to be in an organization in which we all agree about most or everything. Disagreement is necessary because it affords us an opportunity to hear other voices, other ideas, without the fear of rejection or hostile criticism. If we must differ, let us do so respectfully. If we must criticize, let us do so constructively, without personal attacks. We should never insult or marginalize anyone because they hold views or express ideas that are different from what we consider to be the prevailing views. To do so, would abrogate the democratic process, and, in the process, violate one of the most sacred tenets that sustain a viable community.

In the African savannah, a story goes, there is one river that sustains life for both humans and animals. They all get to this river from very varied roads. The animals, through migrations routes, and the villagers through various far-flung paths they have created for themselves, but they all do get to the river eventually. While there, they practice temporary coexistence because the river is all of their life line.

Our goal like that of the animals and humans, is to create a strong and viable department that would serve students faithfully for years to come. How we get there may be different, awkward, rocky, and slow, but we get there, nonetheless. Now that we are at the river, let's focus on building or re-building community. Don't be like *br'er Pus* who destroyed the very house that provided sustenance for his family.

Thanks for your time.

Tom Spencer-Walters  
Ombudsperson, CSBS

## **APPENDIX 2**

### **2. Letter of Thanks from a Student Visitor Seeking Help**

Hello Dr. Spencer-Walters,

I left a thank you card on your door last week. Just in case you did not get it, I want to thank you from the bottom of my heart. I greatly appreciate your help. I was able to receive my refund back! Thank you, thank you, thank you! My concerns have definitely been heard.

Sincerely,  


**Appendix B:**

Flyer advertising the line-up of CCC Self-Care activities for Spring 2016.

**CSBS SPRING 2016  
SELF-CARE PROGRAM**

April 14<sup>th</sup> 12 noon – Whitsett Room  
*Healthy Eating for Busy CSUN Faculty & Staff*

April 21<sup>st</sup> 12:15 pm – Whitsett Room  
*Mindfulness Matters*

May 5<sup>th</sup> 12:15 pm – Sierra Hall 322  
*Qigong for Health and Relaxation*

May 12<sup>th</sup> 12 noon – Whitsett Room  
*Healthy Eating for Busy CSUN Faculty & Staff*

May 19<sup>th</sup> 12:15pm – Whitsett Room  
*Mindfulness Matters*

May 26<sup>th</sup> 12:15 pm – Sierra Hall 322  
*Qigong for Health and Relaxation*

**THURSDAYS  
BRING YOUR LUNCH**

**Appendix C:**

**CSBS Campus Climate (CCC) Logo**

