

*California State University, Fresno*

**President's Ad Hoc Communication Advisory Task Force  
Final Report and Recommendations**

March 2, 2009



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## **Executive Summary**

Following its charge from President Welty to review and make recommendations regarding the University's communication practices, the Ad Hoc committee analyzed reports from three sources (Friends of Fresno State; Alumni Attitude Survey; and Academic Affairs survey) and heard reports from several campus units engaged in communication.

The committee offers specific recommendations to enhance the University's communications strategies in four broad categories: (1) University Communications Plans and Infrastructure; (2) Web and Information Technology Issues; (3) Internal Communication Efforts Across All Units; and (4) Professional and Leadership Opportunities.

Major recommendations include:

- Re-energize campus' previous efforts to develop and implement an integrated marketing and communications plan.
- Fill vacant positions within University Communications and provide reliable, consistent and adequate funding for its budget to support integrated advertising and marketing.
- Continue to evaluate and implement emerging "new media" technology tools.
- Collect regular, systematic data from external and internal stakeholders to enhance targeted messaging to various audiences.
- Invest heavily in strengthening internal messaging about academic achievements.
- Undertake a comprehensive administrative review to assess university Information Technology and Web functions and capabilities.
- Consider creation of an Office of Web Services.
- Enhance professional and leadership opportunities for faculty, staff, administrators and students.

The Committee's detailed analysis reveals that many of the recommendations made in the Friends of Fresno State Report either are in practice or will be enhanced in the near future.

The Committee hopes this analysis and recommendations are useful to the University community and President Welty as we all seek to deepen the awareness of our myriad excellent programs and our engagement with the community.

## **I. Introduction**

The President's Ad Hoc Communication Advisory Task Force (AHCATF) was initiated in November 2008 by President John Welty as a 14-member committee broadly representing constituencies across the campus<sup>1</sup>. The President charged the committee as follows:

1. Review the **Friends of Fresno State (FOFS or Friends) report** and in particular the “best practices” identified in the report and advise the President on the steps which might be taken to strengthen the University's communication with its constituencies to further enrich and inform the public of the significant and noteworthy academic, athletic, cultural and scientific achievements of the faculty, students, staff and administrators at Fresno State. Recognizing that not all actions can be taken immediately, please recommend those steps which should be given initial priority. Also, identify those “best practices” which the University is already following which should be continued.
2. In conjunction with the FOFS Report review, analyze and incorporate data from other recent relevant campus surveys including the **CSU Alumni Attitude Survey for Fresno State**, as well as data from the recent **Academic Affairs survey** of faculty and current students on campus.
3. Identify any **other recommendations** which should be considered to improve the University's communication with its publics.
4. The group is asked to complete its work by **March 2, 2009**.

The AHCATF officially convened on December 9, 2008 and met a total of ten times in January and February 2009 in order to complete and produce this report (12/09/08, 12/15/08, 1/09/09, 1/14/09, 1/23/09, 1/30/09, 2/06/09, 2/11/09, 2/20/09, 2/27/09).

## **II. Friends of Fresno State Report**

In 2007, in the wake of the media storm coverage surrounding the judgments regarding lawsuits involving Fresno State athletics, a group of highly regarded, dedicated, visible and very active community members and long-standing supporters of the University commissioned an independent report designed to provide information and recommendations to President Welty entitled, “*Blending Academics, Community Engagement, and Athletics in the University*.”<sup>2</sup> (Appendix A). This group, known as the “Friends of Fresno State” included the chair, Bud Richter, John Boogaert<sup>3</sup>, Stephen Heinrichs, Donald Jackson, Richard Johanson, Robert Oliver and Vinci Ricchiuti. The Friends of Fresno State raised external funds and contracted with Noll and Associates to research and write the report with the goal of identifying, “a set of university ‘best practices’ that, if implemented, would make significant progress in resolving some of the concerns that have been raised with respect to the university. . . [and show] how successful Universities, with Division 1A Athletic Programs, balance academics, community engagement, and athletics.” (Noll, D., 2008, p.1).

<sup>1</sup> See the complete list of the 14 members of the AHCATF Committee on the cover page of this report.

<sup>2</sup> The FOFS report also is available online at the Noll & Associates Web site at <http://www.nollassociates.com/FOFS%20Report%20Combined%20FINAL%2012-5-08.pdf>

<sup>3</sup> John Boogaert was hired by the university from 2/01/08 until 1/31/09 as a consultant to the president on special projects that included other projects beyond the work of the Friends of Fresno State.

The 130-page report begins with a historical review of athletics in higher education and at Fresno State, includes a discussion of three athletics-academic models, and reviews insights about effective institutional communication as gleaned from an American Association of Schools, Colleges and Universities (AASCU) conference. In addition the report presents data gathered from an online survey and external stakeholder or “thought leader” interviews, and closes with a lengthy list of “best practices” and possible recommendations for action by the University.

### Athletics-Academic Models

The FOFS report classifies and cites examples of institutions with significant intercollegiate athletic programs as falling into one of three possible categories or models: (1) “Academic Model” - often admission-selective universities or colleges who “de-emphasized or never emphasized athletics” such as “Dartmouth, Claremont, UC Davis, George Washington University and Cal Poly San Luis Obispo” (Noll, D., 2008, p.54); (2) “Commercial Model” - large universities offering nationally recognized intercollegiate athletics supported by significant athletic budgets which are run and operated, “as part of a very large commercial enterprise” such as “USC, Oklahoma, Ohio State, Michigan and Notre Dame” (Noll, D., 2008, p.56); and (3) “Hybrid Model” - universities who “aspire[s] to big time intercollegiate competition,” describing “the majority of Division 1A universities,” (Noll, D., 2008, p.58), but who are constrained by significantly smaller budgets that often may not be economically self-sustaining. The report cites examples of hybrid institutions as, “Oregon State, Boise State, Kansas State, Wake Forest University, Northwestern, Tulane University and Fresno State” (Noll, D., 2008, p. 59).

The report compares the strengths and weaknesses of each of the three models and posits that a hybrid university which puts more weight on a media image dominated by athletics will be more prone to negative media coverage of athletic scandals, especially where there exists a prior inadequate balance of media attention on positive academic achievements of the university. The report suggests that the “hybrid university at all levels and at all times must maintain an uncommonly open and transparent relationship with the press and the local community that it serves” and concludes, “The primacy of academic performance defines a successfully balanced hybrid university” (Noll, D, 2008, p.59).

### Online Survey and Stakeholder Interview Results

The online survey items focused on participants’ perceptions and knowledge about Fresno State, their level of direct interaction with the campus, their hopes for Fresno State’s future efforts and the resources they use to collect information about the campus to make decisions. A total of 439 participant responses were collected from the online surveys (61% alumni; 66% male; 29%=18-49 years; 71%=60-90+)<sup>4</sup>. A very brief summary of the results include the following:

- **Campus visits:** A majority of the respondents reported having visited the campus more than four times in the past year (67%) - primarily for athletic events (21%), entertainment events (17%), and educational events (17%). Respondents cited that lectures (20%) most likely would bring them to campus, followed by “doing something to make a difference in the region” (19%), Bulldog athletics (18%), concerts and events at SaveMart Center (15%), “continuing education classes at a reduced cost” (12%), and theater and musical performances (8%).
- **Campus Perceived Values:** 56% of the respondents reported that Fresno State’s values were most focused on athletics and entertainment; 11% cited academic excellence; 0% felt the campus focused on research.

<sup>4</sup> See Appendix A for full details of the FOFS report regarding survey methodology and data. Note: some slight data discrepancies exist.

- **Fresno Pride:** Of five choices provided when asked “What would make you most proud of Fresno State?” respondents selected: “graduates making a substantial contribution to the Valley” (35%); “reach the Newsweek Top 10 rankings of public state universities in the country” (34%); “discovering that many top California business leaders are Fresno State graduates” (12%); “Nobel award to a faculty member” (6%); “a national sports championship” (3%); no response (10%).
- **Fresno Graduates:** Respondents were relatively neutral as to whether Fresno State was “producing enough high level graduates to fill the business community’s high level employment positions (3.8 on a 6-point scale with 6=strongly agree).
- **Outsiders’ Views of Fresno State:** When asked, “If an out-of-state friend were to comment on Fresno State, he/she would probably discuss” (eight choices given): athletics (71%); Save Mart Center (6%); academic programs (4.6%); agriculture (4.6%); winemaking (4%); new library, planetarium and Maddy Center (all less than 1%); no response (9%).
- **Fresno State Expand Research Areas:** Respondents selected their top two out of eight research areas for the campus to expand research efforts: water development and conservation (25%); SJV air quality (21%); alternative energy (20%); efficient delivery of health care services and agriculture (both 10%); good governmental practices (9%); causes of crime (4%); wine production (2%).

These results indicate that a majority of respondents in this sample were very familiar with the campus (having visited the campus more than four times in the last year mostly for athletic or educational events) and perceive the university as being more focused on athletics and entertainment rather than on educational or academic excellence. It is interesting and gratifying to learn that respondents indicated that what would make them “most proud of Fresno State “would be to hear news about the quality of graduates (35%) or top national academic rankings (34%), far and above hearing of winning a national sports championship (3%).

#### FOFS Report “Best Practices” Summary

The Friends report concludes with offering 68 “best practices” ideas categorized under seven areas: (1) “Set a New Lens”: the FOFS report suggested ten “best practices” for “hybrid model” universities to make decisions, create unified messaging, and evaluate all decisions based on serving the academic interests of the university (e.g., maintaining athletic standards for student eligibility and performance); (2) “Leadership”: 13 ideas cited included recommendations for recruiting, professional and leadership development, promotion, working closely with external constituencies, better integration of academic and athletic departments and taking risks; (3) “Academics, Scholarship, and Research”: five recommendations in this category were directed toward enhancing world-wide expertise in every academic department; (4) “Alumni”: eight “best practices” were offered to enhance contact and participation with alumni; (5) “Community Engagement”: seven suggestions based on the online survey results were listed for consideration (e.g., offering a wider range of activities for the community); (6) “Athletics”: seven recommendations centered on athlete eligibility, financial analysis and budgets; and (7) “Communication”: 18 suggestions included a broad range of recommendations covering staff hires and new positions, communications procedures, protocol and infrastructure funding.

#### Analysis of FOFS Recommendations in Relation to University Goals and Activities

(See Appendix B for complete matrix, pp. 28-42)

The FOFS recommendations were guided by research conducted by Noll and Associates. While the consultants provided the Friends with information on the practices of other institutions and solicited information on how selected thought leaders perceive Fresno State, they stated, “There was no attempt in this research and report to directly analyze any practices, departments or personnel at Fresno State” (Noll, D., 2008, p.2). As a result, the report did not examine the university’s strategic planning documents which are the blueprints for our institution’s goals and aspirations for the

future. Please turn to section IV.A: University Planning Process (Noll, D., 2008, p.16-17) of this report for a summary of the university's comprehensive strategic planning process and setting of specific goals, priorities and activities. For the last 16 years, the university has engaged the entire campus community in developing, reviewing, and assessing specific goals, where the academic goals of the Academic Plan serves as the grounding centerpiece.

Since the FOFS report lists 68 recommendations across many units of the campus, the committee thought it would be useful to carefully review and reconcile the "best practices" recommended by the Friends of Fresno State using three of the university's planning documents: the Plan for Excellence III (PEIII), the Academic Plan (AP), and the Department of Athletics Plan (DAP). A matrix found in Appendix B (pp. 28-32) integrates each of these "best practices" along with each relevant university's strategic goal and other responses. A brief discussion of the articulation of the efforts using the seven categories in the FOFS Report follows below.

**(1) "Set a New Lens":** The Friends suggest that the university focus its efforts on "the best interests of the academic performance of the university" (Noll, D., p.104). This sentiment is echoed by the university's PEIII and AP which clearly articulate that the institution strives to provide a high quality academic experience for all students in a learning centered environment. Fresno State is proud of all of our students, whether they be student-athletes, first-generation students, students from historically underrepresented groups, or students with special needs. The campus also recognizes that student-athletes may require other forms of special support and these programs exist. Many of the campus' activities support student-athletes in achieving academic success and community engagement. See Appendix B for further details on how the institution's goals reflect this spirit. Thus, the majority of the recommendations from the FOFS Report are consistent with the campus' longstanding practices.

**(2) "Leadership":** The university's planning documents generally do not describe hiring practices explicitly. Many issues related to the hiring of administrators, faculty, and staff are constrained by collective bargaining agreements, the university's Academic Policy Manual, and/or system-wide CSU policies. Specific requirements for positions must be quantifiable to ensure fairness and an accurate assessment of a candidate's qualifications. That being said, the committee concurs with the Friends' recommended best practices in hiring and promoting individuals who are not only the best and brightest, but also who embody the more difficult to quantify inspirational components of excellent leadership. In addition, the university and system offer a variety of mechanisms as well as new programs to develop the professional and leadership skills of all members of the university community. Finally, the Friends' recommendation of developing a vision and plan has been both a long-standing commitment and practice of the institution.

**(3) "Academics, Scholarship, and Research":** The Friends identified five "best practices" at other institutions that reflect the goals of our institution as articulated in the PEIII and the AP as illustrated in Appendix B. Leadership at the university level and within each of the schools and colleges fully embraces the quest for academic excellence. Each school or college exercises local autonomous control over its constituents and resources, but works collaboratively with all colleges and schools and units within the Provost's Management Team in order to meet the overarching goals set by the Academic Plan. The list of specific goals to meet these expectations is quite lengthy and includes supporting research and scholarly work, increasing opportunities for scholarship and engagement, developing graduate programs to support these efforts, providing faculty with resources, including time, to engage in research and scholarship, and develop an the infrastructure required to support these efforts. Here too, the majority of the recommendations from the FOFS Report already are in practice within Academic Affairs. Furthermore, efforts to further strengthen

these research efforts already are underway, due in part to the influx of new federal stimulus package dollars earmarked for higher education and research.

**(4) “Alumni”:** Of the eight recommendations in this section, the Committee is pleased to note that virtually all of the suggestions for alumni relations either already are in place or are part of future plans for alumni outreach.

**(5) “Community Engagement”:** The seven recommendations for community engagement are matched with many of the goals found in PEIII. The university continually strives to engage with the community in significant ways and will continue to explore utilizing additional methods to assess the community’s needs. Indeed, Fresno State is extremely fortunate to have the financial support of a number of the members of the Friends of Fresno State in supporting many of our community efforts and accomplishments (e.g., Jan and Bud Richter Center for Community Engagement and Service-Learning).

**(6) “Athletics”:** The Department of Athletics’ Strategic Plan is centered on providing Student-Athletes with the finest academic and athletic experience possible. The department also strives to ensure that student-athletes make solid academic progress with the goal of graduating student-athletes. The Department of Athletics’ Strategic Plan also addresses the importance of fiscal responsibility in its operations. Many of these goals are required to be in compliance with NCAA rules and regulations and Federal Title IX guidelines. Thus, the “best practices” articulated by the Friends of Fresno State already have been met by the university as described in the recent NCAA Certification Self Study (<http://www.csufresno.edu/studentaffairs/programs/ncaa/>) currently under the review for approval by the NCAA. The university is grateful for the solid progress and strong record of athletics compliance under the leadership of current Athletic Director, Thomas Boeh.

**(7) “Communication”:** PEIII addresses the importance of a Communications Plan to project our vision through branding, marketing and the projection of positive image of our campus by articulating the accomplishments of the members of our university community. The Friends suggest a variety of best practices to enhance university communications efforts but also note, “The Friends of Fresno State are pleased to state that we recognize that some of the best practices that are identified in this report are already being utilized at Fresno State.” After hearing from a variety of campus program leaders about their internal and external communications, the committee is impressed with their efforts and believes the development of a solid integrated marketing program (discussed elsewhere in this document) is needed to maximize the work.

Once again, please see Appendix B for a detailed matrix showing all of the recommendations from the FOFS report, along with an item-by-item corresponding detailed analysis of the practices currently in place by the campus.

### Conclusions and Next Steps

The Committee’s detailed analysis reveals that many of the recommendations made in the FOFS Report either are in practice or will be enhanced in the near future. The Committee remains grateful to the Friends for offering these recommendations which will continue to help shape and guide future goals and activities for the university.

The Committee earnestly noted that the results from the FOFS survey and interviews showed a disconnect between respondents’ perceptions of the university and the university’s ongoing commitment to and careful planning in the area of academics, as well as in the area of athletics conformance to NCAA standards.

The Committee speculated on the possible causes for what we believe is a misperception of the university in terms of being too focused on athletics and not focused on academic quality. First, the historical time period during which the FOFS survey and interviews were being conducted was toward the end of the intense, often harshly negative media coverage regarding the athletics lawsuits brought against Fresno State. Despite the fact that many positive or academically related news stories about Fresno State appeared in the media during this time, they were –not surprisingly – lost in readers’ memories during the firestorm. (During a six-month period of one trial and its aftermath, 1,411 print and electronic stories about the university were located by the university; 340 were about the trial. Most of the others were positive stories about faculty, staff, students and achievements of the University.) The negative trial-related coverage likely contributed to the public’s skewed view that the university focused solely on athletics over academics. Second, this misperception also may be a sign of a weakened integrated marketing and communication strategy on the part of the university.

As a result, the remainder of the Committee’s report will focus on: examining university communications efforts; reviewing additional internal data from current students, faculty staff and alumni; and examining other units on campus who provide important outreach and communication with our community. Finally, this report will close with recommendations, caveats and concluding comments.

### **III. Academic Affairs Internal Communication Campaign Survey Report**

In July of 2008, then-Provost Jeri Echeverria contacted Professor Betsy Hays and Dr. Tamyra Pierce of the Mass Communications and Journalism (MCJ) Department and collaborated with them and Associate Provost Ellen Junn on an Academic Affairs Internal Communication Campaign. The purpose of this campaign is to heighten student and employee awareness and recognition of the achievements of Fresno faculty and students. As a result, the “Best in Show” campaign was launched in the fall of 2008. The first phase consisted of the pre-research and included: quantitative student and faculty/staff/administration surveys; qualitative data collection; and a content analysis of CSU Web sites. The following summarizes the results of the survey and Web site content analysis conducted in the fall of 2008. Phase two of the study will involve students in a MCJ class who will design and present their communications implementation plans for review and approval by the Provost. The full study report can be found in Appendix C.

#### Student Survey Report

A total of 504 students (243 males, 260 females, 1 missing) completed the survey during the fall 2008 semester. Results were as follows:

- More than 65% of the student sample reported that they were not aware of any academic accomplishments in their own department, but 78% reported that would like to hear about departmental accomplishments.
- Approximately 75% said that acknowledging students is important and helps to recruit and retain students, and helps to build employee morale and improve employee retention.
- Most students said that e-mail (51%) and stories in the student newspaper, *The Collegian*, (25%) are the best sources by which to inform the campus community about accomplishments.

#### Faculty, Staff and Administrators Survey Report

A total of 253 (125 males, 122 females, 6 missing) faculty, staff and administrators completed the online survey during a four-week period during the fall 2008 semester. Results were:

- 97% reported that it is very important or important to acknowledge students for their accomplishments, and is a way to aid in student recruitment (79%) and to increase student retention (76%).
- 96% said it is very important or important to acknowledge faculty for their accomplishments in order to build faculty morale (85%) and aid in faculty retention (74%).
- 96% said it is very important or important to acknowledge staff for their accomplishments in order to build staff morale (88%) and aid in staff retention (76%).
- Only a small percentage of employees reported hearing about accomplishments on a regular basis at the departmental level (36%), college level (34%), or at the university level (28%).

### Content Analysis of CSU Web Site Home Pages

A sample of seven of the 23 CSU campuses was selected based on comparable size and type of institution to Fresno State. The campuses selected for content analysis included: Long Beach, Northridge, San Diego State, Fullerton, San Francisco State, San José State, and Fresno State. The content analysis involved examining university, college and department Web sites for evidence of recognizing faculty or student accomplishments. Of these seven comparable sister campuses, four campuses included at least one recognition of faculty or student accomplishments on their university “home page” (Fresno, Fullerton, Northridge and San José). At the time this study was conducted, college home pages for each of the seven CSU campuses showed variation in the extent to which they showcased faculty or student achievements. Two CSU campuses had two or more of their college home pages feature stories of faculty or student accomplishments: Fullerton (5 out of 8 colleges) and Northridge (2 out of 8), four campuses had at least one college that featured a student or faculty accomplishment (Long Beach, San Diego State, San Francisco State and San José State. Fresno State did not feature student or faculty achievements on college home pages. At the departmental level, only four departments on the Fresno State campus included any recognition of faculty or student accomplishments on their main Web page (two departments in the College of Agricultural Sciences and Technology and two departments in the Craig School of Business).

### Summary

This survey and content analysis revealed that a large majority of faculty, staff, administrators and students surveyed believe it is important to acknowledge the accomplishments of those on campus, but that fewer than a third of the respondents said they heard this information regularly and would like to hear more. While employees of the university said this was slightly more important than did students, both groups believed that information about student and faculty achievements would serve to increase morale and retention on the part of both students and faculty. Students reported that the most effective vehicle for disseminating this information would be via direct e-mails (from departments or administration) and to a lesser extent through the *Fresno Bee* or the *Collegian*. Finally, Web site content analysis showed that Fresno State lags behind sister CSUs in showcasing student and faculty achievements at the departmental and college levels. Undertaking the Academic Affairs Internal Communications Plan will be instrumental in addressing these weaknesses.

In spring 2009, a communications implementation plan will be designed by students working with Professor Hays for review by the Provost’s Management Team with final selection and approval by the Provost prior to implementation. The campaign will be evaluated by Dr. Pierce’s students in her research course. The evaluation will include a post-campaign survey retesting the findings of the Fall research and assessing any differences pre- and post-campaign.

### Conclusion and Next Steps

Under the leadership of the Provost, Academic Affairs already has begun addressing and remediating some of the weaknesses identified by the survey. Efforts to date have included:

- regular collection of “bragging points from each college”
- ongoing efforts to update and feature faculty and student achievements on college and department websites
- encouragement of college and departmental e-newsletters and other communications
- greater publicizing of college and departmental events on the university calendar
- stronger communication ties with department chairs
- consideration of new or modified faculty recognition awards

#### **IV. Alumni Attitude Survey Report**

##### Summary

During the fall of 2008 the Fresno State Alumni Association (FSAA) conducted the Alumni Attitude Survey (AAS). The survey was developed by Performance Enhancement Group, Ltd. Seventeen other California State University institutions participated in this nationwide study and each participating university used the same survey instrument. The detailed report results can be found in Appendix D. The survey results lead to six key findings:

- **Communicate to alumni how their diploma is increasing in equity**  
Approximately 80% of Fresno State alumni said that their overall current opinion of the university is impacted by the current value and respect for their degree (AAS, Slide 31). Alumni want to know how and why Fresno State is a better university now than when the alumnus attended. Knowing about the accomplishments of students and the availability of scholarships ranked just below value and respect for degree.
- **Provide opportunities for alumni to provide feedback and engage in activities**  
Alumni agree that keeping in touch with other alumni through newsletters, events, and clubs is the most useful benefit of the FSAA. Ranked next is the benefit of a networking community, the alumni directory and permanent e-mail forwarding. Alumni are most likely to attend cultural events, lifelong learning events and a spectator sport match in their area (AAS, slide 68).
- **Job and career related activities**  
The survey indicated the importance of identifying job opportunities for graduates. Alumni said that the FSAA and/or the University are not meeting their expectations in delivery of this service (AAS, slide 35). Young alumni agree strongly that career services support and program discounts are the most useful benefits of a FSAA membership (AAS, slide 67).
- **Communicate differently with younger alumni (30 and under)**  
The top three ranked communication channels used most by alumni are the university Web site, e-mail and electronic newsletter. Older alumni feel the university is doing well in delivering information through these methods. Younger alumni feel we need to improve communication regarding alumni benefits and services, invitations to events, and the university Web site. Younger alumni tend to want more communication overall. Alumni would like to hear less about FSAA donation solicitations and affinity programs (i.e. credit card and insurance solicitations).
- **Branding presence on campus**  
The FSAA should brand in the places that are most memorable to alumni to increase FSAA awareness. These locations include professional or career related events, community service activities, residence halls and intramural athletics (AAS, slide 45).
- **Engaging out-of-state alumni**  
Approximately 97% of FSAA membership is comprised of in-state alumni (AAS, slide 13). Almost 90% of alumni said that their geographical distance is a barrier in participating in alumni activities (AAS, slide 41).

### Conclusion and Next Steps

The results of the AAS have allowed the FSAA to restructure our communication and programming. Noteworthy changes include relevant content in the *Bulldog Byte* and focusing more on events that exemplify the findings listed above. Additionally, the FSAA is using this data to implement new programs and modes of communication. New additions include a greater web-based presence, podcasting, mobile marketing, and partnerships with Career Services.

## **V. Reports and Existing Campus Communication Strategies**

Given the charge of the committee to make recommendations for enhancing the campus' communication strategies, it was important that the committee identify and understand current existing communication efforts and strategies. The committee heard reports from directors of a variety of entities across campus (see list of guests on cover page). Reports from those directing these entities were very useful in providing the committee with information and insight as to how existing campus or campus-related entities communicate, work with and interact with our surrounding communities. Nine categories of communication and interaction were selected as current, notable efforts on the part of the university to promote, disseminate and engage the public with university activities and accomplishments.

These nine efforts are enumerated and summarized in the section below:

- 1) University Communications Office
- 2) Alumni Relations Communication Strategies
- 3) Athletics Marketing and Communication
- 4) Community Media Access Collaborative (CMAC), Radio/Cable Channels and *Collegian*
- 5) Continuing and Global Education Offerings
- 6) Campus Centers and Institutes
- 7) Campus Events: Fresno State Art and Cultural Events, Lecture Series and Others
- 8) University Outreach to Recruit Prospective Students
- 9) "I am Fresno State" campaign

### **(1) University Communications Office**

The University Communications office provides public relations counsel, communications planning and media relations. The University's official spokesperson, Associate Vice President of University Communications, heads the office and reports to the Vice President for University Advancement. The office has 15 full-time positions (currently, three of the positions are vacant and frozen, including the Associate Vice President; a senior writer and graphic artist). With the exception of 2007-08, the office has never had a budget for advertising or marketing. The office has four divisions:

- **News--**handles internal and external news releases (approximately 300 per year); responds to hundreds of queries from local, state, national and international media; conducts press conferences and media events; produces the monthly faculty/staff e-newsletter and twice-yearly, award-winning university magazine; and handles emergency communications. In 2007-08, the office counted 2,142 media reports about the campus. Annually, the office achieves numerous positive story placements in regional and local electronic and print outlets. The division uses e-mail to correspond with media and recently added a Twitter micro-blogging service for media and other interested users.
- **Publications and New Media--**includes design and production of a variety of printed materials, including brochures, catalogs, posters, mailers; and oversees the University home Web page and the award-winning [www.FresnoStateNews.com](http://www.FresnoStateNews.com), Web site; produces the University Catalog and University Directory; and maintains campus publication and Web design and content standards. In 2007-08, the office completed 175+ individual publications

and new media projects. Use of the FresnoStateNews.com Web site continues to grow and selection of videos on the site has increased significantly. The site averaged 8,300 views per day in the last six months (13% increase). Fifty three percent of daily visits are from return visitors (roughly half are campus visitors).

- **Campaign Communications**—provides creative direction, writing and design support for numerous development and advancement projects; creates original videos and multimedia presentations to support campaign efforts and the Alumni Association; provides communications and marketing support for development directors and volunteer boards; writes and edits funding proposals; and celebrates gifts received through events or media activities. In 2007-08, Campaign Communications created the “Fresno State - Powering the New California” themed advertising campaign that resulted in 41 newspaper ads in *The Fresno Bee*, 40 different radio spots, and four different television commercials (aired 986 times on local TV/cable stations). These TV spots also were aired during televised athletic events. Continuation of this advertising campaign was not funded for 2008-2009.
- **Governmental and Public Affairs**--handles regional, state and federal government relations; community relations with outside agencies and organizations; and assists President Welty in correspondence with local, state and national representatives regarding issues of concern to Fresno State. The office participates in the CSU e-Advocacy efforts and sends e-mail communications to Valley legislators, university ambassadors, donors, potential donors, and friends of the University.

## (2) Alumni Relations Communication Strategies

The Fresno State Alumni Association (FSAA) serves to keep alumni connected to the university through various methods of communication and programming. The major methods of communication are the electronic publication *Bulldog Byte*, e-mail correspondence, direct mail, promotion at athletic events and use of new media.

- **Bulldog Byte**--is a monthly electronic newsletter that highlights FSAA events, alumni spotlights and campus news. In the last 12 months, 36,763 alumni opened the *Bulldog Byte*. The *Bulldog Byte* has received two awards, a Central California Public Relations Society of America (PRSA) award in 2008 and a Council for Advancement and Support of Education (CASE) award in 2006.
- **E-mail**--FSAA sent out a total of 73 targeted e-mail messages (from February 2008 to February 2009) and 77,905 alumni opened these messages. The e-mails covered topics such as the *Bulldog Byte*, event notifications, social networking announcements, membership appeals and more.
- **Direct mail**--FSAA uses direct mail to promote events that are popular and successful. Typically these events are athletic-related. FSAA chapters use direct mail to invite alumni to events and for sponsorships. Membership renewal reminders are sent via direct mail.
- **Athletic program materials**—FSAA promotes membership in print ads, at *Bulldog Boulevard* and in athletic event programs throughout the year.
- **Social networking**--recently FSAA began using new media and technology, such as LinkedIn Group (about 80 members) and a Facebook presence (over 1,100 followers). Micro-blogging has begun, using Twitter (over 100 identities following the FSAA). At least one “Tweet” is sent per day communicating Fresno State News, cultural and athletic events, as well as athletic promotions.
- **Mobile based Web messaging**—in early spring, FSAA will roll out a highly sophisticated mobile marketing campaign that will incorporate professional mobile based Web browsing and messaging. FSAA has been selected to be one of five universities to try this technology in the beta stage. The service is on an opt-in basis and alumni can chose from a list of several categories (FSAA, cultural/academic events, Farm Market, athletics, etc.) from which they would like to receive information sent to their mobile phone via text message.

This is the same technology that is used for mobile voting on the popular “American Idol” television program.

- **Podcasts**--FSAA soft launched the Alumni ‘DogCast in February 2009. Alumni ‘DogCast is a subscription-based podcast available on iTunes U. The podcasts consist of audio recordings of popular guest lectures, literature readings, and cultural events on campus. The target audience is regional alumni who cannot easily access campus. Future podcast plans will include current students.

### **(3) Athletics Marketing and Communication**

Fresno State’s athletic teams are recognized nationally as top competitors in the Western Athletic Conference and beyond. Often, athletics is the “door” to the university bringing media attention and national recognition to the campus. During local, regional and national TV coverage of Bulldog games, commentators often discuss exemplary academic and service hallmarks of the campus. The office works closely with University Communications to coordinate athletic and academic media events in order to maximize exposure to the university. A recent example of an athletic-academic event involved the opening of the new Henry Madden Library. Arrangements were made for a top Library official to throw out a ceremonial pitch at the baseball game while the announcer described the new library.

Athletic communication efforts are coordinated by the Office of External Relations and Broadcasting headed by an Associate Athletic Director. The office includes four divisions with 15 permanent full-time employees, four interns and six student helpers. The divisions are:

**Marketing and Promotions (M&P)/Merchandise/Licensing/Learfield Sports**--the main responsibility of the M&P staff is to manage the university venues (Web, V-mail, Video walls and marquees, Internal Communication Radio and TV commercials) to promote and enhance Fresno State Athletics and create the best-possible fan experience at athletic events, and to tell the story of student-athletes and the coaching staff. The Merchandise staff runs the Bulldog Shop, protects the licensed “trademark” and develops and creates new royalty opportunities. Learfield Sports (operating as Bulldog Sports Properties) is the sales arm of the athletic department.

**Media relations**--sports information directors provide news releases to media regarding 19 teams, facilitate interviews and conduct press conferences. The national media contact list tops 2,500 and staff regularly communicates with leading writers, publications and news organizations across the country. The teams receive coverage in thousands of news articles each year.

**Video productions**--staff develops all the external videos used in promotion of the Athletics department. These videos are seen on the Web, video walls and regional TV stations. This group also manages the football and basketball/volleyball video walls and facilitates the internal needs of team sports.

**Ticket office**--these staff receive and process nearly a half-million ticket requests and sales each year. They also work on parking requests at venues and work closely with ASI and the RedZone to maintain the proper number of tickets for the general student population.

### **(4) Community Media Access Collaborative (CMAC), Radio/Cable Channels and Collegian**

**Community Media Access Collaborative**--represents a broad, collaborative effort which began in 2001, CMAC, a 501[c][3] non-profit organization, has been working to secure and activate Public, Education and Government (PEG) access channels and production resources on behalf of the communities of Fresno and Clovis. CMAC facilities (to be housed on campus in the Kremen building) will include video production studios, editing suites, portable equipment for loan, video playback capacity, training space and business offices for the production of locally-based content by individual community members, non-profit organizations, churches, business groups, educational entities and governmental agencies. CMAC also will coordinate

the broadcast of programming on all designated PEG Access channels. Through a combination of franchise-based PEG support fees, strategic partnerships, membership support and earned income, CMAC intends to create a sustainable PEG Access environment for the community.

**Channel 96 – The Fresno Channel**—this television channel came on-line in 2004 as means to demonstrate to Comcast the need for PEG channels in Fresno. It is operated collaboratively by the City of Fresno, Fresno County Office of Education, KVPT Valley Public Television, and Fresno State. Programming is supplied by each entity. Our signal is micro-waved to KVPT which serves as the hub to Comcast. Fresno State programs four hours per week during the school year (e.g., A&H Alumni Lecture Series, ULS, Student Newscast, ASI Candidates Debates, Fresno School Board Candidates Debates, ASI Magazine Show, Bulldog Sports Report).

**Radio 90.7 KFSR** is a member supported non-commercial public radio station affiliated with the Mass Communication and Journalism Department licensed to and operated by Fresno State. The station broadcasts at 2600 watts and can be heard throughout the Fresno/Clovis metropolitan area, with the potential to reach over 500,000 Valley residents with music ranging from jazz and hip-hop to reggae and rock. KFSR has locally produced cultural programming, such as the weekly Armenian program “Hye Oozh” and the South East Asian Show. The station produces local public affairs programs like “The Pulse” and “San Joaquin Spotlight.”

The *Collegian* is the student-run Fresno State newspaper that distributes 15,000 print copies a week, publishing on Monday, Wednesday and Friday. Aside from the print edition of the newspaper, The Collegian is also offered online. The online edition consists of the print edition plus exclusive stories, videos, blogs, photo galleries and more. The Collegian financially supports four ethnic supplements, whose publications represent the Hispanic, Asian Pacific American, Black American and Armenian communities. The Collegian is an award winning newspaper (won 19 California College Media Association awards in 2008 including first place in Best Overall Design, 2007-08 Mark of Excellence for Best Affiliated Web Site from the Society of Professional Journalists, four other awards from the California College Media Association for its online edition).

### **(5) Continuing and Global Education (CGE) Offerings**

CGE meets the needs of a diverse range of students and clients in our community by offering five special session degrees at the bachelor’s, master’s and doctoral levels (B.S., M.S. in Criminology, M.S. in Public Administration, Executive MBA, joint Doctorate in Physical Therapy). Six other certificates are available ranging on topics such as Teaching English as a Second Language, urban and regional planning, grant writing and English/Spanish interpreting. CGE also relates to a wide range of sectors by offering other non-credit programs geared to children as well as senior adults and international audiences. This broad range of offerings attracts thousands of students annually—Last year enrollment in CGE course offerings totaled 3,895 students.

### **(6) Campus Centers and Institutes**

Fresno State’s vibrant faculty have created and launched 53 centers or institutes (see Appendix E for complete listing), each devoted to furthering research, application and education in critical areas for our regions. Many of these center and institutes have deep and strong ties and partnerships with civic, governmental, business, industry, cultural, health care and educational leaders in the community and beyond. While there are too many to describe, a few of these centers and institutes include: Jan and Bud Richter Center for Community Engagement and Service-Learning; California Agricultural Technology Institute; California Water Institute; International Center for Water Technology; Central California Small Business Development Center; Bonner Center for Character Education and Citizenship; Central California Center for Excellence in Nursing; Central California Children’s Institute; Central California Autism Center; and the Kenneth L. Maddy Institute for Public Affairs. Another small example is the growing success of the campus’ Gibson Farm Market

which is part of the University Agricultural Laboratory (UAL) under the College of Agricultural Sciences and Technology. Using an integrated marketing and product branding strategy, the Gibson Farm Market highlights the educational training and products (grossing \$1.2 million last year) made by students in our world-class agriculture program.

### **(7) Campus Events: Fresno State Art and Cultural Events, Lecture Series and Other**

Fresno State plays an instrumental role in offering and shaping an impressive and broad variety of events including cultural education and culturally and intellectually rich activities for our communities and region. On any given day or evening during the academic year, the community can enjoy visiting exhibits of student and faculty artwork, attend a theatrical or dance performance, enjoy a musical performance, hear creative writers read and discuss their latest literary works or hear faculty and other nationally recognized speakers address a wide array of topics. Cultural arts events hosted by the College of Arts and Humanities (CAH) are publicized via its own mailing list using mail and email announcements. University Communications distributes news releases on many other events such as the University Lecture Series and the hugely popular campus Vintage Days and Summer Harvest events. All cultural events are featured in the *University Journal* under its Arts tab (<http://www.fresnostatenews.com/journal/vol12no6/>) with links to appropriate university Web pages. In addition, these events typically are listed in the *Fresno Bee* often with featured articles and reviews. The College of Arts and Humanities Web site (<http://www.csufresno.edu/artshum/news/index.shtml>) links to all cultural arts Web pages within the College, where departments maintain current listings of upcoming events. Many of the openings for art exhibits, concerts, plays, and readings are either sold-out or standing room only, attesting to the broad appeal of these cultural events for the community.

### **(8) University Outreach Services in Recruiting Prospective Students**

University Outreach Services provides services and promotes programs that engage and recruit prospective students to the university. Seven outreach college recruiters are assigned half-time to each academic college at Fresno State. They assist with college recruiting, support colleges at Dog Days, Preview Days and other events. Four additional recruiters are assigned to visit 66 high schools in the Fresno State service area. In addition, Outreach recruits and trains 21 student ambassadors assigned to visit 40 high schools and 16 middle schools in the Fresno Unified School District. This office also works with the CSU's Parents Involved in Quality Education (PIQE) program involving parents in educational support of their students. Outreach trains and recruits students to serve as campus tour guides which are in high demand. University Outreach works with University Communications to produce and disseminate a variety of high-quality handouts and brochures for distribution to prospective and current students (e.g., View Book, college brochures, Search Piece, major program handouts, freshman piece, transfer handouts).

**(9) IAMFRESNOSTATE Campaign** --The university was seeking a useful way to connect the university to potential Fresno State students, current students, faculty, staff, alumni, friends, donors, and fans, as well as to interconnect the groups. The university was interested in piloting social marketing as a tool to connect varied audiences. Launched in the spring of 2007, the IAMFRESNOSTATE project at Fresno State featured a video contest with the theme "I Am Fresno State" seeking 25-second student-produced videos to help build and generate pride on campus. IAMFRESNOSTATE created a brand and identity through a newly launched website and portal ([iamfresnostate.com](http://iamfresnostate.com)), integrated with the free social networking platform MySpace™ and the free video sharing platform YouTube™ where the videos were posted. The IAMFRESNOSTATE MySpace™ site has more than 2,300 "friends" and the top four videos on IAMFRESNOSTATE YouTube™ site have been viewed more than 19,800 times. The innovative program has attracted national and international news coverage and has won a CASE regional award and a Fresno Advertising Federation gold award. The program, which will launch its third annual contest in

spring 2009, represents an example of the university's successful use of social media and new technology.

## **VI. University Planning Process, Recommendations, Caveats and Concluding Comments**

### **A. UNIVERSITY PLANNING PROCESS**

*Fresno State has a long and venerable history of engaging in a systematic, comprehensive academic and university planning process that engages each and every aspect and unit of the campus.* Three of the most critical planning processes results in published planning documents that guide the university: (1) **Strategic Plan for Excellence (PE)** now in its third phase or Plan III—a comprehensive summary plan for the university as a whole; (2) **Academic Plan**—a more detailed plan focusing specifically on plans for all of Academic Affairs; and (3) **Campus Master Plan**—a plan for facilities and physical infrastructure. Each of these plans is described briefly below. All three plans can be found on the university's Institutional Research, Assessment and Planning Web site at <http://www.csufresno.edu/irap/planning/>.

#### **(1) Strategic Plan for Excellence III (2006-2011)**

Under the leadership of President Welty, Fresno State has engaged in strategic planning for the last sixteen years. The first strategic plan was developed with the aid of a grant from the Pew Memorial Trust in 1996. This was followed by the first two iterations of the Plan for Excellence (Plan I: 1997-2000 and Plan II: 2001-2006). These plans were developed with broad based participation by the university community and included community members. The current Plan for Excellence III guides university planning efforts from 2006 until the centennial in 2011. This plan is an extension of the previous planning efforts. Each division of the university is charged with meeting specific goals of the plan and reports annually to the President's Strategic Planning Committee. [www.csufresno.edu/irap/planning/strategic\\_plan/index.shtml](http://www.csufresno.edu/irap/planning/strategic_plan/index.shtml)

#### **(2) Academic Plan**

Under the leadership of Provost Jeronima Echeverria, the Academic Plan was developed in 2006. This plan articulates the academic goals of the institution and was developed in conjunction with the broader university strategic planning process. This planning process was led by the Provost and was developed with the participation of administrators, faculty staff from each of the eight colleges. The goals of the Academic Plan are incorporated as an integral component of the university's Strategic Plan. Its primary goals are incorporated into the Strategic Plan to assure that university-wide planning is heavily influenced by academic goals. This places the academic mission of the university as the core component of our vision for the institution's future. [http://www.csufresno.edu/irap/planning/academic\\_plan/index.shtml](http://www.csufresno.edu/irap/planning/academic_plan/index.shtml)

#### **(3) Campus Master Plan**

While not discussed specifically in the Friends' report or this document, another important planning effort is worth noting here. The Campus Master Plan was developed under the leadership of Cynthia Teniente-Matson, Vice President for Administration and Chief Financial Officer. This planning effort included broad-based membership of the university community and was based on extensive campus and community input. The plans goals are monitored by the Campus Master Plan Coordinating Committee. The Master Plan incorporates short and long term goals for developing the university's physical infrastructure in support of our strategic and academic goals. <http://www.csufresno.edu/masterplan/>

### **B. COMMITTEE RECOMMENDATIONS**

The Committee makes final recommendations in four broad categories: (1) University Communications Plans and Infrastructure; (2) Web and Information Technology Issues; (3) Internal Communication Efforts Across All Units; and (4) Professional and Leadership Opportunities.

Please see the Committee Recommendations Matrix on pages 25-26 for a listing of all of the Committee's recommendations including responsible offices and timelines.

### **#1: University Communications Plans and Infrastructure**

**Background:** Integrated marketing is a management concept that is designed to make all aspects of marketing communication work together as a unified force, rather than permitting each to work in isolation. For our campus, this means that all offices and individuals who are involved in communication – both external and internal – should be “on the same page” when disseminating information. In 2005, President Welty created an Integrated Marketing Council to “develop, enhance and maintain a strong and consistent institutional image, across all of the interests of the campus—athletics, development, institutes and centers, etc.” and “... develop an overall collaborative marketing program for the campus designed to accomplish key institutional goals.” The Associate Vice President of University Communications (AVP UC) was designated the coordinator of the council. It met several times to discuss goals and projects. One result was development and placement of banners throughout campus celebrating themes related to the Comprehensive Campaign. Unfortunately, the council never “matured” and became relatively inactive when the AVP left campus and was not replaced.

The AHCATF examined the Portland State University integrated marketing development plan ([http://www.pdx.edu/ucomm/integrated\\_marketing.html](http://www.pdx.edu/ucomm/integrated_marketing.html)), which is recommended by the Council for Advancement and Support of Education (CASE) as a model “blueprint” for undertaking such an effort. In many ways, Portland's experience is like Fresno State's. Its Web site explanation of the formation of the PSU Task Force for Integrated Marketing in 2005 states: “Our limited resources make this effort especially critical. It is imperative that we coordinate our external messages so they can be leveraged most effectively. In effect, we need to strengthen the image of our academic units and enhance the reputation of Portland State as a whole--and do it in the most efficient manner possible.”

The AHCATF met with several members of the Advancement staff to seek their comments and perspective on the FOFS report and its recommendations. Not surprisingly, Advancement employees are sensitive to the public relations difficulties spawned by the trials, and admit that the difficulties were severe but situational, noting the despair from a verdict in December 2007 was replaced by the joy of a national baseball championship six months later. It is clear that the staff is convinced that the university benefits from a deep reservoir of goodwill in the community. The staff believes the university's communications and marketing program is as aggressive, proactive and targeted as it can be in relation to what the campus is investing in the program. The staff believes last year's advertising campaign was effective, especially as the Comprehensive Campaign starts, and they expressed disappointment that it could not be continued. Convinced that university communications is engaged in many best practices, they understand that we need to continually evaluate and incorporate emerging new media and technologies into its communication strategies. We asked Advancement staff about the notion of rejuvenating the integrated marketing concept, and without exception they support the idea, but caution that it will take strong leadership, proper enforcement and resources appropriate to the task. Staff also strongly urges filling vacancies in University Communications. They expressed concern that with several positions vacant, staffers are doing double-duty to cover assignments and tasks normally done by others in the unit. Advancement leadership is already considering that adopting new ways of delivering messaging, will require new ways of deploying our existing staff.

**Recommendations:**

- The AHCATF recommends that Fresno State's integrated marketing efforts be re-energized with guidance from a professional marketing firm skilled in assisting higher education in this arena (budget permitting). This is not a quick fix. As Portland reported, this effort could take as long as 24 months to complete ([http://www.pdx.edu/ucomm/tfim\\_timeline.html](http://www.pdx.edu/ucomm/tfim_timeline.html)). This re-organization and a subsequent new plan and Task Force/Council would continue to be directed by University Communications. It should be noted that the Vice President for Advancement, who oversees University Communications, enthusiastically supports a strong integrated market approach.
- Fill vacant University Communications positions. The AHCATF concludes that University Communications needs to fill its complement of positions to accomplish the university's communication and campaign goals. Further, implementing the recommendations of the AHCATF will require a department at full strength. Given the new directions we are advocating, we recommend that the Vice President be given the appropriate flexibility in the proper deployment of available personnel resources.
- Consider providing the chief communications officer an advisory seat on the President's Cabinet. Based on a 2008 e-mail survey, it appears that six CSUs permit the chief communications officer a seat on the Cabinet to provide counsel and develop communications strategies for university initiatives and issues (San Diego State, Long Beach, Monterey Bay, Cal Poly Pomona, San Bernardino, Stanislaus). Given the frequency of issues that may have communications implications, it may prove useful for the chief communications officer to have direct knowledge of and input into Cabinet-level issues.

**#2: Web and Information Technology Issues**

**Background.** Relative to other CSU's Fresno State was an early adopter of technology. Web sites typically were independently developed and hosted across campus. Later, with the recognition that the Web was an important public point of contact, the university brought together faculty and staff to form the Web Support Council, and named several university Web Managers. However, the university's overall Web and Information Technology infrastructure continued to be loosely coordinated by committee via Information and Educational Technology Coordinating Committee (IETCC) and Senior Technology Leadership Team (STLT) committee structures. Subsequent years brought the ongoing Clean Up the Web campaign, and the current reconstituted Web Council, reporting to the STLT. Most recently, CSU-wide initiatives concerning accessible technology (ATI), Google search appliances, and security require some centralized coordination and monitoring that do not fit distributed administration. Presently these initiatives are administered by STLT. An informal scan of CSU campuses shows that most have a central Web unit to coordinate distributed Web efforts, maintain and promote campus-wide Web policy, and care for the university home page and closely-related pages. The CSU data is available on Appendix F <http://spreadsheets.google.com/ccc?key=pmfjTOgluKdmku3AGdwq3Gw>.

Unlike most other CSU campus, IT functions at Fresno State are not overseen by a chief information technology officer. Our current configuration is the result of various past infrastructure and budgetary constraints. The Committee heard from a variety of IT related directors on campus-- Information Technology Services (ITS), Campus Information Systems (CIS), Teaching, Learning and Technology (TLT) -- to learn how IT functions and how operations might be more effectively mobilized in support of Web-based campus communications efforts. The STLT committee oversight has become focused on specific priority initiatives and management directives to ensure Web support is sufficient for the campus community. Given the history and growth needs of the campus, the Committee recommends a phased-in approach to reassessing the entire IT infrastructure on campus as well as addressing the Web-related communications issues.

### ***Recommendations***

- In light of the increasing demands for expanding Web functions within the university, one critical recommendation from the Committee is for the university to initiate and undertake a comprehensive, administrative review assessing IT and Web functions and capabilities. This initial review should incorporate an expert external reviewer who will evaluate, assess and make recommendations for how best to position and locate the university's Information Technology and Web resources. The campus might now be at point in time where these larger Web and IT infrastructure issues should profit from a re-assessment and evaluation, especially in light of emerging technologies and service models as related to central Web support.
- As an integral part of this review process, it will be critical that the university's priorities in terms of the recommended integrated marketing and communications campus image be vetted, approved, supported and reflected in any plan adopted by and members of the President's Cabinet and integrated into the campus' Plan for Excellence Priorities.
- Whatever the infrastructure for IT, it will be critical to review the current personnel dedicated to Web services within the campus. This review may be done in conjunction with the external administrative review. STLT should be asked to oversee the review and any changes that may materialize. Thus, the Committee strongly recommends the establishment of an Office of Web Services (OWS) headed by a Web Manager (aka Webmaster) charged with designing and maintaining the campus, including developing a Web standard for page architecture, information architecture for the top level Web sites, accessibility monitoring, organization of the Google search appliance "collections" and maintenance of the university's top level pages. The OWS office would coordinate and advise distributed Web development efforts, as well as provide consultation and training to faculty and staff. The OWS would work closely with University Communications (the unit responsible for university branding and much Web content), ITS (the unit responsible for hosting campus Web sites), and TLT to coordinate and offer training. The lead Web architect/designer (or designee) would become a member of the Web Council. The Web Council's general advisory role would continue, as would its Web enforcement function specified in the current interim Web Policy.
- Additionally, in whatever form the university decides to pursue its Web coordination activities, the campus will require a Web Content Management System (WCMS), as we do not currently use one. A WCMS is an enterprise-level tool to track, audit, and maintain Web sites from inception to retirement, and allows roll-back to previous versions if necessary. Although there will be an installation cost, the WCMS would be hosted on existing or already budgeted hardware.

It is important to keep in mind that the needs in the IT area are critical to the functioning of the university and to its ability to promote itself and communicate with internal and external audiences. Furthermore, accessibility and security are mandated and audited by the CSU system.

### **#3: Internal Communication Efforts Across All Units**

Data from both the FOFS and the Academic Affairs Internal Communications Campaign clearly indicate that both our campus community and our external community are not hearing enough information about the academic and other non-athletic achievements of our faculty and students. This is a serious gap in communication with our constituencies. Hence, the Committee recommends that all units across campus energize and mount their communications plans, in conjunction with the recommendation for a university-wide integrated marketing and communications plan. Academic Affairs already has taken the lead in this regard, having launched their two phase communications campaign this past fall 2008 and continuing this spring 2009 and into future years. Student Affairs also is interested in launching their communications plan this next year and additional units across

campus are encouraged to follow suit. Specific recommendations can be found on the recommendations matrix on page 27.

#### **#4: Professional and Leadership Opportunities**

The university has a number of internal mechanisms designed to identify, mentor and promote professional and leadership development among faculty, staff and administrators on campus. Many of the existing efforts have been loosely decentralized and more informal in nature. However, discussions are well underway with the Provost's Office, Deans and Vice Presidents to explore and create new and additional programs and activities to increase professional and leadership opportunities for campus employees.

### **C. CAVEATS AND CONCLUDING COMMENTS**

As in any report, important caveats and external considerations temper the committee's final, overall recommendations.

First, these recommendations were proposed based on the best data and information the committee had access to in December 2008 and January/February 2009. Over time, as the university is able to adopt recommendations featured here, the committee suggests that they be reviewed carefully and vetted before implementation to ensure that they are still accurate and consistent with the university's mission and goals and plans at the time of implementation. Furthermore, consultation and dialogue with both internal and external stakeholders will be important in this process.

Second, the committee debated the merits of making recommendations in light of the significant fiscal crises confronting all levels, including the CSU, state, nation, and indeed the global economy. The committee ultimately decided that the charge of the committee was to provide recommendations to the President for strengthening the university and communications in an ideal world. However, the realities of budget cut backs and fiscal restraints will guide the President in his decisions and timelines for the feasibility of implementing any and all recommendations presented in this report.

Third, the committee was impressed and humbled by the vast array of faculty, staff and administrative expertise and accomplishments as they heard from a variety of directors and others affiliated with the campus who came to the committee to report as part of completing this report. The scope of activities and achievements of so many dedicated individuals has been inspiring and further fueled the committee's desire to make these accomplishments better known in the community and beyond.

Finally, all of the members of this committee wish to thank President Welty for creating and charging this committee with this vital task. The committee hopes that our presentation of data, analysis and recommendations will be useful to the President and the campus as we continue to strengthen and enrich Fresno State as a key force in powering the new California.

## Acknowledgements

The members of the president's Ad Hoc Communication Task Force express their appreciation to the Friends of Fresno State for their desire to provide the university with their report and recommendations, and to President Welty for raising the importance of communication issues and establishing and convening this task force to broadly study and make comprehensive recommendations for the university.

This report represents a collaborative effort of many people across campus who met willingly within a very condensed window of time of two months, and well beyond the call of traditional committees in order to complete and submit the final report by the March 2, 2009 due date. We acknowledge the writing contributions of many colleagues on the committee: Mike Botwin for his very extensive work on the Friends of Fresno State recommendations matrix; Tamyra Pierce and Betsy Hays for the summary of the Academic Affairs Internal Communication Campaign survey data and information regarding CMAC, radio and television stations and the *Collegian*; Katie Johnson for her summary of the Alumni Attitude Survey and alumni activities; Jill Wagner and Shirley Armbruster for their summaries of University Communications and Integrated Marketing efforts; José Díaz for his summary of university cultural activities; Sally Ramage for her summary of University Outreach efforts; Ganesan Srinivasan for his summary of University Agricultural Labs; and Berta Gonzalez for her summary of activities by the Office of Continuing and Global Education. Special recognition and thanks go to Shirley and Jill for their editing prowess, and dedication and tireless commitment to polishing this document. All members of the committee worked together in identifying and prioritizing recommendations as well as in editing the final report.

Special thanks go to all guests for providing very useful information at meetings and/or reviewing and providing valuable feedback on earlier drafts of this report. These guests included: Brent Auernheimer, TLT; Richard Boes, ITS; John Boogaert, Consultant; Shirley Bruegman, OSHER; Brent Hansen, Auxiliary Services; Mark Keppler, Maddy Institute; Betsy Mosher, Athletics; Don Priest, Mass Communication and Journalism; Peter Robertson, Annual Giving; Brandon Santiago, *Collegian*; Virginia Sellars-Erxleben, *Collegian*; Rob Shoss, Performance Enhancement Group, Ltd.; Peter Smits, University Advancement; Tim Stearns, Lyles Center for Innovation and Entrepreneurship.

We hope this report will be useful to the University community and President Welty as he considers future courses of action in further deepening Fresno State's visibility, presence and engagement with our community and our publics.

Respectfully submitted by Ellen Junn, Chair  
March 2, 2009

## References

Noll, D., (2008). Friends of Fresno State Report. *Balancing Academics, Community Engagement, and Athletics in the University*. Noll Associates <http://www.nollassociates.com/index.html>

**COMMITTEE OPTIONS MENU & RECOMMENDATIONS MATRIX:**

The committee recommends various strategies enumerated below, along with responsible offices, possible timelines and rough cost estimates.

\* NOTE Abbreviations: **AR**=Alumni Relations, **CH**=Chairs, Departments and Programs, **DEANS**=Deans of Colleges/Schools, **HR**=Human Resources, **MCJ**=Department of Mass Communications and Journalism, **PVPAA**=Provost and Vice President for Academic Affairs, **STLT**=Senior Technology Leadership Team, **UC**=University Communications, **VPACFO**=Vice President of Administrative and Chief Financial Officer, **VPUA**=Vice President of University Advancement, **VPSA**=VP Student Affairs.

Strategies	Who?*	Timeline	\$ Cost
<b># 1: UNIVERSITY COMMUNICATIONS PLANS &amp; INFRASTRUCTURE:</b>			
Re-energize campus' previous efforts with developing and implementing an integrated marketing and communications plan. As budget allows, consider utilizing a marketing communications consultant to work collaboratively and authentically with all units across campus to develop the university's messaging plan. (Also consider calling on the expertise of members of the AHCATF as possible core members of the Integrated Marketing Committee.)	VPUA, UC	Start immediately; span 24 months	Consultant, staff time
Fill vacant positions within University Communications—such as the chief communication officer (maintain separate News Director position) and other related communications staff. Permit flexibility for VPA to restructure and reallocate as needed in order to meet the goal of re-energizing an integrated marketing campaign for the campus.	VPUA	ASAP	Internal reallocation, plus augmentation
Consider naming chief communications officer to President's Cabinet.	President	ASAP	NA
Provide reliable, consistent and adequate funding for University Communications budget to support integrated advertising and marketing.	President, VPUA	ASAP	As budget permits
Continue to evaluate and implement emerging "new media" technology tools (e.g., social networking, podcasting, blogs), and target messaging to various audiences.	UC	Ongoing	Allocate staff time
Collect regular, systematic data (e.g., surveys and focus groups of external and internal stakeholders).	UC, PVPAA, AR	Ongoing	Varies by tool used

Strategies	Who?*	Timeline	\$ Cost
Develop and host “Sneaker Tours”—targeted walking tours for specific, invited constituency groups highlighting relevant key campus offices and landmarks	UC, relevant participating units	Plan now, offer fall 2009	Will vary
<b># 2: INTERNAL COMMUNICATIONS PLANS ACROSS ALL UNITS:</b>			
Implement Academic Affairs Internal Communications Campaign <ul style="list-style-type: none"> <li>• launch Academic Affairs Campaign implementation plan</li> <li>• regularly collect and highlight bragging points from each college/department via email, newsletters, e-newsletters, brochures, etc.</li> <li>• feature faculty and student achievements on college and department Web pages</li> <li>• increase systematic publication of college and departmental events on the university calendar.</li> </ul>	PVPAA, UC, DEANS, CH	Ongoing	Allocate staff time
Henry Madden Library will provide welcoming spaces for cultural, educational, and philanthropic organizations of the Valley (e.g., co-curate exhibit hall shows with Fresno Art Museum or the Metropolitan; Rotary and other philanthropic social organizations to hold their meetings on campus).	PVPAA, HML, UC	Ongoing	Allocate staff time
Effectively communicate Academic Affairs messages through KFSR Radio 90.7 and Fresno television Channel 96, and provide this information for consideration by the student newspaper, <i>The Collegian</i> .	PVPAA, MCJ, <i>Collegian</i>	Ongoing	NA
Engage students and the campus community in discovery and recognition of student and community achievements: <ul style="list-style-type: none"> <li>• Student awards, curricular and co-curricular</li> <li>• Features on student interns and internships experiences</li> <li>• Pod casts of student stories involving work, leadership, study abroad and service</li> <li>• Connect with Richter Center and students in learning communities</li> <li>• Feature student art, research and student-faculty mentoring</li> </ul>	VPSA, PVPAA, ASI	ASAP	Allocate staff time

Strategies	Who?*	Timeline	\$ Cost
<b># 3: WEB AND INFORMATION TECHNOLOGY ISSUES:</b>			
Initiate and undertake a comprehensive, administrative review assessing university information technology and Web functions and capabilities.	President, Cabinet, STLT	Begin ASAP	Consultant costs
Recommend consideration of creation of an Office of Web Services (OWS).	President, Cabinet, STLT	Continue with above	Internal reallocation, plus augmentation
Consider “pull” technologies for messaging to current students and alumni.	STLT, ITS, AA, SA	ASAP	Varies by tool used
Update and upgrade university home page Web site and all university affiliated Web sites.	ITS, AA, UC	In progress	
<b># 4: PROFESSIONAL AND LEADERSHIP OPPORTUNITIES:</b>			
A variety of professional and leadership opportunities exist on campus for faculty, staff, administrators and students. These efforts will continue to be enlarged and expanded.	PVPAA, VPSA, VPACFO, VPUA, HR	Ongoing	Varies

## **Appendix A: Friends of Fresno State Report**

Find report at Noll Associates Web Site

<http://www.nollassociates.com/FOFS%20Report%20Combined%20FINAL%2012-5-08.pdf>

**Appendix B: Fresno of Fresno State (FOFS) Suggested “Best Practices” Matrix and University Alignment**

**NOTE:** All recommendations made in the FOFS Report are listed below using the report’s six categories of “best practices” (A through G, highlighted in yellow below). For each of the recommendations, the committee checked to see if these recommendations currently are consistent with the university’ priorities in accordance with four existing, published university plans: Strategic Plan for Excellence, Phase III: 2006-2011 (PEIII); Academic Plan (ACAD. PLAN); Department of Athletics Priorities; University Advancement Plans (university plan consistency appear in gray, shaded boxes)

Each of the university plans can be obtained or downloaded as follows:

- Strategic Plan for Excellence Phase III: 2006-2011 (PEIII) = [http://www.csufresno.edu/irap/planning/strategic\\_plan/index.shtml](http://www.csufresno.edu/irap/planning/strategic_plan/index.shtml)
- Academic Plan (ACAD. PLAN) = [http://www.csufresno.edu/irap/planning/academic\\_plan/index.shtml](http://www.csufresno.edu/irap/planning/academic_plan/index.shtml)

<b>A. FOFS: “Set a New Lens”</b>		
1.	Setting a new lens in place to view all academic and athletic decisions from a perspective of the question —Does this decision serve the best interests of the academic performance of the university.	
a.	This lens does not exclude decisions that benefit athletics. It does, however, ensure that all decisions will be beneficial to both athletics and university academic performance.	
	PEIII Promoting the Success of All Students	Develop and enhance programs that improve opportunities for academic success for student athletes, first generation students, students from historically underrepresented groups, and students with special needs
	ACAD. PLAN Core Values & Principles	high quality academic programs;
	ACAD. PLAN Core Values & Principles	learning-centered teaching focused upon student engagement and student success resulting in higher graduation and retention rates;
	ACAD. PLAN Core Values & Principles	a commitment to providing opportunities for social mobility for our students;
	ACAD. PLAN Core Values & Principles	a conviction that first-rate higher education must be based on a comprehensive foundation in the liberal arts and sciences delivered through a well-planned and well-executed General Education program;
	ACAD. PLAN Goals for 2011	Created a learning-centered environment of active learning by engaged students that provides an integrated approach to learning and development;
	ACAD. PLAN Goals for 2011	Improved graduation and retention rates, each by 5 to 10 percentage points;
	ACAD. PLAN Goals for 2011	Worked successfully with K-12 to reduce the need for remedial classes for new students by 20 percentage points;
	<b>ACAD. PLAN</b>	Strengthened faculty and staff professional development opportunities in order to increase adoption of

	<b>Goals for 2011</b>	effective teaching methods such as active learning, experiential and service learning, collaborative learning, and the effective use of technology in the classroom and curriculum;
	ACAD. PLAN Goals for 2011	Strengthened the collaboration between Academic and Student Affairs to provide an integrated learning environment and ensure that student success is the responsibility of all units on campus;
	ACAD. PLAN Goals for 2011	Opened the new Madden Library, a community center for academic programs that provides for the intellectual, cultural and research needs of the university and the region;
	ACAD. PLAN Goals for 2011	Advanced as a Carnegie Doctoral/Research University—Intensive institution with the special designation of Engaged Community Campus and established ourselves as a Premier, Regional Interactive and Engaged University;
	ACAD. PLAN Goals for 2011	Once this Academic Plan is developed and endorsed, each School/College, Department, and unit will have implemented the goals, values and principles in support of the Academic Plan.
2.	Creating a unified message that reinforces this new lens at every level throughout the university. Integrated marketing and communications plan will be recommended.	
3.	Once this lens and the message have been embedded in the university, the unified message should be the basis for university communications to the public. Integrated marketing and communications plan will be recommended.	
4.	Making the lens the focus of leadership at every level. Integrated marketing and communications plan will be recommended.	
5.	Making clear the long-term academic expectations, obligations, and opportunities to each university applicant, regardless of athletic participation, and re-emphasizing the academic expectations, obligations, and opportunities upon matriculation.	
	PEIII Enhancing Academic Excellence & Scholarship	We will define the characteristics of a Fresno State graduate along with an expectation that all Schools, Colleges and other support units will offer programs and services that will enable our students to attain these characteristics.
	PEIII Enhancing Academic Excellence & Scholarship	Continue improvement of the comprehensive undergraduate general education program
	PEIII Promoting the Success of All Students	Strengthen student centered programs, services and outcomes
	PEIII Promoting the Success of All Students	Focus on programs and services that increase retention and graduation rates
	PEIII Promoting the Success of All Students	Effective and proactive advising, mentoring, learning support services, and the effective use of technology in advising (including “Academic Roadmaps”)
	PEIII Promoting the Success of All Students	Develop an expanded new-student orientation program which focuses on the retention of students
	PEIII Promoting the Success of All Students	Develop clear collaboration processes between Academic and Student Affairs focused on supporting student success
	PEIII Promoting the Success of All Students	Provide accessible technologies to students with disabilities; e.g. Web, talking books, special software, etc.

6.	Recruiting only those student athletes who are academically qualified and have a reasonable likelihood of graduation. Current practice	
7.	Encouraging student athletes to pursue the majors of their choice and to pursue academic classes and programs without explicit or implicit consequences to their athletic endeavors.	
	PEIII Promoting the Success of All Students	Strengthen student centered programs, services and outcomes
	PEIII Promoting the Success of All Students	Focus on programs and services that increase retention and graduation rates
	PEIII Promoting the Success of All Students	Effective and proactive advising, mentoring, learning support services, and the effective use of technology in advising (including “Academic Roadmaps”)
	PEIII Promoting the Success of All Students	Create an environment that embraces innovation and continuous quality improvement to meet the needs of students effectively
	PEIII Promoting the Success of All Students	Support a welcoming atmosphere that maintains facilities and creates spaces for informal learning and social interactions
	PEIII Promoting the Success of All Students	Create and enforce policies that support student success
	PEIII Promoting the Success of All Students	Develop and enhance programs that improve opportunities for academic success for student athletes, first generation students, students from historically underrepresented groups, and students with special needs
8.	Requiring athletic eligibility to be dependent on the maintenance of a standard minimum cumulative GPA consistent with NCAA standards at all times and with no exceptions. Current practice	
9.	Requiring student athletes whose GPA is less than 2.7 on a 4.0 scale to attend daily study halls and imposing sanctions for tardiness and failure to attend. Current practice	
10.	Considering and implementing as deemed appropriate the COIA recommendations in Appendix 4.	
<b>B. FOFS: “Leadership”</b> The Committee concurs with these qualities and the university is in principle committed to these qualities.		
1.	Recruiting, developing, and promoting people whose primary skills include exemplary leadership	
2.	Recruiting, developing, and promoting people that understand and balance the polarity between teamwork and individual initiative.	
3.	Investing in leadership development at all levels of the university, including on-going effective, practical leadership training and professional development from the senior staff to the students. The university should consider creating a custom-designed, long-term training program to transform every level of university activity. The most effective paradigm is for university leadership to become experts themselves in leadership training and to move their knowledge through the university.	

4.	Recognizing and appreciating that personality and style are as important to leadership as a curriculum vitae. Best leadership practices include:
	a. Being more inspirational than authoritarian across academics, scholarship, community engagement, and athletics.
	b. Knowing how and when to exercise authority appropriately to maintain the proper balance between the four elements.
	c. Understanding that being warm, engaging, and authentic is as important as mastery of technical administrative skills.
5.	Developing a vision and a plan Without sensing a strong strategic direction, people become victims of the urgent. They become fearful of the value of their position and contribution. Much time is wasted protecting position instead of focusing on strategic objectives. In contrast, achieving strategic objectives builds confidence, loyalty, and personal satisfaction.
	a. Vision links the present to the past and the present to the future.
	b. Planning shows people how to dependably get there.
	c. Vision without planning and execution creates cynicism, fear, and distrust.
	d. Planning without vision creates boredom, apathy, turf protection, in-fighting, and resource hoarding.
	e. Staying on message with the vision and the plan and never deviating creates teamwork, satisfaction, and confidence.
	f. Making every decision based on the vision and the plan and teaching everyone else to do the same sets a different, positive culture that supports the strategic objectives.
6.	Getting to know customers personally.
	a. Conversing with customers at least monthly in person, by telephone, by speeches, by appearances, and by meetings. University leadership benefits from (a) communicating the vision and plan
	b. Taking walks around the campus and dropping in on people unannounced just to chat.
	c. Getting out into the community. Get out to where the customers are and meet with them, learn about them, and connect with them regularly. At one university, the president made a habit of showing up at the largest livestock auction once a month just to have coffee with ranchers and dairymen. Informal conversations can lead to deep relationships and profound insights.
	d. Meeting with thought leaders regularly with no particular university agenda in mind.
7.	Hiring and promoting people who are uncommonly smart.
	a. Seeking and recruiting problem solvers, not problem processors. A Ph.D., MBA or other advanced degree may get someone an interview. After that, leadership, style, creativity, and personality are more important than academic credentials or administrative titles.
	b. Finding innovators and hiring them where appropriate whenever possible
	c. Recruiting, hiring, and promoting people who have the confidence to make interpretative judgments that entail real consequences for which they must take responsibility. The best people understand complexity, make measured judgments, and draw valuable conclusions. They are not afraid to make reasoned decisions and be wrong. These critical thinking skills are essential to principled university leadership at all levels.
8.	Developing leadership deep into the Division 1A hybrid university.
	a. Making certain the senior staff is composed of leaders, not merely executives and managers.
	b. Senior staff spending concentrated time developing other leaders on their team.

	c.	Insisting on leadership from students, alumni, and faculty. Give them opportunities to learn and share leadership from the senior leadership staff.
	d.	Expecting, demanding, demonstrating, and inspiring leadership at every level of the university.
	e.	Explore the possibility of developing a department specializing in leadership within the School of Business or other appropriate schools.
9.	Delegating authority. Life in a major Division 1A hybrid university is filled with unscripted challenges—unexpected budget reductions, disgruntled donors, faculty demands, student protests, the death of a student, an athlete charged with a crime. Quick, appropriate responses depend upon best practices that include:	
	a.	Delegating responsibility and decision making authority to the lowest possible level.
	b.	Trusting people who have been delegated decision making authority. If someone cannot be trusted to exercise good judgment and decision making consistent with the vision and plan, replace him or her with someone who can be trusted. This doesn't mean hiring sycophants; it means hiring leaders excited by innovation, creativity, responsibility, and accountability.
	c.	Never making a decision that someone down the line can make.
	d.	Expecting downstream leaders to make decisions in the absence of senior leaders. Expect them to expect their direct reports to do the same ... and create that expectation down the line.
	e.	Giving people the power to make mistakes and trusting them to do well if they understand the overall goals and focus.
	f.	Be willing to take responsibility for the mistakes of downstream leaders.
	g.	Making mistakes and poor judgments are treated as learning opportunities, not punishable offenses.
10.	Being accountable for the bad stuff. In a large university environment, boundaries are challenged. Poor judgments result in bad behavior, and mistakes are made that cause adverse public reaction. Responding to these events requires patience, sensitivity, professionalism, and transparency.	
	a.	Having one proven professional that reports directly to the president and speaks for the entire university in times of crisis and opportunity.
	b.	Developing a deep sense of trust with the public and the media through habits of consistent listening, speaking, and transparency.
	c.	Creating and fostering a sense of teamwork with the media for communicating about difficult issues.
11.	Integrating the academic departments and athletic departments.	
	a.	Conducting regular joint meetings with academic personnel and coaches led by the president, the athletic director, and the provost together. Current practice
	b.	Getting to the practice fields regularly to watch what's going on
	c.	Walking in on regular classes occasionally after asking faculty first and taking care not to create surprises.
	d.	Academic leaders meeting with high school athletic recruits personally to assist in recruiting. It's one thing for a high school student to meet the head football coach; it's something else to meet the senior university leaders who set the tone of academic priority. Speaking to the high school and junior high school student bodies at school assemblies when possible. Consistently

		communicate the value of education, how academic performance guides athletics at the university and how it all serves to provide a solid future for all students. Don't forget the private schools and home school associations! Leadership recruits the future scholars, students, and athletes with a unified message linking academic performance, scholarship, community engagement, and athletics.
	e.	Getting the School of Education on board. The department is educating the future teachers and coaches of the region. These people will, in turn, educate the students who will attend the university, graduate, become alumni, and give. Motivate, inspire, and involve these future teachers with the vision and the plan. Meet and speak with the students and faculty in the School of Education. Many schools express priorities that embrace coaches who are both educators and well versed in their athletic specialties rather than simply successful athletes with no trained educational credentials.
12.	Taking risks.	
	a.	Be willing to take smart risks if they are firmly grounded in the vision and plan and especially if they embrace the realities of limited funding. If they are well grounded in the stated and accepted strategic vision even mistakes will be appreciated as a natural part of innovation.
	b.	Encourage smart risk-taking in the downstream leadership, acknowledging the often risk-averse nature of academia. This will only happen if leadership consistently stands with them when they make mistakes.
13.	Create an ombudsperson. Obtaining a true sense of the pulse of the institution is critical to reducing conflict and court cases within the university. Best practices include:	
	a.	Creating an Office of the Ombudsperson who would have the respect and confidence to discuss the tough issues with both individuals and groups – both on and off campus. This position could go a long way to turn long-standing negative attitudes into strong university assets.
	b.	An ombudsperson should be commissioned with the job of finding out what is going on within the institution, both good and bad, that leadership might be missing. The ombudsperson should be someone with a good knowledge of the workings of the university.
	c.	The reputation of the Office of the Ombudsperson should be built with impeccable integrity, honesty, openness, and confidentiality where appropriate.
	d.	Creating a place where complaints, issues, and concerns can be expressed in confidence and in a way that will bring positive movement. The location of the office is critical and should assure accessibility and privacy.
	e.	Creating a position where anything can be questioned and discussed in a protected, positive, and results oriented environment.
	f.	Creating another avenue of positive communication within the institution.
<b>C. FOFS: “Academics, Scholarship, and Research”</b>		
1.	Discovering, developing, and promoting local, regional, national and world-wide expertise in every academic department. At one university, the leadership did the following:	
	a.	The academic deans of each school and division were convened by the senior leadership to discover what expertise within the institution could be developed to world class status.

	Currently being done. For example, several colleges are working together in creating a new Professional Master's of Science in Water Resource Management with enthusiastic support by the CSU Chancellor's Office.	
b.	The academic deans convened meetings with the chairs of their departments and assigned them the task of identifying potential areas of academic development. Current practice.	
c.	Each department head convened a department faculty meeting and identified three areas the department could develop into world class expertise, the resources needed to develop the expertise, and the perceived barriers to achieving excellence.	
d.	Ideas and proposals were sent to the academic deans who sorted and prioritized projects.	
e.	Within five years, the university had world class expertise and the accompanying reputation in ten new subject areas, leading to dramatic increases in external funding for research and scholarly work.	
f.	The process has repeated itself every year.	
	PEIII Enhancing Academic Excellence & Scholarship	Develop and fund additional masters programs and selected new doctoral programs (including an independent doctorate in educational leadership) in support of our region
	PEIII Enhancing Academic Excellence & Scholarship	Increase opportunities for campus involvement in transformational scholarly research, service, and engagement
	PEIII Enhancing Academic Excellence & Scholarship	Support research and scholarly work that engages the campus with the community
	PEIII Enhancing Academic Excellence & Scholarship	Provide necessary technological support for innovative methods of teaching, learning, and engagement
	PEIII Enhancing Academic Excellence & Scholarship	Introduce changes in the campus physical environment that promote and support increased student/faculty interaction
	PEIII Enhancing Academic Excellence & Scholarship	Develop and fund interdisciplinary degree programs and options
	PEIII Enhancing Academic Excellence & Scholarship	Provide more dedicated and flexible spaces for individual and group study
	PEIII Enhancing Academic Excellence & Scholarship	Transform the university by securing funding and support for advanced degrees, academic excellence, faculty support, scholarships for students, and library enhancements
	PEIII Advancing	Recruit graduate students aggressively and increase graduate student enrollment in selected

		Graduate Education	programs
		PEIII Advancing Graduate Education	Develop and fund additional masters degrees and selected new doctoral programs in support of regional needs
		PEIII Advancing Graduate Education	Address faculty work-load issues and increase support for graduate teaching and advising
		PEIII Advancing Graduate Education	Increase support for transformational scholarly activities, engagement and research, including funding for graduate teaching associates and research assistantships
		<b>PEIII Advancing Graduate Education</b>	<b>Focus on linking research, scholarly activity, and student experiences to regional issues</b>
		PEIII Advancing Graduate Education	Initiate improvements that promote a graduate culture on campus to include creating appropriate space for graduate instruction, learning research, and personal interaction
		<b>ACAD. PLAN Goals for 2011</b>	Established our continuing ability to raise funds for Academic Affairs by means of successfully completing the Comprehensive Campaign;
		<b>ACAD. PLAN Goals for 2011</b>	Reviewed faculty work and teaching loads, established internal practices for determining their equity, and attempted to lower overall average workload by one WTU;
		<b>ACAD. PLAN Goals for 2011</b>	Developed the university’s research infrastructure, focus and capabilities sufficiently to lay the groundwork for meeting the criteria for Carnegie Research Intensive status;
		<b>ACAD. PLAN Goals for 2011</b>	Strengthened our research and sponsored programs capabilities by raising \$150 to \$250 million in sponsored projects and increased our indirect cost recovery by 5%;
		<b>ACAD. PLAN Goals for 2011</b>	Expanded peer reviewed and refereed publications by 5 to 10% in volume by an expanded number and percentage of the faculty, gaining increased recognition for the scholarly productivity and supporting graduate and undergraduate research on our campus;
		<b>ACAD. PLAN Goals for 2011</b>	Advanced as a Carnegie <b>Doctoral/Research University—Intensive</b> institution with the special designation of Engaged Community Campus and established ourselves as a Premier, Regional Interactive and Engaged University;
		<b>ACAD. PLAN Goals for 2011</b>	Increased percentage of faculty engaged in our region and gained national recognition as a public institution fully engaged academically and practically in the resolution of community challenges; and
2.	Leveraging knowledge for research and development.		
	a.	The same process was used to identify how university expertise could be leveraged for research, education, and development. As a result, the community attracted several very large industrial manufacturers because the expertise within the university generated graduates with skills and knowledge necessary to the employers. <b>Current practice</b>	
3	Promoting academic and business interests through joint economic development projects utilizing both university and community assets working together.		
	PEIII Mission Statement	The university assists in the transformation of the region through applied research, technical assistance,	

		training, community service-learning, civic engagement, and other related public service activities.
	PEIII Mission Statement	To enhance the economic vitality and quality of life for all in our rural and urban communities, the university develops partnerships with agriculture, business, education, industry, health services, human services, nonprofit organizations, and government.
	PEIII Engaging w/ Region	Support campus centers and institutes that align faculty, staff, and student research and expertise with the needs of the community
	PEIII Engaging w/ Region	Coordinate efficient and effective on- and off-campus outreach and engagement activities to maximize effectiveness and efficiency
	PEIII Engaging w/ Region	Strengthen the capabilities and capacity of our professional schools and colleges
	PEIII Engaging w/ Region	Work with regional employers to provide learning experiences for our students in a professional environment
	PEIII Engaging w/ Region	Engage students, faculty, and staff in direct service to our community through community service-learning, community based research, professional service, and other forms of civic and community engagement
4.	Encouraging multi-disciplinary projects and partnerships in research and development. At one university, \$2 million is offered as start-up money for new multi-disciplinary projects each year. The faculty is encouraged to collaborate and create ideas across the academic dividing lines. The successful multi-disciplinary proposals are given sufficient seed money to get the ideas off the ground. Every effort should be made to find both internal and external funds to make this possible. <b>Current practice</b>	
5.	Meeting the Rhodes, Truman, Marshall, Carnegie, and Goldwater scholars. Find out what worked for them and develop a university specific program to discover and create more of them.	
<b>D. FOFS: "Alumni"</b>		
1	Engaging alumni with outreach beyond athletics by inviting alumni to the campus for a broad range of events and activities. The Alumni Association and chapter sponsor a broad range of activities beyond athletics. Some of these include: Top Dog Alumni Awards, Golden Grad Society Reunion, Young Alumni Events, TASTE Program and Etiquette Dinner.	
2	Conducting regular surveys to determine the unique interests of alumni to provide a basis for what information should be provided to them. Simply sending out information based on what the university thinks that alumni should know will not be received nearly as well as information that is based on their unique interests. Alumni Attitude Survey Report was included in this report. In May, 2008 Fresno State initiated an application for a Capacity Grant with the Chancellor's Office on behalf of itself and 17 other sister CSU campuses. Additionally, an alumni survey was conducted in 2005 using Survey Monkey.	
3	Consider segmenting alumni by interests and not simply by age. Less information on desired subjects will be better received than broad information attempting to "cover the waterfront." This best practice is linked closely with number five. The database does not currently have a great deal of information on alumni interests. We do have the ability to collect some of this data through the Harris Email Marketing Tool, a very powerful program that	

	permits creating lists based on for example, graduation year, school, major, address, alumni membership status, Facebook application, donation to scholarships.
4	<p>Consider developing an interactive web presence that allows the reader to determine what information they want to have sent to them. Readers are not as willing to sift through information as they were in the past. Readers often find broad information annoying and would rather seek out exactly what interests them when given a chance.</p> <p>The Alumni Association is taking a leading role in connecting with members through Web and social networking means. Presently, the FSAA has a <u>Facebook group</u> with more than 300 fans and a <u>Facebook application</u> that contains a live linked event calendar. The Facebook application allows alumni to update their e-mail, address, phone number, and employment data from the Facebook interface. These updates are automatically sent to the Harris directory. We also have a <u>LinkedIn group</u>, with more than 50 members. The FSAA has an interactive <u>events calendar</u> on the FSAA official Web site. The FSAA <u>monthly e-newsletter</u>, the <i>Bulldog Byte</i>, features short blurbs with links to more information. For the past year, the newsletter has particularly focused on including more academic events and announcements, along with better alumni and business spotlights. All e-mail recipients are allowed to opt out of specific communications.</p>
5.	<p>Developing a comprehensive database on alumni, including location, interests, and achievements. Seek out individual profiles on key alumni, regional leadership, and thought leaders. Ensure that, to the extent possible, profiles are kept active by all those who are conducting on-going interviews with those who have been identified.</p> <p>The alumni database has improved dramatically, but still is resource poor in terms of operating dollars and staffing. We have added key interest information in terms of past athletic involvement, as well as student government involvement on Associated Students Inc. and University Student Union. FSAA does keep track of which alumni attend events. Currently, FSAA has been working on profiles of key Life Members to post on the Web and use in key communication pieces.</p>
6.	<p>Systematically reaching out to alumni with information that has nothing to do with fund-raising. Annual contacts that are centered upon annual fund-raising alone may only serve to harden already formed opinions based on public information. Instead, the university should engage alumni with what's actually happening at the university that may be of real value to the alumni themselves. The Fresno State Alumni Magazine is a valuable asset to our alumni according to the Alumni Attitude Survey. The magazine is put out by University Communications and the Alumni Association partners with University Communications on the alumni pages. In addition, the Alumni Association distributes the e-newsletter, the <i>Bulldog Byte</i>. In addition alumni also receive emails about activities happening on campus (e.g., announcements from Extended Education on their travel programs).</p>
7.	<p>Working closely with communication leadership to both determine what is important to be communicating as well as how to get it out. The alumni staff should be useful and available to all elements of university communications.</p> <p>FSAA staff work closely with University Communications, which has a staffer designated as a contact to help promote FSAA news internally and externally.</p>
8.	<p>Consider publishing university related financial statements in accordance with GAAP, on a regular basis.</p> <p>Fresno State always publishes (print and on the Web) university financial statement for review by the public. See <a href="http://www.csufresno.edu/budget/bb/index.shtml">http://www.csufresno.edu/budget/bb/index.shtml</a></p>

**E. FOFS: “Community Engagement”**

1	<p>Drawing people to the campus for wide range of activities beyond athletics provides a more complete understanding of the value of the university. Community thought leaders expressed a wide range of interests having to do with potential university activities. However, they did not express a useful knowledge of the breadth of ongoing activities that were directly related to their interests. The university has a broad range of constituencies with varied interests and we maintain ongoing efforts to strive to provide general and targeted information to meet their interests. The Committee’s recommendation for an integrated marketing and communications plan should increase community awareness in the future.</p>	
2	<p>Conducting on-going surveys, interviews, and meetings with thought leaders and follow their interests. As staffing and resources allow, it is important to survey a broad range of constituent groups to determine their interests.</p>	
3.	<p>Engage key thought leaders in defining the role of Division 1A athletics in the light of its academic profile by asking the questions: —How much is enough?   and —How do we define athletic success? We will continue to seek input from many community constituent groups.</p>	
4.	<p>Encouraging all community support for the university toward a more philanthropic model where at all possible. This includes all fund-raising for purely athletic uses as well as purely academic functions and facilities.</p>	
	PEIII Gen. Private and External Support	Develop a culture of philanthropy to support the university’s mission.
	PEIII Gen. Private and External Support	Plan and undertake a comprehensive campaign to generate private, state, and federal support for the priorities identified in the strategic plan
5.	<p>Utilize annual on-line survey tools to stay in touch with thought leaders as well as the informed general public. As resources permit, the campus conducts regular surveys and focus groups with a broad range of campus constituencies.</p>	
6.	<p>Communicate difficult issues quickly to trusted thought leaders and utilize their input. The President seeks counsel from his Advisory Board and others as needed.</p>	
7.	<p>Maintain constant contact with local and state wide politicians to ensure that their actions support the careful balance as articulated in this research. Seek their input on tough issues. Encourage thought leaders to communicate with politicians utilizing dedicated, skilled personnel. The university has a Governmental Relations office which is specifically charged to work with local, regional, state and national entities and elected officials. The President hosts regular meetings for University Ambassadors to discuss various issues in advocating for the university.</p>	
	PEIII Engaging w/ Region	The University will engage the region by making the campus a welcoming and accessible place for everyone through the services of the Henry Madden Library.
	PEIII Engaging w/ Region	The University will engage the region by administering a Division One athletic program that seeks national recognition for athletic and academic performance.
	PEIII Engaging w/ Region	The University will engage the region by offering a broad range of arts and cultural opportunities for citizens of the Valley.

**F. FOFS: “Athletics”**

1.	Strategic planning, with an emphasis on appreciative inquiry, to answer these questions:	
	a.	Do this university and the community want to invest appropriate resources to participate in a BCS championship football conference?
	b.	Do this university and the community want to invest resources to have a consistently competitive NCAA championship basketball team?
	c.	What other sports should be maintained at nationally-recognized, NCAA championship levels and which sports should be maintained at other levels of participation? Planning efforts include ongoing reviews of the university’s mix of sports in conjunction with NCAA regulations for Division I programs.
2.	Regularly complete a financial analysis of the athletic program being certain to include all indirect, fixed, variable, and capital costs as expenses. Current practice per NCAA.	
3.	Leading a university and community-wide evaluation with fans, boosters, and thought leaders on the costs of Division 1A football competition with full disclosure of the costs of competition. Ask the questions, How much is enough? How do these activities promote university academic performance as well as athletic entertainment? Current practice per NCAA.	
4.	Creating choices for the university constituencies and trying to forge consensus on the choices. In all cases make choices most consistent with what will best serve university academics not athletics alone.	
5.	Thinking of and creating ways to transfer the value of university athletics to the rest of university and beyond. This effort is most effective when led by athletic leadership and athletes rather than being left to the rest of the university to pursue. As the “front door” to the university, the athletic leadership recognizes its role in this aspect and has made great strides in connecting athletic and academics at Fresno State.	
6.	Analyze the effects of (1) an athletic program that is commercially competitive (\$50 million) versus (2) a scaled back program versus (3) the current hybrid model (\$25+ million) on admissions, institutional development, and community intangibles (pride, general economic development, etc.)	
7.	Creating a model of university athletics with following characteristics:	
	a.	Recruiting only academically competent athletes.
		Dept. Athletics Priorities We will identify and recruit the most promising student-athletes available and provide an infrastructure designed to foster one of the West Coast’s finest “student-athlete experience.”
	b.	Requiring higher than average graduation rates of athletes.
		Dept. Athletics Priorities We will greatly enhance the academic progress and graduation success rates of the aggregate student-athlete population.
	c.	Creating a university that is highly desirable to high school recruits based on non-material, non-economic, non-athletic factors. Parents often base their decision as to where an athlete will attend university on the likelihood of academic success more strongly than athletic opportunity.

d.	Creating a leadership ethos within the university that makes the president the CEO of the athletic department and turns the athletic director and coaches into “imaginative business entrepreneurs” as well as athletic and academic leaders. All leadership to focus decisions through the lens of “is this the best decision for academic performance?”	
	Dept. Athletics Priorities	We will recruit and procure highly skilled professional staff members who are positioned to demonstrate exceptional leadership and management techniques.
	Dept. Athletics Mission Statement	The mission of the Department of Athletics is to support the objectives of The California State University, Fresno. At its core, the department endeavors to provide a distinctive educational and life-skill development experience for young men and women with exceptional athletic abilities. Additionally, intercollegiate athletics is uniquely positioned to aid the institution with some of its objectives; the engagement of the region, development of the campus community, and pursuit of national recognition and prestige for Fresno State. This assistance is best realized with the development of a nationally respected and competitive NCAA Division I-A athletics program that is conducted in such a manner that it remains a highly visible source of pride and protects the integrity of the institution at all costs.
e.	Publishing all athletic budgets and financial statements as soon as they are reviewed and accepted, always following GAAP guidelines. Athletic budgets are public documents and available for public review. See <a href="http://www.csufresno.edu/budget/bb/index.shtml">http://www.csufresno.edu/budget/bb/index.shtml</a>	
f.	Measuring the financial performance of the athletic program with outcomes measured not by profit/loss, but other quantifiable criteria that relate to the mission and vision of the university. Example: Create new measures of cost-benefit analysis so that traditional investment formulas, such as IRR and ROI, can help quantify capital expenditures, expenses, and recruiting decisions in a disciplined, business-like way. Perhaps get some business school and economics department scholars engaged in this project. If the external constraints require some degree of commercialization, then define the outputs, measure them, and define the inputs with the highest likelihood of creating the outputs.	
	Dept. Athletics Priorities	We will continue to enhance revenue streams and implement operating efficiencies in order to achieve sustainable fiscal stability and support student-athlete achievement.

**G. FOFS: “Communication”**

1.	Balance begins at the top. Create the position Chief Communications Officer – Vice President of Communications who reports directly to the president and speaks for the entire university, including the athletic department. All athletic communications, including advertising and promotion on-campus and off-campus, should be coordinated by this office.	
	a.	The personal communication skills of the chief Communications Officer may be the highest priority.
	b.	This person should be well versed in preparing for and handling difficult issues as they arise. Crisis management experience, either within the university setting or beyond, is critical.
	c.	This person should also be actively listening to both the community and the university on a regular basis and be given the time to do so as a significant portion of his or her job description.
	d.	This person should have highly refined —people skills   and should be experienced in working with university staff and faculty. The position requires collaborative rather than authoritarian leadership skills, and the officer should inspire

	cooperation rather than demand it.
e.	This person should develop a trusting relationship with the press and communicate regularly regarding all elements of the university.
f.	Recognize that each area of the university, athletics, scholastic achievement, community engagement, and academic performance has widely varying needs and communication objectives. Focused leadership should be given to all elements to provide a clear and unambiguous overall theme and balance to university communications.
g.	Provide sufficient resources and support for this office to meet all of the needs of academic performance, scholastic achievement, athletics, and community engagement.
	<b>1 a-g:</b> The campus' current University Communications structure is the standard model used throughout the CSU and in the majority of universities nationally. However, the office can be strengthened by several recommendations from the Committee. Recommendations: Fill position of chief of communications position (as separate from News Director); consider permitting chief of communications to be a member of the President's Cabinet. Provide sufficient resources and support for the University Communications office.
2	Create a strategic communications plan that understands and exploits the new media. Where moving and expanding minds is the goal, traditional media is not as effective as it has been in the past.
	The campus recognizes that traditional media is losing its effectiveness. Thus, the campus has steadily increased the use of new media to our media mix.
3.	Exploit web-based opportunities for communication, making information relevant, interesting, and above all, easy to find. Base information upon what readers want to hear more than what the university wants them to hear. As readers trust and value an information source they will allow the publisher to direct a higher percentage of the information flow.
	Plans are under way to launch FresnoStateNews Facebook and MySpace pages. A FresnoStateNews Twitter personality has been established. These methods will supplement our Fresno State News Web presence and will allow us to provide focused and targeted messaging to various audiences, using various means.
4.	Include in the communications strategy significant effort to attract thought leaders to the campus for activities beyond sports and fund-raising. Their interest in athletics rises and falls with the activity within athletics. Their interest in the rest of the university appears to be more constant and dependable.
	It is in the best interest of the university to reach out to all constituencies. The FOFS report did not include information regarding selected thought leaders, so targeted outreach to these and the university's many other constituencies will be important in the future.
5.	Begin the communications plan internally and do not go outside the university until all elements of internal communication are consistent, honest, and transparent.
	The university's policy is that all messaging discussions are conducted internally before external communication is extended. Every effort is made to make messages consistent, honest and transparent. The recommendation to move to an integrated marketing and communications plan should further strengthen all internal communications.
6.	Wherever possible and appropriate, insist on transparency, honesty, and integrity in all communications both internal and external.
	As a public institution, the campus strives to serve our publics with transparency, honesty and integrity at all times, not just

	“whenever possible.” Due to state laws, there are items we are prohibited from discussing in public; however, these occasions are rare.
7.	Reach out to all media on a regular basis. Actively discuss how to handle tough issues with trusted members of the press in times when problems are not on the front burner.
	The campus enjoys ongoing, regular, solid two-way communications with media. The campus honors and respects the role of any media outlet as a reporting member of a democratic, free press, and therefore does not cross the boundaries of a free press in seeking consultation or advice. The campus does however, solicit input from key members of the university community as needed.
8.	Recognize that the media often attracts viewers and readers through controversy. Not all coverage will be happy or favorable and that should never be a reason to withdraw from the media or see them through an adversarial lens.
	The campus recognizes that all large government organizations are open to scrutiny—to both favorable and negative media coverage. The campus works to advance the university and share honest and true information in the best possible manner.
9.	All elements of the university (including sports, development, scholarship, and academic performance) should conduct on-going interviews with regional thought leaders.
	The campus conducts regular surveys and focus groups with a broad range of campus constituencies.
10.	Understand the power of word of mouth in the context of current technology and its role in communications recognizing that word of mouth can either be embraced or scorned but it cannot be suppressed.
	This is a cornerstone of the communication process.
11.	Maintain personal profiles on all thought leaders to ensure that the university is sending them information that interests them. This data could be maintained by either the alumni office or the communications office but it should be available to all involved and not contain sensitive personal information. Rather, it should contain information that will assist everyone at the university in reaching out to provide profiled information or to invite them to events that coincide with their personal interests.
	The campus has plans to develop targeted e-mail and newsletter lists for various audiences but need staff time/resources to develop. Targeting information specific to a person is always a goal. The university has a broad range of constituencies with varied interests and we strive to meet their personal information needs.
12.	Significant effort should be given to establishing reliable long-term funding to support the strategic communication plan.
	Insufficient funding has been a recurrent issue in the past, and recommendations for sustained, reliable funding will be made.
13.	Consideration should be given to attempt to endow specific new enterprises within the university communication efforts. If a new, interactive web site should be produced, pursue a donor who would —endow that program to ensure that it would be useful for a number of years if not permanently. The research revealed that there is significant interest in upgrading the style and amount of two way communication between the community and the university.
	Possible future venture, dependent on donor interest and response.
14.	Consider all appropriate communications initiated by the university to center on a single theme for a defined period of time. For example, if the opening of the new library is important and tells a broad story of the university, then everything that originates from the university for three months would center on the library. From press releases to inserts in athletic programs to posters put up in the city hall and in athletic venues, all communications must carry a central theme and message. A single message, repeated in a host of

	venues, will bring deeper understanding than a wide number of topics articulated less frequently.	
	A good idea in principle. However, utilizing a more sophisticated integrated marketing and communications approach should accommodate a central theme, but permit flexibility and depth of messaging.	
15.	Actively utilize trusted community thought leaders in critical decisions and in determining the priorities of university communications. Doing this will make it easier for university communications professionals to provide information that the community wants to hear.	
	Will continue.	
16.	In all cases, be forthright, honest, and transparent with both the community and the press no matter how much it might hurt in the moment.	
	Current practice.	
17.	While it is obvious that the availability of funds will determine budgets, it is critically important to maintain communications staffing at levels that allow for imagination and creative thinking, not just being buried in processing information and reacting to the urgent.	
	Concur and will recommend sustained, reliable funding.	
18.	Especially in one-on-one conversations, ensure that the value of high level, two-way communications with the university is understood by thought leaders and other community resources.	
	Two-way communication is critical with all segments of the community and happens campus-wide. Through integrated marketing, we will have a mechanism to collect and compare community input as a way to inform decision making on communications issues.	
	PEIII Gen. Private and External Support	Set a clear and consistent vision for Fresno State's image and reputation among the key constituencies of the university and establish a dramatic and memorable visual identity for the campus
	PEIII Gen. Private and External Support	Ensure the communication of the university's image through an institution-wide program of branding and marketing
	PEIII Engaging w/ Region	Ensure easy access for campus visitors and create comprehensive and easily understandable signage and other navigational help

## **Appendix C: Academic Affairs Internal Communication Survey Data Report**

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Department of Mass Communication and Journalism

The “Best in Show” internal communication campaign was initiated in the fall of 2008. The first stage of this campaign involved data collection consisting of the following: student surveys, faculty/staff/administration surveys and a content analysis of CSU websites. Both qualitative (interviewing faculty and gathering lists of accomplishments from all colleges on the CSUF campus) and quantitative (conducting student surveys) research was conducted. In addition to the student surveys and interviews, a faculty/staff/administration survey was also developed and distributed to members of the campus. Finally, a content analysis was conducted of websites of the top 6 CSU campuses by size and Fresno State. The following is a preliminary summary of some of the research conducted.

### **Researchers**

Research for this project was conducted by MCJ 164 students, a MCJ graduate student, and Dr. Tamyra Pierce. Students in Dr. Pierce’s MCJ 164 research methods course conducted the student surveys and gathered data on departmental and college accomplishments. Finally, Dr. Pierce and graduate student Haisten Willis conducted a content analysis of 6 CSU campus websites (Fresno State, San Diego State, San Francisco State, CSU-Fullerton, San Jose State, CSU-Northridge and CSU-Long Beach)

### **Time Line**

The research phase of the “Best in Show” Internal Communication Campaign began in August of 2008 and is divided into 2 phases: pre-campaign and post-campaign research.

The pre-campaign research began in August and will conclude at the end of December, 2008.

The post-campaign research will begin in January-February of 2009 and will conclude at the end of May, 2009.

## **STUDENT SURVEY RESEARCH**

### **Methodology**

#### **Sample**

A total of 504 students (243 males, 260 females, 1 missing) completed the survey during the fall 2008 semester. The participants included 41 freshmen, 78 sophomores, 150 juniors, 202 seniors, 25 graduate students (5 not students and 3 missing). The results section will show the distribution of students within each college.

#### **Measure**

The student survey was developed by students and the professor of MCJ 164 (research methods course). The survey consisted of 39 questions to assess knowledge, attitudes and beliefs about

recognizing individuals on campus for their accomplishments. In addition, several questions assessed the knowledge of various accomplishments of the library and graduate school.

The student survey asked Fresno State students a variety of questions to assess their knowledge, attitudes and beliefs about acknowledging individuals of the campus community for their accomplishments. Participants were asked several questions to assess what communication channel they attend on a regular basis and which communication channel they believe is best for sharing faculty, staff and student accomplishments. In addition, students were asked about their knowledge and awareness of current recognition of individuals within their department and across campus. These responses were assessed on a discrete level of measurement while other questions seeking to assess attitudes and beliefs about the importance of acknowledging individuals internally on campus were measured on a 5-point Likert-type scale.

### **Procedures**

Data collection was conducted by students of the MCJ 164 class. The students were first divided into nine groups of approximately 5 members per group. Each group was assigned 1-2 colleges on campus. After the groups were assigned their colleges, the members of the groups divided the departments of the colleges among themselves. Each person had approximately three departments, depending on the size of the college. Students were then instructed to contact faculty members of their assigned departments and seek their assistance in letting them come to their classes to conduct survey research. All attempts were made to get an even distribution of students from all departments on campus. Participants were not able to participate if they had previously taken the survey in another class. All student participants were told their participation was voluntary and that their identity would remain confidential. The following pages include a summary of the results and graphs of the quantitative results of the student surveys.

## **SUMMARY OF RESULTS**

(N = 504)

- **SOURCES OF COMMUNICATION**
  - **TOP FIVE**
    - Emails from department: 51% read them always to frequently
    - Emails from administration: 48% read them always to frequently
    - Fresno Bee (print): 36% read it always to frequently
    - Collegian (print): 25% read it always to frequently
    - FresnoStateNews.com: 15% read it always to frequently
- **IMPORTANCE OF ACKNOWLEDGING STUDENT ACCOMPLISHMENTS**
  - 71% of students believe it is very important – important to acknowledge students for their accomplishments
  - 78% believe (strongly agree-agree) recognizing students' accomplishments is one way to aid in recruitment
- **IMPORTANCE OF ACKNOWLEDGING FACULTY ACCOMPLISHMENTS**

- 75% of students believe it is very important – important to acknowledge faculty for their accomplishments
- 74% (strongly agree-agree) of students believe recognizing faculty accomplishments is one way to help build morale.
- **FREQUENCY OF HEARING ABOUT ACCOMPLISHMENTS IN STUDENTS' DEPARTMENT**
  - 46% of students rarely to never hear about accomplishments of their department
  - 65% of students said they were not aware of ANY accomplishments by others in their department
  - 83% of students reported they had not been recognized by their department for their accomplishments
- **FREQUENCY OF HEARING ABOUT ACCOMPLISHMENTS IN STUDENTS' COLLEGE**
  - 38% of students rarely to never hear about accomplishments made by others in their college
- **FREQUENCY OF HEARING ABOUT ACADEMIC ACCOMPLISHMENTS ACROSS CAMPUS**
  - 46% of students rarely to never hear about “academic” accomplishments on Fresno State campus

### **SUMMARY OF RESULTS—CONTINUED**

- **DESIRE TO HEAR ABOUT ACCOMPLISHMENTS BY OTHERS IN DEPARTMENT**
  - 78% of students say they would like to hear about the accomplishments of their department
- **AWARE OF ACCOMPLISHMENTS OF HENRY MADDEN LIBRARY**
  - 86% of students are not aware of any accomplishments made by the library
- **AWARE OF ACCOMPLISHMENTS MADE BY GRADUATE STUDENTS**
  - 74% of students are not aware of any accomplishments made by graduate students within their department

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### **STATISTICAL TESTS OF DIFFERENCES**

#### **1. Differences in hearing about departmental accomplishments between students who belong to different colleges.**

An analysis of variance was conducted to test for differences between students of varying colleges on how often they hear about accomplishments in their department. A significant difference was found,  $F(9, 483) = 2.10, p < .05$ . Students in the college of Agriculture ( $M = 3.06, S.E. = .14$ ) hear about accomplishments more, followed by the College of Science & Mathematics ( $M = 2.8, S.E. = .18$ ), Arts & Humanities ( $M = 2.64, S.E. = .08$ ), Business ( $M = 2.62, S.E. = .11$ ), Social Science ( $M = 2.53, S.E. = .15$ ), Health & Human Developments ( $M = 2.43, S.E. = .12$ ), Engineering ( $M = 2.11, S.E. = .24$ ), and finally Education ( $M = 2.02, S.E. = .34$ ).

## 2. Differences in hearing about college/division accomplishments between students who belong to different colleges.

An analysis of variance was conducted to test for differences between students of varying colleges on how often they hear about accomplishments in their department. A significant difference was found,  $F(9, 483) 2.57, p. < .01$ . Students in the college of Agriculture ( $M = 3.12, S.E. = .15$ ) hear about accomplishments more, followed by the College of Science & Mathematics ( $M = 3.05, S.E. = .20$ ), Business ( $M = 2.81, S.E. = .13$ ), Arts & Humanities ( $M = 2.78, S.E. = .09$ ), Social Science ( $M = 2.70, S.E. = .15$ ), Health & Human Developments ( $M = 2.63, S.E. = .14$ ), Education ( $M = 2.02, S.E. = .33$ ), and Engineering ( $M = 1.96, S.E. = .26$ ).

## 3. Differences in hearing about academic accomplishments on campus between students who belong to different colleges.

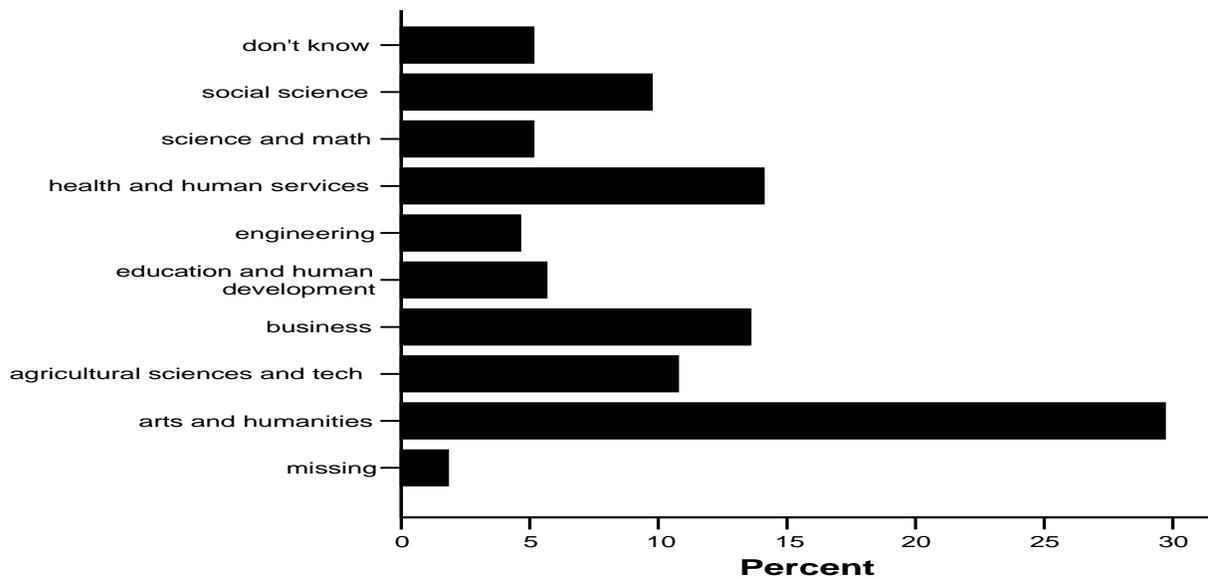
An analysis of variance was conducted and no significant difference was found.

## 4. Differences in awareness of any accomplishments made by others in own department between males and females.

No significant difference was found.

# DESCRIPTIVE RESULTS

## 1. In which college/program is your department?



## 2. How often do you read the following? (answers in percentages)

SOURCE	ALWAYS	FREQUENTLY	SOMETIMES	RARELY	NEVER
Emails from Administration	21	26	27	15	10
Emails from your Dept.	24	28	23	14	10
BULLETINBOARD messages	6	18	28	26	21

SOURCE	ALWAYS	FREQUENTLY	SOMETIMES	RARELY	NEVER
Collegian Online	4	10	17	28	39
Collegian (Print)	10	25	31	19	14
University Journal	3	5	16	22	52
Fresno State News (online)	4	11	22	24	37
Fresno Bee (print)	10	26	30	20	13
Fresno Bee (online)	3	12	20	26	38
Department webpage news	5	10	21	29	34
Department newsletter	4	8	17	30	41

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**4. How important do you believe it is to acknowledge students for their accomplishments?**

- Very important = 43 %
- Important = 38%
- Neutral = 14%
- Unimportant = 4%
- Very unimportant = 2%

**5. How important do you believe it is to acknowledge faculty for their accomplishments?**

- Very important = 37 %
- Important = 39%
- Neutral = 19%
- Unimportant = 4%
- Very unimportant = 2%

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**6. How often do you hear about the accomplishments of your dept/program?**

- Always = 3 %
- Frequently = 13%
- Sometimes = 38%
- Rarely = 33%
- Never = 13%

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**7. How often do you hear about the accomplishments of your college/division?**

- Always = 3 %
- Frequently = 16%
- Sometimes = 43%
- Rarely = 29%
- Never = 9%

---

**8. How often do you hear about “academic” accomplishments at Fresno State?**

- Always = 2 %
  - Frequently = 14%
  - Sometimes = 37%
  - Rarely = 37%
  - Never = 10%
-

**9. Communicating student accomplishments is one way to aid in student recruitment.**

- Strongly agree = 25%
  - Agree = 53%
  - Neutral = 17%
  - Disagree = 3%
  - Strongly disagree = 1%
- 

**10. Communicating faculty accomplishments is one way to help build morale.**

- Strongly agree = 25%
  - Agree = 49%
  - Neutral = 20%
  - Disagree = 6%
  - Strongly disagree = 1%
- 

**11. Are you aware of any accomplishments made by other people in your department?**

- Yes = 34%
  - No = 66%
- 

**12. Have you been acknowledged by your dept. for any academic accomplishments you've achieved?**

- Yes = 17%
  - No = 63%
- 

**13. Who/What do you hear about the most?**

- Student Accomplishments = 26%
  - Don't hear about accomplishments = 23%
  - Missing (no answer) = 22%
  - Departmental accomplishments = 15%
  - Faculty accomplishments = 12%
  - Other = 1%
- 

**14. Are you interested in hearing about any of the accomplishments of your department?**

- Yes = 77%
  - No = 23%
- 

**15. Which of the following does your department use to communicate accomplishments?**

- Don't Know = 43%
- Email = 25%
- Newsletter = 6%
- Bulletinboard messages = 5%
- Award Ceremony = 5%
- Other = 4%
- Departmental webpage = 4%
- Missing = 9%

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**16. How often do you visit your department's webpage?**

- Always = 2%
  - Frequently = 13%
  - Sometimes = 31%
  - Rarely = 37%
  - Never = 17%
- 

**17. How often do you read emails from campus administration?**

- Always = 12%
  - Frequently = 22%
  - Sometimes = 35%
  - Rarely = 23%
  - Never = 7%
- 

**18. How often do you read emails from your department?**

- Always = 16%
  - Frequently = 27%
  - Sometimes = 32%
  - Rarely = 17%
  - Never = 7%
- 

**19. Do you think people are aware of academic accomplishments of your department?**

- No = 77%
  - Yes = 23%
- 

**20. Do you believe your department does enough to communicate their successes of the dept?**

- No = 77%
  - Yes = 22%
  - Missing = 1%
- 

**21. Do you believe it would benefit the university community to communicate academic accomplishments?**

- Strongly agree = 26%
  - Agree = 48%
  - Neutral = 21
  - Disagree = 3%
  - Strongly Disagree = 1%
- 

**22. What communication channel do you believe is best for sharing student accomplishments across campus?**

- Collegian = 45%
- Email = 37%
- FresnoStateNews.com = 5%

- Newsletters = 4%
  - Other = 3%
  - Fresno State Magazine = 2%
  - Missing = 4%
- 

**23. What communication channel do you believe is best for sharing faculty accomplishments**

**across campus?**

- Collegian = 38%
  - Email = 29%
  - Newsletters = 11%
  - FresnoStateNews.com = 9%
  - Other = 3%
  - Fresno State Magazine = 3%
  - University Journal (online) = 3%
  - Missing = 4%
- 

**24. Are you aware of any accomplishments achieved by the Henry Madden Library?**

- No = 86%
  - Yes = 13%
  - Missing = 1%
- 

**25. Did you know that the staff of the Henry Madden Library submitted 15 journal publications**

**during the last calendar year (2007-2008)?**

- No = 96%
  - Yes = 4%
- 

**26. Are you aware of the Ronald E. McNair Post-Baccalaureate Achievement Program?**

- No = 82%
  - Yes = 18%
- 

**27. Do you know about the accomplishments of graduate students in your department?**

- No = 74%
  - Yes = 25%
  - Missing = 1%
- 

**28. Are you aware of the amount of grants for research/scholarly activities the Graduate Division awards to graduate students each year?**

- No = 69%
  - Yes = 31%
-

**29. Are you aware of the number of awards for research/scholarly activities the Graduate Division awards graduate students each year?**

- No = 73%
- Yes = 27%

## FACULTY SURVEY RESULTS

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### Methodology

#### Sample

A total of 253 (125 males, 122 females, 6 missing) participants completed the online survey during a 4 week period during the fall 2008 semester. The participants included 219 faculty, 22 staff and 7 administrators. Of the 219 faculty, 16% were lecturers, 6% instructors, 23% assistant professors, 17% associate professors, and 27% professors.

#### Measure & Procedures

A survey was developed for faculty, staff and administration and consisted of 19 questions. SurveyMonkey.com was utilized to develop an online survey. With the help of the Provost, an email was distributed to all faculty, staff and administrators asking for voluntary participation. The link to the survey was included in the email and participants could complete the survey at their convenience. The email with the link to the survey was sent to all participants in October. After two weeks, a reminder email was sent to faculty, staff and administrators. The survey link remained open for four weeks.

The questions asked employees of Fresno State a variety of questions to assess their attitudes and beliefs about acknowledging members of the campus community for their accomplishments. Participants were asked several questions to assess what communication channel they attend on a regular basis and which communication channel they believe is best for sharing faculty, staff and student accomplishments (using nominal level of measurements). All other questions sought to assess their attitudes and beliefs about the importance of acknowledging faculty, staff and students internally on campus (measured on a 5-point Likert-type scale). The following pages include a summary of the results and graphs of the quantitative results of the faculty, staff and administration surveys.

## SUMMARY OF RESULTS

(N = 253)

- **SOURCES OF COMMUNICATION FACULTY READ ON A REGULAR BASIS**
  - **TOP FIVE**
    - Emails from administration: 85%
    - Fresno Bee (print): 62%
    - BULLETINBOARD messages: 58%
    - University Journal: 30%
    - Other: 29%

- **IMPORTANCE OF ACKNOWLEDGING STUDENT ACCOMPLISHMENTS**
  - 97% believe it is very important – important to acknowledge students for their accomplishments
  - 79% believe (strongly agree-agree) recognizing students’ accomplishments is one way to aid in recruitment
  - 76% believe (strongly agree-agree) recognizing students’ accomplishments helps retain students
- **IMPORTANCE OF ACKNOWLEDGING FACULTY ACCOMPLISHMENTS**
  - 96% believe it is very important – important to acknowledge faculty for their accomplishments
  - 85% (strongly agree-agree) believe recognizing faculty accomplishments is one way to help build morale.
  - 74% (strongly agree-agree) believe recognizing faculty accomplishments is one way to help retain faculty
- **IMPORTANCE OF ACKNOWLEDGING STAFF ACCOMPLISHMENTS**
  - 96% believe it is very important – important to acknowledge staff for their accomplishments
  - 88% (strongly agree-agree) believe recognizing staff accomplishments is one way to help build morale.
  - 76% (strongly agree-agree) believe recognizing staff accomplishments is one way to help retain faculty
- **FREQUENCY OF HEARING ABOUT ACCOMPLISHMENTS IN THEIR DEPARTMENT**
  - 36% always to frequently hear about accomplishments in their department
  - 34% always to frequently hear about accomplishments in their college
  - 28% always to frequently hear about “academic” accomplishments on Fresno State Campus

## DESCRIPTIVE RESULTS

### 1. Which of the following do you read on a regular basis?

SOURCE	YES	NO
Emails from Administration	85%	15%
BULLETINBOARD messages	58%	42%
Collegian Online	22%	78%
Collegian (Print)	4%	96%
University Journal	30%	71%
Fresno State News (online)	22%	78%
Fresno Bee (print)	62%	38%
Fresno Bee (online)	12%	88%
Other	29%	71%

**2. How important do you believe it is to acknowledge *students* for their accomplishments?**

- Very Important = 75%
  - Important = 22%
  - Neutral = 2%
  - Unimportant = .4%
  - Very unimportant = 0%
- 

**How important do you believe it is to acknowledge *faculty* for their accomplishments?**

- Very Important = 70%
  - Important = 26%
  - Neutral = 4%
  - Unimportant = .4%
  - Very unimportant = .4%
- 

**4. How important do you believe it is to acknowledge *staff* for their accomplishments?**

- Very Important = 74%
  - Important = 22%
  - Neutral = 3%
  - Unimportant = 1%
  - Very unimportant = 0%
- 

**5. How often do you hear about the accomplishments of your department/program?**

- Always = 8%
  - Frequently = 28%
  - Sometimes = 44%
  - Rarely = 17%
  - Never = 3%
- 

**6. How often do you hear about the accomplishments of your college/division?**

- Always = 5%
  - Frequently = 29%
  - Sometimes = 49%
  - Rarely = 16%
  - Never = 1%
- 

**7. How often do you hear about the academic accomplishments of Fresno State?**

- Always = 2%
- Frequently = 27%
- Sometimes = 40%
- Rarely = 30%
- Never = 2%

---

**8. What communication channel do you believe is BEST for sharing *student* accomplishments across the campus?**

- Email = 32%
- Collegian = 24%
- FresnoStateNews.com =17%
- Newsletters = 7%
- Fresno State Magazine = 6%
- Missing = 9%

---

**9. What communication channel do you believe is best for sharing *faculty* accomplishments across campus?**

- Email = 41%
- FresnoStateNews.com =14%
- University Journal = 10%
- Fresno State Magazine = 10%
- Collegian = 9%
- Newsletters = 7%
- Missing = 9%

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**10. What communication channel do you believe is best for sharing *staff* accomplishments across campus?**

- Email = 42%
- FresnoStateNews.com =17%
- University Journal = 10%
- Newsletters = 10%
- Collegian = 8%
- Fresno State Magazine = 7%
- Missing = 7%

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**11. Communicating *student* accomplishments is one way to aid in student recruitment.**

- Strongly agree = 31%
- Agree = 49%
- Neutral = 17%
- Disagree = 3%
- Strongly disagree = 1%

---

**12. Communicating *student* accomplishments is one way to help retain students.**

- Strongly agree = 30%
  - Agree = 47%
  - Neutral = 20%
  - Disagree = 3%
  - Strongly disagree = .4%
-

**13. Communicating *faculty* accomplishments is one way to help build morale.**

- Strongly agree = 41%
- Agree = 43%
- Neutral = 12%
- Disagree = 3%
- Strongly disagree = 1%

**14. Communicating *faculty* accomplishments is one way to help retain faculty.**

- Strongly agree = 31%
  - Agree = 44%
  - Neutral = 21%
  - Disagree = 4%
  - Strongly disagree = 1%
- 

**15. Communicating *staff* accomplishments is one way to help build morale.**

- Strongly agree = 45%
  - Agree = 44%
  - Neutral = 10%
  - Disagree = 2%
  - Strongly disagree = .41%
- 

**16. Communicating *staff* accomplishments is one way to help retain staff.**

- Strongly agree = 35%
  - Agree = 42%
  - Neutral = 20%
  - Disagree = 4%
  - Strongly disagree = .4%
- 

**17. Sex:**

- Males = 51%
  - Females = 49%
- 

**18. Position:**

- Faculty = 88%
  - Staff = 9%
  - Administration = 3%
- 

**19. Faculty Rank:**

- Professor = 28%
- Assistant professor = 23%
- Associate professor = 17%
- Lecturer = 16%
- Instructor = 7%
- Not faculty = 8%

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## CONTENT ANALYSIS OF CSU WEBSITES

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### Methodology

#### Sample

A sampling of the 23 CSU campuses was first selected. Seven of the top 10 campuses in size were selected for analysis (based on information provided by a member of the Chancellor's office). The campuses selected for analysis included: CSU Long Beach, CSU Northridge, San Diego State University, CSU Fullerton, San Francisco State University, San Jose State University, and CSU Fresno.

#### Unit of Analysis

The main webpage was the unit of analysis. First the university's main webpage was analyzed for content. Next the main webpage of each college within the university was examined for content. (Note: All departments within the top seven CSU campuses and Fresno State are still being examined)

#### Analysis

Several items were examined on the main page of the university or college and these included the following:

- Homepage Recognition: was anyone (faculty, staff or student) acknowledged on the opening page of the university. If yes, the number of recognitions were noted
- Type of information included on the main page (general campus information, mission statement, welcome, etc)
- Noting if there was a "news link" on the main page
- Timeliness of any accomplishments recognized: to be considered "up-to-date", the content had to be dated within at the most six months of the analysis. Anything older than 6 months was recorded as "not current"

Two coders (one professor and one graduate student) coded the content and after several training sessions, agreement was 100%.

## SUMMARY RESULTS OF THE CONTENT ANALYSIS

### RESULTS FROM MAIN UNIVERSITY WEBPAGE ON CSU CAMPUSES

- **Homepage recognition: 10 total**
  - 1 Alumnus recognized (Fresno)
  - 2 alumni recognized (Fullerton)
  - 2 faculty and 1 librarian recognized (Fullerton)
  - 3 faculty and 4 students recognized (Northridge)
  - 2 faculty acknowledged (Long Beach)
- **Content on main page:**
  - The majority of universities had general information about the university and pictures of campus, community and students.

- **Links**
  - All campuses had news links to gain more information about the information (secondary pages were not analyzed)
- **Timeliness**
  - Of the universities that posted recognition of campus members, all were up-to-date or current.

## CONTENT ANALYSIS OF UNIVERSITY WEBPAGES

### **CSU-FRESNO**

<b>Location</b>	<b>Homepage Recognition</b>	<b>Type of Info on homepage</b>	<b>News Links</b>	<b>Timeliness</b>
Main page	Yes	Links, general info	Yes	Yes
<u>Colleges</u>				
Ag Sciences	No	General info	No	N/A
A & H	No	General Info	Yes	Yes
Business	No	Academic Info	No	N/A
Education	No	General info, quick links	No	N/A
Engineering	No	links, news, general info	Yes	N/A
Health & Hum Ser.	No	resource links, general info and links	Yes	N/A
Science & Math	No	general info	Yes	N/A
Social Sciences	No	general info, video	Yes	N/A

(Note: N/A assigned if NO recognition was recorded on the homepage)

### **CSU-FULLERTON**

<b>Location</b>	<b>Homepage Recognition</b>	<b>Type of Info on homepage</b>	<b>News Links</b>	<b>Timeliness</b>
Main page	Yes	Mostly Links	Yes	Yes
<u>Colleges</u>				
Arts	No	General info, art	No	N/A
Business	Yes	General Info	Yes	Yes
Communications	Yes	Pictures, Academic Info	No	Yes
Education	No	General info, contact into	Yes	N/A
Engineering	No	links, general info	Yes	N/A
Health & Hum Ser.	Yes	links, partial news stories	Yes	Yes
Humanities & SS	Yes	Pics, message from Dean	Yes	Yes
Nat. Sci. & Math	Yes	announcements, contact info	Yes	Yes

## CONTENT ANALYSIS CONTINUED

### CSU-LONG BEACH

Location	Homepage Recognition	Type of Info on homepage	News Links	Timeliness
Main page	No	Mostly Links	Yes	N/A
<u>Colleges</u>				
Arts	No	Mission statement, links	Yes	N/A
Business	No	Message from Dean, Announcements	Yes	N/A
Education	No	General info, quick links	Yes	N/A
Engineering	No	All links	Yes	N/A
Health & Hum Ser.	Yes	Contact Info, Links, news	Yes	Yes
Liberal Arts	No	Pics, news stories	Yes	N/A
Nat. Sci. & Math	No	pictures, mission statement	Yes	N/A

### SAN JOSE STATE UNIVERSITY

Location	Homepage Recognition	Type of Info on homepage	News Links	Timeliness
Main page	Yes	Mostly Links	Yes	Yes
<u>Colleges</u>				
Applied Sc & Art	No	General info, art	No	N/A
Business	No	General Info	Yes	Yes
Education	No	Pictures, Academic Info	No	Yes
Engineering	No	General info, contact into	Yes	N/A
Humanities & Art	No	links, general info	Yes	N/A
Science	No	links, partial news stories	Yes	Yes
Social Sciences	Yes	Pics, message from Dean	Yes	Yes

## CONTENT ANALYSIS CONTINUED

### CSU-NORTHRIDGE

Location	Homepage Recognition	Type of Info on homepage	News Links	Timeliness
Main page	No	Links, news, mess from pres	Yes	N/A
<u>Colleges</u>				
Art, media & com	No	links, news, mess from dean	Yes	N/A
Business	Yes	links, mission statement	Yes	Yes
Education	No	Welcome statement, news	No	N/A
Engineering	No	links, photos, videos	Yes	N/A
Health & Hum Dev	No	links, mess from dean	Yes	N/A
Humanities	No	Links, news, mess from dean	Yes	N/A
Science & Math	Yes	links, college info	Yes	Yes
Social & Behav Sci	No	Links, message from Dean	Yes	N/A

### CSU-SAN FRANCISCO

Location	Homepage Recognition	Type of Info on homepage	News Links	Timeliness
Main page	No	Links, news, general info	Yes	N/A
<u>Colleges</u>				
Behav & Soc Sci	No	current events within college	No	N/A
Business	Yes	links, news, accreditation	Yes	Yes
Creative Arts	No	News and events	Yes	N/A
Education	No	Links, info on Dean	No	N/A
Ethnic Studies	No	links, photos, contact info	No	N/A
Extended Learning	No	links, news, events	Yes	N/A
Health & Hum Serv	No	General info, mission statement	Yes	N/A
Humanities	No	General info, news	Yes	Yes
Science & Eng	No	Academic Links, general info	No	N/A

## CONTENT ANALYSIS CONTINUED

### CSU-SAN DIEGO

Location	Homepage Recognition	Type of Info on homepage	News Links	Timeliness
Main page	No	Freshman class, pop links	Yes	N/A
<u>Colleges</u>				
Arts & Letters	Yes	calendar of events, links, news	Yes	Yes
Business	No	links, news	Yes, but dated	N/A
Education	No	Links and quote from dean	No	N/A
Engineering	No	Links, mission statement	Yes	N/A
Health & Hum Serv	Yes	General info, mission statement	Yes	Yes
Prof. studies & Art	Yes	General info, news, links	Yes	Yes
Science	Yes	News & Links	Yes	Yes

### CSU, Fresno Website Summaries DEPARTMENTS

(Note: Departments have no News or Event links unless otherwise noted.)

#### SUMMARY RESULTS OF ALL DEPARTMENTS—N = 43

**1. Number of departments with acknowledgements on main page of website:**

Only 5 of the 43 departments listed any accomplishments (of faculty, students, staff, group or as a dept) on the main page of their departmental webpage.

**2. Information included on main page of website:**

Primarily general information about the department, mission statements and welcome, news and events.

**3. Timeliness of content:** Of the 5 departments that listed any type of accomplishments, 4 out of the 5 sites included current information. The one site that was not current listed an award received in 2002.

#### College of Agriculture Science and Technology

##### **Department of Agricultural Economics:**

1. No acknowledgement of accomplishments.
2. Picture of faculty and welcome statement at center of page.
3. General information listed.
4. Timeliness: N/A on up-to-date because no accomplishments listed.

**Department of Animal Sciences & Agricultural Education:**

1. 2008 Livestock judgment team highlighted.
2. General information listed.
3. Timeliness: up-to-date

**Department of Child, Family, and Consumer Sciences:**

1. No acknowledgement of accomplishments.
2. Picture of faculty and welcome statement in center of page.
3. General information listed.
4. Timeliness: N/A because no accomplishments listed.

**Department of Food Science and Nutrition:**

1. No acknowledgement of accomplishments.
2. Picture of faculty at top of page, Department information below.
3. General information listed.
4. Timeliness: N/A because no accomplishments listed.

**Department of Industrial Technology:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. Timeliness: N/A because no accomplishments listed.

**Department of Plant Science:**

1. No acknowledgement of accomplishments.
2. Pictures of faculty and student field work featured.
3. General information listed.
4. Timeliness: N/A because no accomplishments listed.

**Department of Viticulture and Enology:**

1. 5 alumni recognized for achievements.
2. 1 Faculty member recognized for recently published work.
3. Prominently featured news & event links.
4. Several pictures of faculty and students in fields and wine cellars.
5. Timeliness: All information is current is up-to-date.

**College of Arts & Humanities****Department of Art and Design:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. Timeliness: N/A because no accomplishments listed.

**Department of Communication:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of English:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. Timeliness: N/A because no accomplishments listed.

**Department of Modern and Classical Literature and Languages:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. News and event links included.
4. Picture of foreign countries abound on site.
5. Timeliness: N/A because no accomplishments listed, news and events were current.

**Department of Linguistics:**

1. No acknowledgement of accomplishments.
2. Two pictures of department building on page.
3. General information listed, including welcome statement.
4. Timeliness: N/A because no accomplishments listed.

**Department of Mass Communication and Journalism:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. News and event links provided.
4. Timeliness: N/A because no accomplishments listed, news and events are current.

**Department of Music:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. Two pictures of students featured.
4. Timeliness: N/A because no accomplishments listed.

**Department of Philosophy:**

1. No acknowledgement of accomplishments.
2. General information listed, including links to photo galleries.
3. Timeliness: N/A because no accomplishments listed.

**Department of Theatre Arts and Dance:**

1. No acknowledgement of accomplishments.
2. General information listed, including performance schedules and ticket information.
3. Three pictures of performances on main page.
4. News and event links provided.
5. Timeliness: N/A because no accomplishments listed, news and event links current.

**Department of Armenian Studies:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. Timeliness: N/A because no accomplishments listed.

**Department of Classical Studies:**

1. “Top Dog site” awarded in 2002
  2. General information listed.
  3. Timeliness: No--2002
- 

**Craig School of Business****Department of Accountancy:**

1. Picture of a former student is provided along with a testimony from her about the department—acknowledgement of this student
2. General information listed.
3. Timeliness: All information is current and up-to-date.

**Department of Management:**

1. No acknowledgement of accomplishments.
2. General information listed, including picture of faculty.
3. Timeliness: N/A because no accomplishments listed.

**Department of Finance and Business Law:**

1. List of outstanding students provided in middle of page.
2. General information listed, including current stock reports.
3. Timeliness: Information is all current and up-to-date.

**Department of Information Systems:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. Collage of computer parts mixed with parts of a building are at top of the page.
4. Timeliness: N/A because no accomplishments listed.

**Department of Marketing and Logistics:**

1. No acknowledgement of accomplishments.
  2. General information listed, including vision and mission statements.
  3. News and events stories featured with links.
  4. Timeliness: N/A because no accomplishments listed, last news story dated November 6<sup>th</sup>, 2008.
- 

**Kremen School of Education and Human Development****Department of Curriculum & Instruction:**

1. No acknowledgement of accomplishments.
2. General information listed, including mission statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of Counseling, Special Education, & Rehabilitation:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of Educational Research & Administration:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. Timeliness: N/A because no accomplishments listed.

**Department of Literacy and Early Education:**

1. No acknowledgement of accomplishments.
  2. General information listed, including mission statement.
  3. Timeliness: N/A because no accomplishments listed.
- 

**College of Engineering**

(Note: All department sites in this college are built on the same template.)

**Department of Civil Geomatics Engineering and Construction Management:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of Electrical and Computer Engineering:**

1. No acknowledgement of accomplishments.
2. General information listed.
3. News links provided, but no events links.
4. Timeliness: N/A because no accomplishments; but news items last updated August 17<sup>th</sup>, 2008.

**Department of Mechanical Engineering:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of Communicative Disorders & Deaf Studies:**

1. No acknowledgement of accomplishments.
2. General information listed, including mission statement and statement of equal opportunity.
3. Timeliness: N/A because no accomplishments listed.

**Department of Health Science:**

1. No acknowledgement of accomplishments.
2. General information listed, including mission statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of Kinesiology:**

1. No acknowledgement of accomplishments.
2. General information listed, including mission statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of Nursing:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. Timeliness: N/A because no accomplishments listed.

**Department of Physical Therapy:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement
3. Timeliness: N/A because no accomplishments listed.

**Department of Social Work Education:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. Timeliness: N/A because no accomplishments listed.

**College of Science and Mathematics**

1. Every department in this college has a links from the main page, where the only change is in the center of the page.
2. A picture appears followed by a statement about the department. Besides this, every department page is identical to the main page.
3. No acknowledgement of accomplishments
4. Timeliness: N/A because no accomplishments listed

**College of Social Sciences****Department of Anthropology:**

1. No acknowledgement of accomplishments.
2. Pictures of Adobe buildings at top.
3. General information listed.
4. Timeliness: N/A because no accomplishments listed.

**Department of History:**

1. No acknowledgement of accomplishments.
2. Picture of two statues at top of page.
3. General information listed, including welcome statement.
4. News links titled "News Flash!"
5. Timeliness: N/A because no accomplishments listed; news links last updated October 2<sup>nd</sup>, 2008.

**Department of Sociology:**

1. No acknowledgement of accomplishments.
2. Picture of mountains at top of page, rotating pictures of important historical figures at left of page.
3. General information listed, including welcome statement.
4. News and event links provided.
5. Timeliness: N/A because no accomplishments listed; news and event links are current.

**Department of Economics:**

1. No acknowledgement of accomplishments.
2. General information listed, including welcome statement.
3. News and event links included.
4. Timeliness: N/A because no accomplishments listed; last news link dated August 22<sup>nd</sup>, 2008.

**Department of Political Science:**

1. No acknowledgement of accomplishments.
2. Many pictures of Washington, D.C. on page.
3. General information listed, including welcome statement.
4. Timeliness: N/A because no accomplishments listed.

**Department of Criminology:**

1. No acknowledgement of accomplishments.
2. General information listed, including mission statement.
3. News and Event links are included.
4. Timeliness: N/A because no accomplishments listed; news and events are current.

---

**“BULLDOG BRAGGING BITS”**  
**Qualitative Data Results**

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**2007-2008 Accomplishments**

**COLLEGE OF AGRICULTURE SCIENCE & TECHNOLOGY****Department of Agricultural Economics**

- 1 publication
- 2 grant totaling \$142,795

**Department of Animal Sciences & Agricultural Education**

- Hosted FFA State Field Day and State Conference
- Dr. Rosco Vaughn co-authored a book that was published
- Hosted Annual California Association Of Meat Processor’s Conference
- Hosted a variety of other Livestock shows and contests
- The department received \$756,890 in grants

**Department of child, Family and Consumer Sciences**

- Faculty grants totaling \$310,400
- 6 faculty publications in major academic journals
- 9 faculty presentations at national and regional conferences

**Department of Food Science and Nutrition**

- ----- No data collected

**Department of Industrial Technology**

- 5 faculty presentations at regional and national conferences

**Department of Plant Science**

- Faculty submitted 33 different grants totaling \$2,743,160

- Faculty had a total of 26 publications—Sharon Benes, John Bushoven, Dave Goorahoo, Charles Krauter, Andrew Lawson, Bruce Roberts
- Faculty had 43 presentations at conferences.
- 2 faculty received honors in the department: Mariene Miyasaki and Bruce Roberts
- Faculty contributed in 40 different volunteer services

### **Department of Viticulture & Enology**

- Faculty are members in numerous organizations
- Faculty had 18 articles published/2 faculty conferences
- The department won 1 award at the largest wine and grape trade show in America
- Department had grants totaling \$676,173
- A total of 25 scholarships were awarded to undergraduate students

## **COLLEGE OF ARTS & HUMANITIES**

### **Department of Art and Design**

- 25 faculty/518 students/1 student organization
- Faculty had 7 publications
- 3 grants totaling more than \$25,000
- 3 awards: one honorable mention, one Best in Show, and one honorarium
- Faculty gave 3 professional presentations and 33 group exhibitions
- Students were awarded \$17,000 in scholarships
- 2 students were given awards for their accomplishments
  - One award for Carnegie Council Graphics Contest
  - One award for poster design that selected to the International 50x70 poster contest, Italy

### **Department of English**

- 35 faculty/385 students
- Faculty accomplishments
  - 7 publications
  - 12 conference presentations
  - 1 grant awarded totaling \$5000
  - 2 awards: Promising New Faculty Provost Award and Program Enhancement Award
- Student accomplishments
  - 16 publications
  - 23 conferences attended
  - 4 community service projects
  - 5 awards achieved (3 being book awards)
  - 2 grants awarded

### **Department of Communication**

- 24 faculty/530 students/3 student organizations
- Faculty accomplishments
  - 14 publications
  - 21 presentations
  - 1 scholarly award
  - 6 grants totaling \$5500
  - \$3000 in IRA funding

- 3 honors: D. Blair, S. Moreman, D. Sharma
- Students accomplishments
  - 7 students were inducted into National Communication Honor Society
  - 4 students won awards for their research
  - 5 students presented at regional conference presentations
  - 51 students enrolled in internship program

### **Department of Modern and Classical Literature and Languages**

- 41 faculty/314 students/8 organizations
- Faculty accomplishments
  - 10 publications
  - 10 conference presentations
  - 1 scholarly award
  - \$10,000 in grants
  - 1 honor awarded to C. Zapata-Whelan
  - 11 volunteer services

### **Department of Philosophy**

- 15 faculty/341 students/2 organizations
- Faculty accomplishments
  - 14 publications
  - 2 news articles published
  - 31 presentations
  - 3 honors/awards
  - 1 research grant
- Students Accomplishments
  - 9 publications featured in the Voicing Ideas Conference
  - 1 essay contest winner—Ben Koole
  - 1 honor—Josh McDonald—A & H Dean’s Medalist nominee

### **Department of Linguistics**

- 12 faculty/335 students
- Faculty accomplishments
  - 4 presentations
  - 22 community service events
  - 6 awards (Best Book, Best New Writer, Promising New Faculty...)
  - 4 media interviews
  - 16 conference events/26 publications
- Students accomplishments
  - 13 achievements in total
    - 2 students accepted into PhD program, 1 Dean’s medalist, Best Thesis Award, several presentations at regional conferences
  - 17 published poems
  - 14 published short stories
  - 6 published essays
  - 3 published books
  - 5 published book reviews
  - \$30,000 awarded in scholarships

### Department of Theatre Arts and Dance

- 27 faculty/310 students/no student organizations/12 productions
- Faculty accomplishments
  - 4 faculty adjudicated for local and regional theatre/dance performances
  - 5 faculty conducted guest artist/workshop presentations
  - 5 partnerships with other Art Institutions
  - 2 grants awarded
- Student accomplishments
  - 4 theatre internships
  - 26 students were honored at the Kennedy Center/American College Theatre Festival Honors
  - 6 students reached the semi-finals in the Irene Ryan Acting Competition
  - 1 student won the Irene Ryan Acting Competition
  - 300+ students worked on department productions at Fresno State

### Department of Mass Communication & Journalism

- 18 faculty/445 undergraduate students/15 graduate students
- 8 collaborative, campaigns/programs conducted
- Faculty accomplishments
  - 5 publications
  - 22 conference presentations
  - More than 40 media interviews
  - 18 awards—Provost’s promising new Faculty awards, Top 100 Most Influential Women in Fresno, Research awards, top paper award at EISTA, finalist in 2007 Telly Awards for producer/director
  - \$29,500 in grants
  - 9 community service projects
- Student accomplishments
  - \$1800 in grants
  - 17 awards (16 awards for the students’ work at the Collegian and 1 award for the Community Journalism class.
    - e.g. Online Pacemaker award for best website, three 1<sup>st</sup> place for design, graphics and breaking news story, three 3<sup>rd</sup> place for best news feature, arts & entertainment story and sports column, 2<sup>nd</sup> place for best personal opinion, 1<sup>st</sup> and 2<sup>nd</sup> for best headline and best sports page design, and two 2<sup>nd</sup> place for best back-to-school edition and special section in sports.

### Department of Music

- 39 faculty/457 students
- Faculty accomplishments
  - 26 publications
  - 83 faculty/students creative activities
  - 109 presentations
  - 7 honors
    - ASCAP Plus Award, Jazz Educator of the Year, 1<sup>st</sup> place in Composition Competition, JW Pepper Editor’s Choice Award and ASCAP Comper’s award
  - 9 grants totaling \$24,961
  - 10 volunteer services
- Student accomplishments
  - 83 student/faculty creative services

- 10 student/faculty volunteer services

### **Department of Armenian Studies**

- --- no data collected

### **Department of Classical Studies**

- --- no data collected

## **CRAIG SCHOOL OF BUSINESS**

### **Department of Accountancy**

- 16 faculty/392 undergraduate students
- 2 student organizations: Beta Alpha Psi and Institute of Management Accountants
- 4 publications by faculty
- 9 professional presentations by faculty
- 3 honors achieved: 2 research awards and 1 outstanding advisor award
- 1 grant

### **Department of Management**

- 20 faculty/421 undergraduate students
- 4 student organizations: Alpha Kappa Psi, HBSA, IBA, and SHRM
- 21 faculty publications
- 35 Creative Activities completed by faculty
- 21 professional presentations conducted by faculty
- 3 honors: Faculty Service Award, Provost Award for Excellence in Teaching, Outstanding reviewer for the Journal of Managerial Psychology
- 5 grants totaling more than \$885,000.00

### **Department of Finance and Business Law**

- 29 faculty/409 undergraduate students
- 5 student organizations: Kappa Psi, HBSA, IBA, Beta Alpha Psi, FMA
- 6 faculty publications
- 22 Creative Activities completed by faculty
- 25 professional presentations
- 7 honors achieved by faculty: 3 research awards, 1 teaching award, 2 Craig Faculty Fellow and 1 Brooks Chair of business Law .
- 5 grants

### **Department of Information Systems**

- 22 faculty/78 undergraduate students
- 1 student organization
- 11 faculty publications
- 38 creative activities
- 19 professional presentations
- 3 honors achieved by faculty for research
- 1 grant

### **Department of Marketing and Logistics**

- 17 faculty/202 undergraduate students
  - 1 student organization
  - 3 faculty publications
  - 11 professional presentations by faculty
- 

## **COLLEGE OF ENGINEERING**

### **Department of Civil Geomatics Engineering and Construction Management**

- 5 publications by faculty
- 5 presentations at conferences
- Awards received: Faculty Fellowship award
- Grants totaling \$1,070,550
- ECE department hosted the IEEE's Region 6 Central Area meeting and students contests

### **Department of Electrical and Computer Engineering**

- 4 faculty
- 15 publications by faculty
- 7 conference presentations by faculty
- 1 students organization

### **Department of Mechanical Engineering**

- 2 publications by faculty
- 8 presentations at conferences
- 2 awards received by faculty: Provost award and Department Service award
- A total of \$1,526,800 received in grants

## **KREMEN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**

### **Department of Curriculum and Instruction**

- 16 students actively pursuing an MAE/CI
- Awarded many awards: Faculty Publication Honors, Presidential Award for Excellence, Richter Award, and Professional Development Award
- 82 conference and professional presentations made by faculty
- 28 publications by faculty
- Grants totaling \$2,082,470 in 2007-2008

### **Department of Counseling, Special Education & Rehabilitation**

- 27 faculty, staff, students and clients completed the Ropes course
- 14 publications
- 36 presentations at conferences
- Awarded the Certification of Appreciation and the Outstanding Manuscript Award
- Referred 30+ students and graduate to 10 of the top rehab doctoral programs
- Awarded more than \$4,411,346 in grants

### **Department of Educational Research & Administration**

- 9 publications by faculty
- 21 faculty presentations at conferences
- Grants totaling \$458,041
- Multiple awards achieved: Provost Service award, outstanding culminating project award (by student), and University Professor of the Year.

### **Department of Literacy and Early Education**

- 20 faculty and staff
- Master's program and credential programs
- Faculty accomplishments:
  - 14 articles published
  - Served on over 60 committees
  - Served in over 50 community service activities
  - Sponsored 10 student organizations
  - Presented/wrote articles for over 40 presentations or proceedings
  - Received 16 awards/honors
  - Received 16 grants totaling \$2,749,800

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## **COLLEGE OF HEALTH AND HUMAN SERVICES**

### **Department of Communicative Disorders & Deaf Studies**

- 341 students enrolled
- 9 faculty presentations
- Grants awarded totaling \$242,290
- 2 student organizations: American Sign Language Club and National Student-Speech Language and Hearing Association
- More than 4 professional accreditations awarded to the dept.

### **Department of Health Science**

- 33 faculty presentations
- 24 volunteer activities and services
- 10 creative activities
- 4 book reviews

### **Department of Kinesiology**

- 15 full-time faculty/43 part-time faculty
- 629 students
- Faculty accomplishments
  - 12 publications
  - 30 creative activities
  - 24 conference presentations
  - 5 honors
- In 1997, the Fresno State Sports Medicine Club was formed
- 3 organizations: Organization of Exercise Science Students and Kinesiology Pedagogy Club, Athletic Training Club
- 7 grants totaling \$41,739

### **Department of Nursing**

- Faculty accomplishments
  - 8 creative activities
  - 10 peer reviewed presentations
  - More than 432 hours of volunteer work
  - 14 grants received: 2 at \$104,905 and many others at \$50,000+

### **Department of Physical Therapy**

- 7 full-time faculty/14 part-time faculty
- 142 students enrolled
- Faculty accomplishments
  - 7 publications
  - 22 presentations
  - 1 honor
- 2 Organizations: Organization of Physical Therapy Students and American Physical Therapy Association
- 7 grants totaling \$189,702
- More than 177 hours of volunteer work

### **Department of Social Work Education**

- Department runs the Central California Social Welfare Evaluation, Research and Training Center
- Numerous grants and funding
- 15 journal article publications by faculty
- 19 conference presentations
- Numerous research honors

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## **COLLEGE OF SCIENCE AND MATHEMATICS**

### **Department of Biology**

- 24 faculty
- 6 Student organizations
- 40 publications by faculty
- 13 conference presentations
- 16 Scholarly awards received
- More than 8 million dollars awarded in donations and grants

### **Department of Chemistry**

- 14 full-time faculty/12 part-time faculty
- 1 students organization: F.I.R.E.
- 8 publications completed by faculty
- 37 conference presentations
- 17 invited talks
- 14 creative activities
- 4 honors: service award, provost award in Graduate teaching and mentoring, performance award and research fellowship
- \$13,268,745 awarded in grants

### **Department of Computer Science**

- 11 faculty/207 students enrolled
- 2 student organizations
- 8 faculty publications
- 6 conference presentations
- 1 honor/award: president's award of excellence awarded to Dr. Auernheimer
- Grants totaling 1 million dollars

#### **Department of Earth & Environmental Sciences**

- 10 full-time faculty/12 part-time faculty/259 students
- \$1,270,584 awarded in grants
- 14 conference presentations made by faculty
- 10 faculty publications
- 182 hours of volunteer service
- 8 honors/awards

#### **Department of Mathematics**

- 25 faculty/888 students
- 21 creative activities
- 3 faculty publications
- 19 conference presentations
- \$2,912,335 awarded in grants

#### **Department of Biology**

- 33 faculty/673 students enrolled
- 38 creative activities completed by faculty
- 28 faculty and staff publications
- 82 professional and scholarly presentations
- \$22,365,082 awarded in grants

#### **Department of Physics**

- 17 faculty/276 students
- 60 creative activities completed by faculty and staff
- 39 faculty publications
- 25 professional and scholarly presentations
- \$4,087,571 awarded in grants

#### **Department of Psychology**

- 26 faculty/183 undergraduates and 12 graduate students
- 17 faculty publications
- 19 professional and scholarly presentations
- More than 5.2 million dollars in grants awarded
- 6 honors achieved: teaching, advising and research

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### **COLLEGE OF SOCIAL SCIENCES**

#### **Department of Anthropology**

- 3 faculty publications

- 4 creative activities
- 7 scholarly and professional presentations
- One faculty received a research award (Ellen Gruenbaum)
- 2 grants were awarded
- Many hours of volunteer service by faculty

### **Department of Chicano & Latin American Studies**

- 3 faculty publications
- 6 honors given to faculty
- 1 grant received for \$10,000
- 9 creative activities

### **Department of Geography**

- 2 publications by faculty
- 7 creative activities
- 20 scholarly and professional presentations
- 6 honors awarded to faculty
- 6 grants totaling more than \$100,000

### **Department of Sociology**

- 9 faculty members/497 students
- 3 faculty publications
- 25 professional and scholarly presentations
- 4 honors received by faculty: provost's award for faculty service (Dr. Matt Jendian), Social Action award, Amigo Award, Featured in the 2008 Fresno State Calendar
- Student accomplishments
  - 20 students participated with Dr. Nelson with Social Research Laboratory projects
  - 2 students received the Dean's medalist award
  - 17 students were sponsored by Dr. Jendian to attend annual American Humanics Management Institute in MO. Students raised \$14,559 to participate in the event

### **Department of History**

- 16 faculty publications
- 25 scholarly or professional presentations
- 3 awards given to faculty for research and advising
- 7 grants awarded

### **Department of Economics**

- 14 faculty members
- 1 student organization
- 13 faculty publications
- 13 scholarly and professional presentations
- 1 faculty member received the "Adam's Apple Award" for outstanding achievement in economic education
- Received several grants totaling more than \$35,000
- Student accomplishments
  - 5 student internships in places such as Maddy Institute, Lincoln Financial and Vida en el Valle Newspaper.

**Department of Political Science**

- 15 full-time faculty/206 political science majors
- 9 journal publications by faculty
- 15 creative activities
- 16 honors received by faculty: fellowships, provost's awards, research awards, enhancement awards and more
- Student accomplishments
  - 24 students involved in internships
  - 32 students in the Master of Public Administration Program

**Department of Criminology**

- 12 journal article publications
- 20 conference presentations
- 1 leadership award to Keith Clement (Dept of Homeland Security Scientific Leadership Award)
- Grants totaling more than \$300,000

## **Appendix D: Alumni Attitude Survey Data Report**

See PowerPoint slide presentation at:

[http://www.csufresno.edu/alumni/AAS\\_Presentation\\_%20Results\\_2008.pdf](http://www.csufresno.edu/alumni/AAS_Presentation_%20Results_2008.pdf)

## **Appendix E: List of Fresno State Centers and Institutes**

[http://www.csufresno.edu/academics/degrees\\_programs/centers\\_inst.shtml](http://www.csufresno.edu/academics/degrees_programs/centers_inst.shtml)

### **Academics**

- ACT Center
- Central Valley Cultural Heritage Institute (CVCHI)
- Community and Economic Development (OCED), Office of
- Ethics Center
- Interdisciplinary Spatial Information Systems (ISIS) Center
- Jan and Bud Richter Center for Community Engagement and Service-Learning
- Lyles Center for Innovation and Entrepreneurship

### **College of Agricultural Sciences and Technology**

- California Agricultural Technology Institute (CATI)
- California Water Institute
- Center for Agricultural Business (CAB)
- Center for Food Science and Nutrition Research (CFSNR)
- Center for Irrigation Technology (CIT)
- International Center for Water Technology (ICWT)
- Viticulture and Enology Research Center (VERC)

### **College of Arts and Humanities**

- American English Institute

### **Craig School of Business**

- Center for Financial Education and Research
- Central California Small Business Development Center (CCSBDC)
- Institute for Family Business (IFB)
- International Business Program
- Real Estate and Land Use Institute (RELUI)
- University Business Center

### **Kremen School of Education and Human Development**

- Bonner Center for Character Education and Citizenship
- California Mini-Corps
- California Reading and Literature Project Fresno/Central Valley Region
- Center for Disability Innovation (CDI),
- Center for Research, Evaluation, Assessment and Dissemination (CREAD)
- Central Valley Educational Leadership Institute (CVELI)
- Central Valley Science Project (CVSP)
- Fresno Family Counseling Center
- Joyce M. Huggins Early Education Center, Contact
- San Joaquin Valley Mathematics Project (SJVMP)
- San Joaquin Valley Writing Project (SJVWP)

### **College of Health and Human Services**

- Central California Center for Excellence in Nursing (CCCEN)
- Central California Center for Health and Human Services (CCCHHS)
- Central California Children's Institute
- Central California Institute for Healthy Aging

- Central California Social Welfare Evaluation, Research and Training Center (CCSWERT)
- Central California Sports Medicine Institute
- Central Valley Health Policy Institute
- Health Careers Opportunity Program (HCOP)

### **College of Science and Mathematics**

- Central California Analytical Facility (CCFA)
- Central California Autism Center
- Forensic Biotechnology Institute of California (FBIC)
- Institute of Climate Change, Oceans and Atmosphere (ICOA)
- Science and Math Education Center (SMEC)

### **College of Social Sciences**

- Center for Economic Research and Education of Central California (CERECC)
- Central Valley Institute for Regional and Historical Studies (CVIRHS)
- Institute for Public Anthropology
- The History Project at Fresno State
- Joint Center on Violence and Victim Studies
- Social Research Laboratory (SRL)

### **Division of Student Affairs**

- Institute for International Credentials Evaluation

### **The Office of the President**

- The Kenneth L. Maddy Institute for Public Affairs

### Appendix F: CSU Information Technology and Web Office Infrastructure Survey

<u>Campus</u>	<u>Unit name</u>	<u>Organizational home</u>	<u>Team size</u> (w/o student assts)	<u>URL</u>
Bakersfield	E-Learning Services	Information Technology Services	1.5 FTE	<a href="http://www.csub.edu/els/WebServices/item754.html">http://www.csub.edu/els/WebServices/item754.html</a>
Channel Isl	Academic Technology Services	IT User Services	2	<a href="http://www.csuci.edu/it/web/index.htm">http://www.csuci.edu/it/web/index.htm</a>
Chico	Web Services	Information Resources	4	<a href="http://www.csuchico.edu/web/">http://www.csuchico.edu/web/</a>
Doming H.		Univ Comm & Public Affairs	1	<a href="http://www.csudh.edu/univadv/ucpa/">http://www.csudh.edu/univadv/ucpa/</a>
East Bay	Web Services	ITS	7	under Construction
Fullerton				
Fresno				<a href="http://cleanuptheweb.csufresno.edu/">http://cleanuptheweb.csufresno.edu/</a>
Humboldt	University Web Office	HSU Marketing & Communications	2	<a href="http://www.humboldt.edu/~web">http://www.humboldt.edu/~web</a>
Long Beach	Web Development Center	ITS	3	<a href="http://wdc.csulb.edu">http://wdc.csulb.edu</a>
Los Angeles	Internet Technology Team	Information Technology Services		<a href="http://www.calstatela.edu/its/techsupport/web/">http://www.calstatela.edu/its/techsupport/web/</a>
Maritime				
Monterey	Web Services	IT	3 FTE	
Northridge	Web Communications	University Advancement	3	<a href="http://www.csun.edu/web/">http://www.csun.edu/web/</a>
Pomona	Web Development Services	I&IT	5	<a href="http://www.csupomona.edu/~iit/webdev/">http://www.csupomona.edu/~iit/webdev/</a>
Sacramento	Web Central?	Information Resources & Tech	5	<a href="http://www.csus.edu/web/">http://www.csus.edu/web/</a>
San Bernardino	Acad Computing & Media	ACM	5	<a href="http://acm.csusb.edu/webdev/">http://acm.csusb.edu/webdev/</a>
San Diego	SDSU Web Committee?			
San Francisco	Web Team	Division of Information Technology	5	<a href="http://www.sfsu.edu/webteam/">http://www.sfsu.edu/webteam/</a>
San Jose	Web Services	Academic Technology	3 + .2 faculty-in-residence	<a href="http://www.sjsu.edu/webservices/">http://www.sjsu.edu/webservices/</a>
SLO	Web Authoring Resource Ctr	ITS	2	<a href="http://warc.calpoly.edu/">http://warc.calpoly.edu/</a>
San Marcos				
Sonoma	IT Web Office	Information Technology	1?	<a href="http://www.sonoma.edu/it/weboffice/">http://www.sonoma.edu/it/weboffice/</a>
Stanislaus		Communications & Public Affairs	2 (Univ Comm, OIT)	<a href="http://www.csustan.edu/Communications/webpolicy.html">http://www.csustan.edu/Communications/webpolicy.html</a>
Chan Office	Web Services	ITS	4	

NOTE: This is data based on publicized web information and from communication with others on some campuses.

- "Team size" does not include systems staff responsible for running the web servers/services.
- It looks like some campuses have teams that report to, or consist of staff from, more than one division. An example would be a web team based in IT with staff from academic affairs and advancement. Responsibility for content is distributed. Advancement/communications offices are responsible for branding.
- Common functions of a typical web team include: development & maintenance of the campus web standard (CSS), ATI accessibility compliance, Google Search Appliance (GSA), web site & tool training, graphic design, architecture of campus top pages (homepage and a couple of clicks in), basic coding of page elements and some back end databases.

Central Web units by CSU campus, Survey started on 2/09/09  
By Brent Auernheimer ([brent@CSUFresno.edu](mailto:brent@CSUFresno.edu))