

WSCUC Interim Report

INSTRUCTIONS

Interim Reports are limited in scope, not comprehensive evaluations of the institution. The report informs the Interim Report Committee about the progress made by the institution in addressing issues identified by the Commission.

The Interim Report consists of two sections:

- Interim Report Form and Appendices

Please respond completely to each question on the following pages and do not delete the questions. Appendices should be uploaded as separate attachments.

WSCUC is no longer using Live Text for receiving Interim Reports. Institutions will use a free Box.com account to upload the report. Instructions for creating the Box.com account and uploading the report will be provided by email.

REPORT GUIDELINES AND WORD LIMITS

Because the number of issues reported on varies among institutions (the average is four to six issues), the length of a report will vary. However, a typical interim report ranges from 20 to 60 pages, not including appendices. Narrative essays responding to each issue should be no more than five pages each. **The total number of pages of appendices supporting the report should be no more than 200 pages** unless agreed upon in advance with the institution's staff liaison. Be sure that all attachments follow a consistent naming convention and are referenced the same way at appropriate places within the narrative. Please name them so that it is clear what they are and what section they refer to, with cross referencing in the narrative. For example, "Attachment 2-1: Mission Statement". Attachments are preferred as PDFs.

Institutions that provide excessive information in their report will be asked to resubmit. You may wish to consult with your staff liaison as you prepare your report.

Some tips for providing evidence to support your findings:

- Put yourself in the place of a reviewer: what is the story that you need to tell? What evidence supports your story? What is extraneous and can be left out?
- Provide a representative sample of evidence on an issue, rather than ALL of the evidence.
- Consider including an executive summary or the most relevant points of supporting evidence, rather than the entire document.
- If you are referring to a specific page or set of pages in a document, include only those pages, not the entire document.
- If you are providing an excerpt of a document, include the title of the document, and a table of contents and/or a brief narrative to put the excerpt in context.

- If you provide a hyperlink to a web page, make sure the link takes the viewer directly to the relevant information on the page. Do not make your reviewer search for it.

REVIEW PROCESS

A panel of the WSCUC Interim Report Committee (IRC) will review the report, typically within 90 days of receipt. Representatives of your institution will be invited to participate in the conference call review to respond to questions from the panel. Your WSCUC staff liaison will contact you after the call with the outcome of the review, which will also be documented in a formal action letter.

OUTCOMES OF THE REVIEW

After the review, the panel will take one of the following actions.

- **Receive the Interim Report** with recommendations and commendations—No follow up required.
- **Defer action** pending receipt of follow-up information—The panel has identified limited information that may be submitted in a short period of time, such as audited financial statements or the outcome of an upcoming meeting of the board. The panel may authorize the WSCUC staff liaison to review these materials without the full panel being brought together again, depending on the nature of the supplemental information.
- **Request an additional Interim Report**—Issues reported on were not adequately resolved or need continued monitoring.
- **Request a Progress Report**—A progress report is less formal than an Interim Report and is reviewed only by the WSCUC staff liaison. A progress report may be requested when institutional follow-up on one or two relatively minor areas is desired.
- **Receive the Interim Report with a recommendation that the Commission sends a site visit evaluation team**—Serious, ongoing issues involving potential non-compliance with WSCUC's Standards and Criteria for Review may require follow-up in the form of a Special Visit. Note that the IRC panel makes a recommendation for a visit, and the Executive Committee of the Commission or the full Commission decides on whether or not to require the visit.

Interim Report Form

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution:

Saybrook University

Person Submitting the Report:

Vice President for Academic Affairs, Dr. Robyn Parker

Report Submission Date:

October 20, 2023

Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

The Vice President for Academic Affairs (Dr. Robyn Parker), who serves as the Accreditation Liaison Officer, assembled a core reporting team charged with collecting evidence and preparing the report in May 2022. Along with Dr. Parker, the core reporting team was comprised of:

Dr. Shaniece McGill, Associate Vice President for Student Affairs

Dr. Gina Belton, Core Faculty in Mind-Body Medicine, and JEDI Council Co-Chair

Ms. Joline Pruitt, Associate Vice President for Business Operations

Ms. Kathleen Thorson, State Authorization & Accreditation Support Manager

Dr. Kirwan Rockefeller, Administrative Faculty in the Office of Research & Special Programs

Dr. Christine Poindexter-Harris, Senior Director for Academic Affairs at The Community Solution and report consultant

The core reporting team began authoring the report in the spring of 2023. Lead writers were assigned to the issues most related to their areas of responsibility and expertise. Dr. Belton was the primary author of the section on JEDI. Dr. McGill was the primary author of the section on student success. Dr. Parker was the primary author of the section on faculty morale.

Community-wide update meetings were held in April 2023 and June 2023 to encourage dialogue and gather input. Drafts reporting on each of the three issues were circulated to the president, college deans, academic department chairs, faculty senate, and leaders of each staff unit for review in May 2023 ("1st Look") and again in June 2023 ("2nd Look"). The near-final report was circulated to all faculty and staff along with Saybrook University's Board of Trustees prior to submission to WSCUC.

List of Topics Addressed in this Report

Please list the topics identified in the action letter(s) and that are addressed in this report.

Following a November 2021 Special Visit, the Commission issued an action letter dated March 8, 2022, which called for this Interim Report on the following areas:

Creation and support of a comprehensive Justice, Equity, Diversity, and Inclusion (JEDI) plan (CFR 1.4):

In its action letter, the Commission recognized Saybrook University's strong commitment to social justice, equity, diversity, and inclusion as evidenced both in its [mission statement](#) and by the ongoing work of the JEDI Council. They described it as work that "is enthusiastically embraced by the entire Saybrook Community." To further those aims, the Commission made the following requirement: "Create and support a comprehensive plan delineating specific goals to be achieved, processes to achieve the goals, as well as an evaluation process to assess the efficacy of the plan."

Establishment and support of a plan to evaluate student success initiatives systematically (CFRs 2.3, 2.4, 2.6, 2.10, 4.1, 4.3): Saybrook aims to be a "student-ready" university. Over the last 5 years, we have added new roles in student life and academic advising and explored new ways of organizing aimed at supporting student engagement and success. To further these aims, the Commission made the following requirement: "Establish and support a plan to evaluate student success initiatives, containing timelines, goals, evidence to be examined and assigned responsibilities for tasks, to understand and improve student retention, learning, and graduation."

Faculty morale (CFRs 2.8, 2.9, 3.1, 3.2, 3.7, 3.10): The Commission noted in its action letter that Saybrook University faculty are seen by students "as being exceptional for their commitment, support, and willingness to do whatever it takes to help students succeed." The university administration shares that sentiment and recognizes faculty have concerns negatively impacting their morale. The Commission identified the need to address faculty morale through four specific activities: *(1) Codifying a definition of shared governance that clarifies roles and responsibilities of the administration and the faculty; (2) reviewing workload and compensation for all faculty; (3) clarifying policies and procedures for faculty appointments to multi-year contracts; and (4) monitoring morale, including by continuing to administer an engagement survey or other appropriate instruments.*

Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

Founded in 1971, Saybrook University is a private, non-profit, graduate-only institution whose mission is to “relentlessly pursue a socially just, sustainable world by educating humanistic leaders who transform their fields and communities.” The university offers graduate degrees and post-graduate professional development certificates in the fields of psychology, clinical psychology, counseling, organizational leadership, business, transformative social change, mind-body medicine, integrative social work, and integrative and functional nutrition. At the fall 2022 census, Saybrook’s enrollment included a total of 1,013 new and continuing students, already meeting our 2025 enrollment and revenue targets. The fall 2023 census showed continued growth at 1,055 new and continuing students. While physically located in Pasadena, California, all of Saybrook University’s programs are online, with our clinical degree programs following a low-residency hybrid model. Face-to-face meetings are held with frequencies that range from quarterly to biannually, based on program and state licensure requirements.

Saybrook University was originally located in San Francisco. In 2014, the university moved to Oakland, and, in 2019, it moved to its current location in Pasadena. Also, in 2014, the university entered an affiliation with The Community Solution (TCS) Education System, a nonprofit system of six colleges and universities. TCS fosters strategic partnerships that emphasize economies of scale, academic innovation, risk mitigation, and resourceful business solutions, in order to maximize the educational experience of students (www.tcsedsystem.edu)

Saybrook was first accredited in 1984. Its last reaffirmation visit was in 2018, with a special visit conducted in the fall of 2021. The WASC Senior College and University Commission commended the university for its progress in several areas. Two key areas were program development and review and financial sustainability, as reflected by increasing revenue, managing expenses, and accumulating financial reserves. The focus of this interim report is related to ongoing efforts in JEDI planning, student success initiatives, and faculty morale.

Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

Issue One: Creation and support of a comprehensive Justice, Equity, Diversity, and Inclusion (JEDI) plan

JEDI Plan Development

An overview of the diversity and inclusion issue described in the WSCUC response letter recognized the WSCUC site team's commendation of the JEDI Council's vigorous and committed efforts. In addition, the team recommended that Saybrook establish specific goals, processes, and metrics for monitoring progress and achievement and create an evaluation process for assessing the efficacy of the plan. The WSCUC site team observed that taking these steps will support Saybrook University in monitoring its progress toward diversifying its student body and faculty.

Justice, equity, diversity, and inclusion are ongoing work of the individual and the collective in both an institution and society. However, since receiving the commendation and recommendations from the WSCUC site visit team, the university has made robust and focused progress. These accomplishments and the vision indicated in President Long's response to WSCUC are further delineated in subsequent passages of this section. The key responsibility of the Saybrook University president's JEDI council is to advance anti-oppressive, anti-racist, social justice initiatives across the university. In addition, this key responsibility is operationalized through the ongoing development and implementation of assessment processes and metrics that will identify evolving strengths and challenges, as well as structures that serve as barriers to historically marginalized individuals at Saybrook University.

Actions Taken by the Institution that Address the Issue

The initial action taken by Saybrook University was to formally conceptualize the president's JEDI (Justice, Equity, Diversity, and Inclusion) council. The construct of the council was co-created by the initial JEDI council members, following a format developed by the [J.E.D.I. Collaborative](#). The JEDI Collaborative is a framework and model for supporting leaders and organizations with initiating efforts to increase their ability to actualize justice, equity, diversity, and inclusion efforts. Saybrook's JEDI Council also reviewed and considered current public health models, and models operationalized by other academic institutions along with those researched by JEDI council subcommittee members. Following initial research efforts by the JEDI council, a mission, vision, and purpose were co-created by the council members. Subsequently, two primary goals were identified: (1) identify and work with an

experienced external collaborator who has demonstrated success working with academic institutions, and (2) conduct a community-wide assessment.

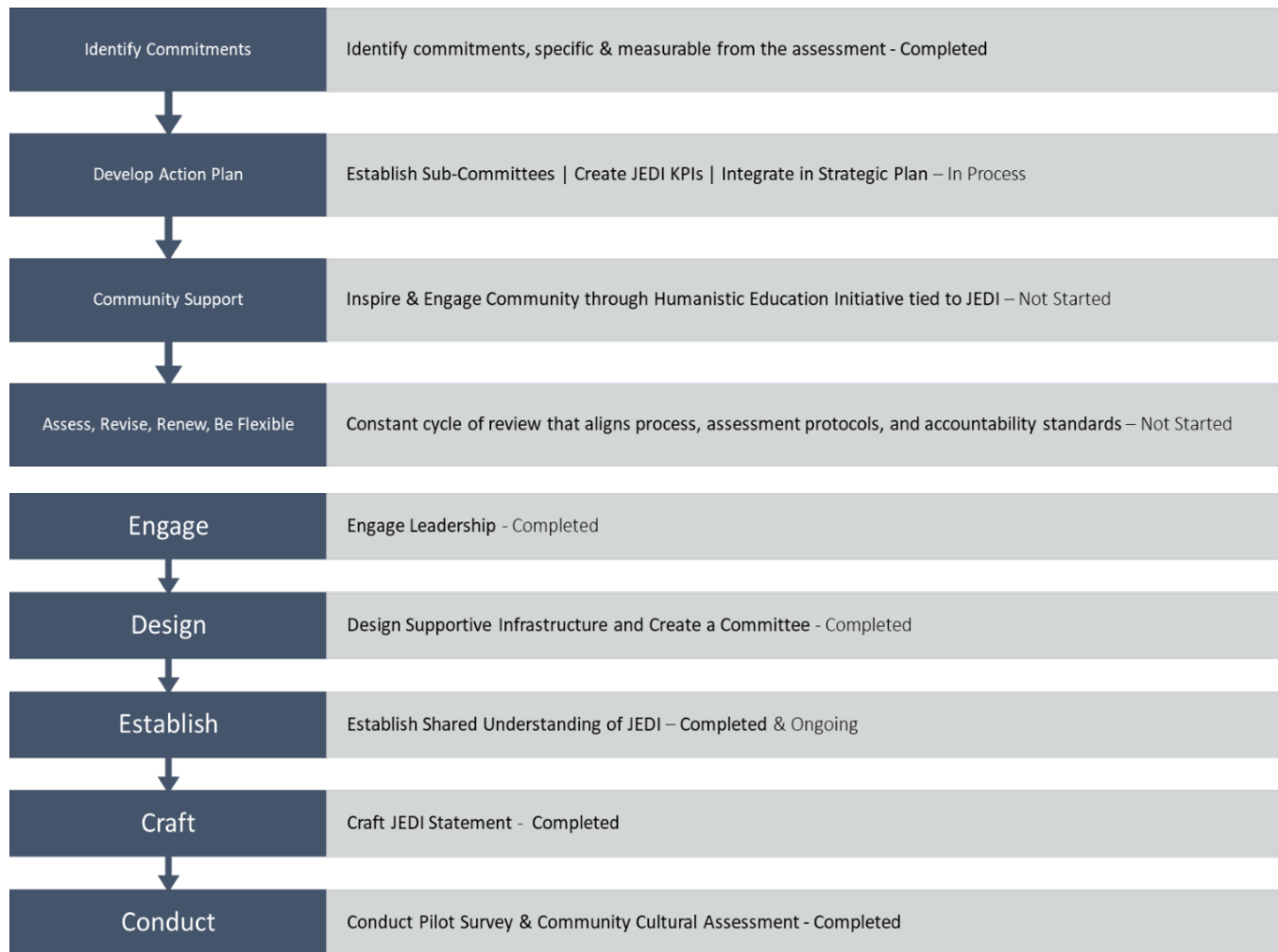
The Office of Institutional Research and JEDI council members co-created a community-wide assessment tool, which was modified from the 2020 Higher Education Data Sharing (HEDS) Consortium's diversity and equity survey instrument. This assessment collected input and feedback focused on Saybrook University's institutional culture and climate, as they relate to justice, equity, diversity, and inclusion. The assessment also helped identify community needs and priorities related to these principles.

In the spring 2022 term, the JEDI council, community stakeholders, and the office of institutional research administered this community-wide survey to collect data from students, and faculty/staff. Separate surveys with nearly identical questions were sent to students and to faculty and staff. On questions related to one's overall experience with justice, equity, diversity, and inclusion meeting personal expectations, 58.3% of students indicated they "somewhat agreed" or "strongly agreed." For faculty and staff responding to the same questions, 67.7% somewhat or strongly agreed. Questions inquiring about the curriculum meeting the justice, equity, diversity, and inclusion needs of students and the curriculum representing students' lived experiences ranged from 58.3-66.0% of students agreeing and 70.7-74.1% of faculty/staff. See appendices [Student JEDI Survey Results](#) and [Faculty-Staff JEDI Survey Results](#).

Analysis of the survey during the summer and fall of 2022, informed department-level discussions, which together guided planned actions. During the analysis, several high-level themes were identified including the integration of JEDI in curriculum and scholarship, learning and self-exploration, advocating for change, openness, transformational leadership, diversity, and supportive community. See appendix titled [JEDI Culture Survey High-Level Themes](#). This in-depth analysis, coupled with subsequent community dialogues, resulted in the identified tactics and measures noted in the "action road map" below. Perhaps most importantly, they informed the development of an additional strategic initiative that was approved by Saybrook University's Board of Trustees. Key Strategic Initiative V, with identified objectives, tactics, and measures, was added to the University Strategic Plan. With the adoption of Key Strategic Initiative V, the JEDI Council affirmed support for JEDI from the Board and Community.

The Action Map below outlines the various actions taken in creating and supporting a comprehensive JEDI plan. Specific goals are delineated in the Board-approved KSI V JEDI along with tactics (processes to achieve the goals) and their outcomes. These are discussed in more detail in the following section.

President's JEDI Council Action Road Map



Evidence Supporting Progress, Plans and Actions of the Institution to Address Justice, Equity, Diversity, and Inclusion

The adoption of Key Strategic Initiative V is the JEDI council's most significant accomplishment to date. During the fall 2022 Saybrook Board of Trustees meeting, this co-created key strategic initiative was presented to and affirmed by the board via a unanimous vote. This KSI is now integrated into the Saybrook 2020-2025 five-year strategic plan and reads as follows: "Establish a culture committed to Justice, Equity, Diversity, and Inclusion (JEDI) across the university that improves student retention and engagement, as well as increases employee engagement."

Five objectives, with associated tactics, measures, and outcomes, are under development for KSI V. The five objectives are noted below, and slides describing the associated tactics, measures, and outcomes can be found in the appendix titled [KSI V JEDI](#).

Objective 1 Belonging. Better understand the vision students, faculty, and staff have as it relates to a culture of belonging and improving the experience of JEDI at Saybrook University.

Objective 2 Accountability. Develop and implement a framework for assuring the processing, investigation, and resolution of complaints is transparent, equitable, and human-centered.

Objective 3 Curriculum and Teaching. Assess and enhance curriculum and experiences to reflect the Saybrook community's diversity and lived experiences.

Objective 4 Policies and Structure. Create and implement policies and structures supporting JEDI at Saybrook University.

Objective 5 Addressing Harassment/Discrimination. Identify processes, procedures, and educational activities that increase the community's understanding of their rights and responsibilities related to defining, reporting, and investigations pertaining to harassment and discrimination.

A public-facing landing page for all JEDI activities is under development. It will provide a centralized location for these efforts that is accessible to all. The webpage is in the mock-up stage. The Appendix titled [JEDI Website Content Map](#) depicts the content to be curated. The timeline for launching this JEDI landing page is a phased approach, with a projected start in fall 2023, and full implementation in spring 2024.

Another significant effort underway is establishing a relationship with an experienced external collaborator who has demonstrated success with academic institutions and their stakeholders. This collaborator will:

- Consult on programmatic and curricular assessments and reviews across the university;
- Provide guidance on equity evaluations; and
- Make data-based recommendations.

The actions described in this document show the progress the JEDI council has made in its efforts to engage community members in various projects from inception, co-design, implementation, and evaluation.

Remaining Issues and Plan for Addressing Them

The WSCUC site team identified the need for the “creation and support of a comprehensive justice, equity, diversity, and inclusion (JEDI) plan.” At the time of the site visit, the president’s JEDI council was in the process of developing an evidence-based approach to a comprehensive plan for Saybrook University. With the WSCUC site team’s highlighting of this need, a pathway for accountability was forged.

It cannot go unstated that Saybrook, along with other institutions, is embedded in a society that is navigating the problem of structural and institutional oppression. The macrocosm (society) is reflected in the microcosm (institution). There is a genuine challenge for capacity building and meeting change. A multi-focal approach will require full community engagement. All stakeholders will be essential to supporting culture shifts and co-designing protocols for responding to challenges, as needs are identified. It is expected that these protocols will align with those defined in the Saybrook employee and faculty handbooks and professional discipline codes of ethics.

Finally, financial resources will need to be allocated to meet stated JEDI objectives. Examples include engaging an external collaborator and supporting various JEDI activities, such as the historical community engagement that is the diversity luncheon, the JEDI Mindful, the anti-racist collaboration, and student-led groups. The president has set aside the resources needed through the budgeting process.

Assuring that the Issue Has Been Fully Addressed

As indicated in the previous paragraphs, issues related to justice, equity, diversity, and inclusion require an ongoing institutional commitment. A systematic distribution of climate surveys and pulse surveys and triangulating data from additional sources, such as the staff and faculty engagement survey, student course evaluations, and alumni surveys and input, will inform Saybrook's efforts to create targets for measuring progress. Multi-focal and multi-directional in nature, the timelines for Saybrook University's commitment to justice, equity, diversity, and inclusion are summarized in the table below.

Planned Next Steps, Milestones, and Anticipated Outcomes

Next Steps	Milestones	Anticipated Outcomes
Establish a relationship with and assess the effectiveness of external collaborator.	Spring 24: initial baseline metric and trend outcomes following each program or experience. Fall/Spring 24: Assessment of toolkits informed by collaborator.	A baseline and formative assessment regimen with established metrics on Readiness to Learn about and Capacity for Creating a Community of Belonging.
Generate and evaluate the effectiveness of tool kits for developing capacities and skillsets for JEDI-informed recruitment and hiring practices.	Fall 23: initial report on content analysis.	A baseline and formative assessment of toolkit effectiveness.
Conduct content analysis to identify and remove exclusionary language from Saybrook materials.	Summer 24: changes complete.	Updated catalog and syllabi that better address student expectations and lived experience.
Implement JEDI recruiting and hiring practices that support representational diversity across all departments.	Fall 23: Establish Current demographic analysis of the entire community. Fall 23: Begin implementing recruiting and hiring practices, tracking recruitment postings, response rates, and other appropriate metrics.	Baseline from which to track future trends to assess the effectiveness of new practices on diversifying student and employee populations

<p>Develop a phased approach to adopting processes for learning outcomes that assess college and program readiness for building communities of belonging.</p> <p>Explore and apply the development of an Inclusiveness and Belonging Index (IBI) or similar instrument that helps measure the university's culture of belonging.</p>	<p>Spring 24: Identify up to 3 programs to launch phase I of Student Learning Outcomes development.</p> <p>Summer 24: Complete and launch Student Learning Outcome assessment initiative for JEDI</p> <p>Spring 24: Finalize criteria for IBI, including a plan for weaving in the above learning outcome data in FY 2025.</p> <p>Summer 24: Roll out initial IBI to the community.</p>	<p>One or more justice, equity, diversity, and inclusion (JEDI) learning outcomes by college and program aimed at cultivating student-alumni readiness for building communities of belonging in their specific professional-scholarly field.</p>
<p>Create and assess Anti-Discrimination, Anti-Harassment, and Title IX Policy module in Getting Started course for new students.</p>	<p>Fall 23: Baseline metric for the effectiveness of the JEDI Module</p>	<p>Students' understanding of their rights and responsibilities for defining, reporting, and investigating harassment & discrimination.</p>

Issue 2: Establishment and Support of a Plan to Evaluate Student Success Initiatives Systematically

The second action item addressed in this interim report relates to systematically evaluating student success initiatives. Primary foci include how the university uses data to make decisions and evaluating the findings to determine their effectiveness. Saybrook also developed internal feedback and assessment processes to collect feedback from faculty, staff, and students.

Student Success Initiatives and Evaluation Activities

Academic Advising. In April 2022, Saybrook hired two academic advisors, one for each college, to support student success. These advisors assist students with registration each semester, ensuring attendance is captured, revising degree program plans, resolving student intervention requests from faculty, and assisting students with understanding university policies and procedures. In March 2023, the university incorporated questions related to the importance of, and quality of, academic advising in the student satisfaction survey. Seventy-six percent of responding students indicated they were satisfied or very satisfied with academic advising on the spring survey. The academic advising team will use this feedback to inform process improvement in academic advising for the next academic year.

Leave of Absence Outreach Initiative. In the spring of 2023, the advisors began targeted outreach to maintain contact with students who are on a leave of absence. These efforts were to facilitate a smooth return to school and to reduce student risk of withdrawing. The outreach includes one mandatory meeting with the advisor, a meeting to discuss course planning and preparation for return to study, and priority registration for students' return to study. This initiative aims to increase the number of students who return to study from a leave of absence. Early data indicate there were fewer withdrawals in the semester after LOA (students not returning), by percentage than in the previous year. We will continue monitoring LOA to withdrawal data and adjust the strategy as indicated. [LOA & Withdrawal Analysis](#).

Satisfactory Academic Progress Initiative. Also, in the spring of 2023, advisors began targeted outreach to check on student course progress. During these meetings, the advisors review the academic recovery plan and current grades to advise students of options for academic and/or personal support services, schedule modification, and/or withdrawal. This initiative aims to reduce the number of academically dismissed students. After one year, the academic advising team, registrar, and academic affairs team will assess this initiative's effectiveness by examining Satisfactory Academic Progress status trends.

New Student Onboarding (NSO) Learning Outcomes and Evaluations. In the summer of 2022, Saybrook developed student learning outcomes for the student support services orientation. Based on those outcomes, the university then created a student assessment sent to each student who attended the synchronous orientation. This assessment includes topics, such as the day and time of the orientation, presenter information, format, flow, and effectiveness. Students attending the Spring session rated their overall satisfaction at 4.7/5.0. Please see the appendices titled [Spring NSO Participants List](#) and [Spring NSO Survey Results](#). After each semester's orientation, the presenters review the feedback from the evaluations and make changes for the next orientation. Additionally, student affairs and admissions use input collected through the student satisfaction survey (administered annually in the spring semester) and the first-semester survey (administered annually in the fall semester) to improve the onboarding experience and programming. See appendices titled [Student Satisfaction Survey Highlights](#) and [Full Version of the Student Satisfaction Survey](#).

Co-Curricular Program Outcomes and Evaluations. The co-curricular programs hosted by student affairs have student learning outcomes attached to them. Evaluations were developed, based on those student learning outcomes. Those evaluations yield student feedback, which informs planning for the next event and allows the team to offer programming based on student interest.

Registrar. The Registrar's Office has completed a university-wide audit, updating students' program versions in Campus Vue to match their courses of study. Each individual student was audited to document substitutions, confirm (if any) transfer credits, and ensure the accuracy of their academic record. Students can now see what requirements they have completed and what they still need to complete. The resulting record also includes a progress bar that displays overall progress to degree. Having clean audits available to all students, faculty, and academic advising provides a common resource to confirm that students are taking courses that are within their degree program, moving them as quickly as possible toward degree conferral. The audits streamline and expedite the review of milestones (such as moving a student to dissertation candidacy, master's level theses/projects, or final degree conferral). As an example, a previous audit could have taken up to a week to complete (with review/revision between multiple departments), whereas most audits now take a few minutes. An example audit using the new process can be found in the appendix titled [Clean Degree Audit Example](#).

Evidence of Progress to Establish and Support of a Plan to Evaluate Student Success Initiatives Systematically

New Student Onboarding. In the summer of 2022, Saybrook launched Welcome Week programming to support new and continuing students. Programs focused on student support services. See appendix titled [Fall 2023 Welcome Week Schedule](#). In the 2022-23 academic year, Saybrook saw growth in the number of new students attending the student support services orientation. In the summer of 2022, 89.74% of new students participated in the new student orientation. In the fall of 2022, 73.2% attended, and, in the spring of 2023, 90.6% of new students participated. In addition, there was an increase in the number of attendees at Welcome Week events. In the summer of 2022, there were eight events hosted with 28 participants; in the fall of 2022, there were 11 events with 129 participants; and in the spring of 2023, there were 13 events hosted with 268 participants. Student satisfaction surveys were used as a formative assessment. Over time, student affairs programming staff will use service access rates and retention rates to assess program effectiveness.

Student Organizations. In the summer of 2022, student affairs invited student organizations to host open houses and networking events to attract students to join their organizations. The student affairs team also conducted webinars on how to start a student organization at Saybrook. In the spring of 2022, the university had one student organization. As of the writing of this report, the number of Saybrook student organizations has increased to five. A screen print of the Student Organizations webpage is included in the Appendix, titled [Student Organizations Community Site](#).

Remaining Issues and Plan for Addressing Them

Saybrook's current year-over-year retention is 69.97%. The overarching goal of the student success initiatives is to improve student retention numbers across the university. In support of this goal, Saybrook adopted a holistic approach to student advising to support their retention efforts. The following timeline will guide the student affairs and academic affairs teams in their efforts to improve student retention.

First Semester Survey. The first-semester survey is administered each fall for new students who began that semester. Student affairs, academic affairs, and admissions teams review data from these surveys in the spring of the following semester to enhance the new student onboarding experience. Eighty-eight percent of first-semester students responding (n=108) were satisfied or very satisfied with their overall academic experience at Saybrook University. These results can be found in the appendix titled [First-Semester Survey](#).

Student Satisfaction Survey. The student satisfaction survey is administered each spring semester to examine the quality and value of Saybrook from the student perspective. Survey results are then used to inform future improvements to programs and services.

Co-Curricular Event Evaluations. Student evaluations of co-curricular events are administered on an ongoing basis. The responses are reviewed and analyzed by student affairs and the event facilitators to inform and improve programming for future events.

Analysis of the Effectiveness of Actions to Date

As described above, Saybrook has introduced initiatives in the areas of academic advising, new student onboarding, and student organizations. All these initiatives were designed to increase student success, and formative feedback suggests the university is on the right track in its attempts to support students. However, because most of the initiatives were launched recently, the university has not yet evaluated the effectiveness of all actions taken. We anticipate increased student success from these efforts. Success would be reflected in increased retention and graduation rates.

Data collected to date provided encouraging feedback related to student success, suggesting what we are adding is valuable to students. We continue to innovate in the area of student success. We have a robust plan for building out additional academic support and adding resources to our advising efforts. An increase in overall retention and graduation rates across the university will indicate our efforts are effective. The next steps to addressing the issue are summarized in the table below.

Planned Next Steps, Milestones, and Anticipated Outcomes

Next Steps	Milestones	Anticipated Outcomes
Launch TimelyCare platform to support students' behavioral and physical health.	Fall 2023: 25% of Saybrook students will have TimelyCare accounts and access services via that platform. Spring 2024: Student Affairs will analyze student use and evaluate the overall effectiveness using the student satisfaction survey.	Enhanced mental health and wellness access for students
Enhance student programming throughout the year to be focused on transitioning to graduate learning and self-care.	Fall 23 & Spring 24: Establish baseline of satisfaction with current programming.	Greater student engagement and satisfaction

Diversify content of Welcome Weeks programs to support professional and personal development.	Spring 24: revised content offered and evaluated. Summer 24: updated content as indicated.	Enhanced student success by moving from information delivery to skills development.
Assess and evaluate program survey data to determine satisfaction with current programs and inform future programming.	Spring and Summer 24: student satisfaction survey results are triangulated with program-specific survey results to develop the program plan for AY25.	Increased student participation and satisfaction with programming.
Integrate support services such as Research, Writing Center, Library, and Teaching and Learning to provide seamless support for student research in an Academic Commons utilizing Lib Guides as a delivery platform.	Fall 23: Pilot the launch of the Academic Commons; evaluate effectiveness through usage reports, feedback, and an After Activity Review. Spring 24: Further integrate services such as grant and dissertation support and others according to user responses.	Increased research productivity, reduced time in dissertation, and enhanced student success.

Issue 3: Faculty Morale

The third issue addressed in this interim report is that of faculty morale. Saybrook was asked to report progress and plans related to four specific aspects: (1) codification of shared governance that clarifies roles and responsibilities of the administration and faculty; (2) reviewing of workload and compensation for all faculty; (3) clarifying policies and procedures for faculty appointments to multi-year contracts; and (4) monitoring morale, including by continuing to administer an engagement survey or other appropriate instruments. This section describes actions taken to date, accompanied by an analysis of their effectiveness, the status of remaining issues, and plans and timelines for each remaining issue.

Codification of Shared Governance

Actions taken since the special visit include an update to the faculty handbook that includes a summary of ongoing Saybrook meetings pertaining to governance and a matrix on shared governance that utilizes the RACI framework to identify positions responsible (R), accountable (A), collaborate/consult (C), and inform (I) for various decision types (e.g., program/curricular development or changes; institutional policies and procedures). The appendix titled [Shared Governance Matrix](#) offers additional detail.

The Academic Affairs Leadership Council (AALC) is currently considered the main governance body where matters are presented for consideration by representatives across the institution. Members of the president's cabinet, the faculty senate, academic department chairs, and key staff members in academic and student affairs, admissions and enrollment management, advancement, and business operations have voting roles on the AALC. The college deans are members charged with facilitating the bi-weekly meetings on a rotating basis. Program Modification Requests are commonly on the agenda. Brought forward through the department faculty and endorsed by the college dean, they are reviewed by the Registrar, State Authorization Coordinator, and VPAA for compliance and resource concerns prior to discussion and approval by the AALC. See appendix titled [Sample PMR](#). The Director of Academic Affairs Administration and Projects collects agenda items and produces and distributes meeting minutes. Examples of an [AALC Agenda](#) and [AALC Meeting Minutes](#) are in the Appendix.

Governance-related Activities and Examples

Senate co-chairs (one from each college) are considered an integral part of university leadership and initiate a bidirectional communication process between faculty and administration to integrate a university-wide faculty voice into shared governance. As part of this process, the senate co-chairs attend bi-weekly meetings with the president's cabinet, their respective college deans, and the vice president for academic affairs to discuss faculty and administration items under consideration. Communications following these meetings are shared in senate and all-faculty meetings, and responses are subsequently discussed with leadership in an ongoing process.

Saybrook University has established a practice of conducting After Activity Reviews (AAR) following new or changing initiatives. An AAR is grounded in appreciative inquiry that allows university personnel to appreciate what worked and what changes should be considered for next time. For example, Saybrook recently instituted a zero-credit course to support students through the dissertation finalization process. The course is facilitated by the director of the writing and dissertation services center, Dr. Peter Fontaine. The course was proposed through the program modification process (PMR) and was approved by AALC. It is a course that was added to all programs. See appendix titled [ALL 9000 Final Course Proposal](#) for more detail.

After its initial offering, an AAR was conducted with all program chairs, students, and relevant staff. Due to the review, portions of the course were reinforced and recommended changes were made. There

were also lessons learned related to policies and procedures. After changes to the course were made and policies were drafted, those modifications were brought back to the AALC for approval. [Dissertation Finalization Process](#) displays the AAR format and sample results.

Analysis of the Effectiveness of Actions to Date

Timely progress has been made, but there is more work to be done. Recent meetings with senate co-chairs, coupled with feedback from academic department chairs and the full faculty senate on an early draft of this report, indicate that some dissonance remains around governance. This may suggest that Saybrook has not yet reached a consensus on a governance model, and/or there is not yet a shared understanding regarding how best to operationalize the governance model. Currently, there are two activities underway to aid in further codifying the shared governance model.

First, the VPAA and senate co-chairs are systematically reviewing projects/decisions (past and planned), applying RACI to articulate roles played in the planning and implementation with specific attention paid to how and where faculty input was gathered and employed. Some of the projects reviewed relate to aspects of faculty morale that will be discussed later in this section. These descriptions are being brought to the full senate and all faculty to gather reactions through bi-directional communication to gauge how both the model and means of information sharing are working.

Second, a facilitated meeting involving the full senate, department chairs (considered members of faculty), deans, and the VPAA took place on June 30, 2023, via Zoom. We secured the services of a professional meeting facilitator to explore perspectives on governance within the university (faculty, administrative, and shared), with an aim toward planning future activities in support of shared understanding and effectiveness of governance at Saybrook. That meeting helped orient the work for the senate, chairs, and administration related to governance. A senate task force will be developing recommendations for faculty governance. Time will be dedicated to governance conversations at Cabinet and AALC meetings as we continue our efforts in codifying and operationalizing shared governance.

Planned Next Steps, Milestones, and Anticipated Outcomes.

Next Steps	Milestones	Anticipated Outcomes
Assess results of the RACI review for Academic Affairs (AA) projects and facilitated session on governance.	Co-chairs conduct the RACI review with full senate and present to all faculty by July faculty meeting. Meet with facilitator by July 15, following the June 30 session.	Articulation of work to be done related to governance (administrative, faculty, and shared).
Conduct a similar review of past projects by members of cabinet to assess usefulness of model.	VPAA to facilitate the review at the June executive session, June 20 and 21, 2023.	Additional input into the articulation of work to be done related to governance.
Develop a phased plan for conducting the work previously identified.	Draft plan developed no later than September 30, 2023. Implementation of Plan Phase I NLT October 30, 2023.	Shared understanding of a governance structure that supports university mission and growth.

Reviewing of Workload and Compensation for All Faculty

Actions taken since the special visit include (1) core faculty and staff receiving a cumulative salary increase of eight percent, (2) review of the faculty workload calculation form, (3) input gathered from department chairs and deans related to the current practice in assigning/assessing workload, and (4) data gathering related to department/program-level workload, as implemented at the college and department level.

Related Activities and Examples

Salaried (or core) faculty and full-time staff received two pay raises since the special visit. They received a 3% increase in January 2022, and another 5% increase in June 2023. Saybrook continues to provide a 7% contribution (no match required) to the 403b accounts of salaried faculty and staff.

The faculty workload calculation form is currently completed by faculty near the end of the academic year as part of their annual review. Deans and chairs review faculty entries. Through this process, leadership identified inequities in workload at both the individual and program levels. Differences also exist in the way programs give credit for activities related to workload. Faculty also express that dissertation “credit” is inadequate for the work involved. The form is also the antithesis of planning as it is completed AFTER the work is completed. See appendix titled [Sample Faculty Workload Form](#).

A phased plan was developed to move from a calculation of workload, after-the-fact, to the development of a workload planning process to achieve equity, while supporting faculty in pursuing individual professional goals and meeting student, program, and university needs.

Phase I: Deans and the VPAA engaged with OIR and the registrar to gather program-level data related to: enrollment and retention, number of course sections taught, frequency with which a particular course is offered, and average class size. The most recent OIR data are from the fall of 2022, where there were 363 didactic course sections taught, with an average class size of 6.92. Total enrollment for those courses was 2,512. There is significant variability between programs, in terms of the number of courses taught and average course size, as well as the ratio of core faculty to students. One way to address faculty workload is to reduce the amount of work to be done. That will also aid in reducing expenses, freeing resources to be reinvested in programs and people. See appendix titled [Course Offerings Data](#) for more details.

Department chairs worked with their program faculty to create three-year course plans that allow students and faculty to plan their schedules in advance. The first draft, which was completed in the spring of 2023, included more courses than would allow for the achievement of the goal of an average course size of eight. Chairs and deans revisited courses for the fall of 2023 to eliminate as many individual and small sections as possible, without negatively affecting current student progress to degree. By reducing low-enrolled sections, Saybrook aims to reduce the number of courses individual faculty are asked to teach and improve the student experience by ensuring that students have ample peer interactions. Streamlining course offerings will be an ongoing effort throughout the 2023-24 academic year.

Deans are facilitating college and cross-college curricular conversations related to course offerings. Many Saybrook programs encourage students to engage in multidisciplinary course offerings. Students frequently take courses and or entire specializations or certificates in other disciplines, utilizing their electives. By engaging in transdisciplinary explorations of the curriculum, the university seeks

opportunities for more shared courses, staggering or otherwise reducing the overall number of courses offered in each semester.

Department chairs worked with their faculty colleagues to compile an outline of the collective workload at the program level. The chairs included all activities related to university service, leadership, and governance—as well as research, professional activities, dissertation, and accreditation activities. This information will be used to assess workload equity across department activities to determine if elimination, reallocation, or reassignment of activities would better achieve workload equity at the college and program level. Relevant ideas generated through this work were captured and will be revisited in Phase II of the workload planning process. See appendix titled [Workload Planning: Outline of Relevant Ideas](#).

Review of input from the previous step is ongoing and was used in the summer of 2023, to inform discussions about streamlining course offerings and other means to reduce overall workload at the program and college level. Department chairs were the primary faculty collaborators. Senate co-chairs were consulted, and they also solicited workload input from the full faculty. Many of the suggestions apply to the individual workload level. This is Phase II, which is described in the planned next steps below.

Analysis of the Effectiveness of Actions to Date

Saybrook leaders anticipated making more progress on faculty workload this year than was realized. As they began the work, what became apparent was that the issues were more complex than revamping the current workload calculation form. To realize the longer-term effects of workload equity and life-work balance for faculty, while attending to student needs and expectations, a more comprehensive approach to workload was needed. The work completed to date is informing goal setting at the college and program level to reduce overall work. This first phase will also inform program support needs and hiring, so it is having the desired effect. Leadership feels positive about compensation increases for core faculty over the past two fiscal years but recognizes that they must address compensation for adjunct faculty, who did not receive the same increases as core faculty.

Planned Next Steps, Milestones, and Anticipated Outcomes.

Next Steps	Milestones	Anticipated Outcomes
Continue to use the three-year schedules to create a coherent and predictable schedule that students and faculty can count on.	Reduced number of course sections for fall. Updated three-year schedules for spring on which student program plans can be based.	Fewer and higher enrolled sections (avg 8 by end of AY) Program plans that students can make decisions against and can inform Phase II of the workload planning project.
Continue examinations of workload at the program level to increase visibility, assess resources, and retire, refine, or reallocate work from over-extended programs.	Ongoing summer – fall 2023	Better understanding of workload in AA. More equitable distribution of work. Plan for adding personnel as needed.

<p>Phase II</p> <p>Define faculty workload and what it is comprised of, considering the existing workload calculation form and other related processes. Create a process to plan faculty workload in advance.</p> <p>Build approach(es) and guidelines for determining individual faculty workload at the program level, ensuring student, program, and university needs are met, while supporting the professional goals of individual faculty members.</p>	<p>Phase II to commence in Fall 2023, consulting with faculty senate on approach (e.g., senate, chairs, and/or taskforce). Begin upon completion of previous step. Aim is to complete this work in time to pilot for AY25.</p> <p>Simultaneous with the previous two steps.</p>	<p>Greater equity at the individual faculty level.</p> <p>Greater coherency with other processes, such as annual review and voluntary faculty ranking procedures.</p> <p>Greater ability to plan for and support faculty activities related to research, fellowship, grant, or other activities without negatively affecting the student experience.</p> <p>Enhanced transparency of workload within and across program faculty.</p>
--	---	--

Clarifying Policies and Procedures for Faculty Appointments to Multi-Year Contracts

Actions taken since the special visit include the development and implementation of guidelines for awarding multi-year contracts with built-in review cycles for feedback and improvement. In collaboration with the college deans, department chairs, and senate co-chairs, interim guidelines were developed in April 2022, to guide contract renewals for the 2023 academic year (AY).

In 2020, Saybrook reinstated the availability of multi-year contracts. At the same time, a faculty committee collaborated with academic affairs to develop the faculty workload form described in the previous section. However, a connection between the faculty workload form and faculty contracts was never fully developed. Consequently, the interim faculty multiyear contracts guidelines, which appear as an appendix [Interim Guidelines for Multiyear Contracts](#) attempted to make those connections.

The interim guidelines were first applied in renewing faculty contracts due to expire at the end of AY 2022. To ensure the guidelines were equitably applied, some guidance was included related to faculty members' individual contributions and years of service at Saybrook. In this review process, the department chair was designated as the recommender, and the dean was designated as the decision maker. By investing decision-making in the deans, we established the ability to look across programs. Deans examined multiyear contract recommendations with an eye toward equity and fairness.

An after-activity-review was used to improve the interim faculty workload guidelines before they were reapplied in AY 2023. Department chairs, college deans, and senate co-chairs participated in this AAR. After the review, guidelines were revised to have the contract decisions made earlier in the academic year. Those changes resulted in the moving of the final decision date for faculty contracts from June 30 to May 20, with the goal of issuing contracts by June 1, 2003. The appendix titled [AAR: Faculty Contracts](#) highlights the results of the review.

There will be one additional After Activity Review in September 2023 to identify any additional changes to the process. Stakeholders of the process will participate: Department Chairs, Deans, Faculty Senate,

and the HR team. Any additional changes resulting from that review will inform the process for the next three years. We will revisit the process again in AY26 as part of our continuous improvement efforts.

Analysis of the Effectiveness of Actions to Date

The multiyear contract guidelines described above have added structure to the process. In year two, faculty received contract renewals in June rather than August. Our aim is to move contract renewals to May. Feedback from faculty, as reflected in comments from senate co-chairs suggests that faculty want differentiated contracts, as well as altered language within the contracts. The differentiation faculty seek would reflect their preferences for where they spend most of their time (e.g., teaching, research, service). We aim to address this need through workload planning rather than differentiated contracts. This will be explored as part of Phase II of issue two (faculty workload) discussed above.

Planned Next Steps, Milestones, and Anticipated Outcomes

Next Steps	Milestones	Anticipated Outcomes
Conduct AAR with chairs and faculty senate to finalize the guidelines through AY 2026. Going forward, guidelines will be reviewed every three years. Next review will be scheduled for spring/summer 2026.	Before fall 2023, AAR and revised guidelines will be developed in collaboration with chairs and reviewed by faculty senate before finalization.	Equitable approach to contract renewals.
Review of contract language to determine what is desired and what is possible.	Begin work through faculty senate in fall 2023.	Updated language in contracts where eligible/ applicable.

Monitoring Morale to Include Readministering an Engagement Survey

Since the special visit, one primary action the faculty and staff engagement committee took to monitor faculty morale was readministering the employee engagement survey. The associate vice president for business operations led that effort, with a committee comprised of representatives from each university division. The purpose of the committee and the administered survey is to better understand current faculty and staff needs, with the end goal of fostering and strengthening employee engagement strategies, priorities, and goals. Employee engagement goals will inform the design and deployment of short, mid, and long-term projects and programs to enhance employee satisfaction and address areas of concern.

The employee engagement survey was most recently administered in April 2023. This same survey was administered in 2020, and again in 2021. Summary results comparing current, and 2021 responses are described below. A full set of findings is included in the appendix titled [Faculty and Staff Engagement Survey](#).

In April of 2023, the majority of faculty and staff (70.2%) who completed the survey agreed or strongly agreed with the statement: "Overall, I am satisfied with my work/position at Saybrook." This percentage compared with 69.8% in 2021. There were improvements in perceived levels of engagement in 2023. For instance, 86% of faculty and staff indicated agreement or strong agreement with the statement: "My supervisor and I have bidirectional communication about my contribution to Saybrook at work." This

was up from 82% in 2021. Seventy-nine percent of faculty and staff agreed or strongly agreed with the statement: “I feel supported in my goals for self-development,” up from 61% in 2021.

Responses to questions focused on organizational elements related to a meaningful workplace provided suggestions for enhancing employee engagement in the future. Faculty and staff were asked to rate the importance of five elements: (1) shared governance, (2) workflow, (3) compensation and benefits, (4) recognition, and (5) celebration and fun. The elements of workflow, compensation, and recognition received the highest percentages of important or very important ratings (89%, 91%, and 91% respectively). Faculty and staff then indicated their levels of satisfaction for each element. Fifty-nine percent of respondents indicated they were satisfied or very satisfied with workflow, 56% were satisfied/very satisfied with compensation, and 56% were satisfied/very satisfied with recognition.

In open-ended response items related to what Saybrook University does well, 83 faculty and staff respondents provided positive comments, many of which related to mission, colleagues, and students. In open-ended response items focused on what Saybrook University could do to improve, 76 faculty and staff provided constructive comments, many of which related to workload equity and balance, workflow improvement, and merit/recognition. A complete list of themes and exemplars is included in the full set of findings. See appendix for the full version of the [*Faculty and Staff Engagement Survey*](#).

Analysis of the Effectiveness of Actions to Date

The employee engagement survey is a useful tool for assessing employee satisfaction in their work and relationship with Saybrook University. The most recent survey indicated progress and improvement opportunities. The comments helped confirm that initiatives underway in academic affairs for AY 2024 are timely and relevant to enhancing employee morale. Specifically, these initiatives focus on workload equity at the college, program, and individual faculty level; adjunct faculty engagement to include contracts, clarifying expectations, and compensation; and shared governance.

Planned Next Steps, Milestones, and Anticipated Outcomes

Next Steps	Milestones	Anticipated Outcomes
Distribute and utilize findings in development of action plans related to each of the major findings and incorporate them in goal setting at all levels and methods for monitoring.	<p>July 2023: Develop relevant goals/initiatives to address gaps in satisfaction.</p> <p>August 2023: Coordinate those initiatives—from the cabinet to the program level.</p> <p>December 2023 and May 2024: Collect in-progress responses to progress perceived at the unit level.</p> <p>January and June: Communication of progress at community meetings and other channels.</p>	Plan for progress and monitoring. Communication of efforts and outcomes at regular intervals. Ongoing documentation of progress and next steps.

	Ongoing: AARs for each phase of initiatives.	
Update the composition of the employee engagement committee to facilitate engagement at all levels of the organization.	In August 2023, put a call out for participants (faculty and staff) to lead the committee, with the AVP of business operations as support rather than leader.	More diverse and representative committee with enhanced credibility of findings.
Administer the employee engagement survey again in the spring of 2025.	To allow for comparison of findings, the same instrument will be used to gather data on progress.	Continued progress in improving employee engagement across areas identified as areas of focus.

Identification of Other Changes and Issues Currently Facing the Institution

Instructions: This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Saybrook University continues to grow and thrive. The university hit its 2025 enrollment and revenue goals two years early. They also made some changes to their program portfolio and began assessing program prioritization, using student enrollment and market demand data.

As a result of using this process to inform their decision-making, Saybrook decided to close their business programs, specifically the Master of Business Administration (MBA) and Doctor of Business Administration (DBA) degrees. A part-time business programs advisor was hired to guide enrolled students through to degree completion.

In addition, the university decided to rework the sport exercise psychology program, which was adopted in 2019, as part of a teach-out for Argosy University students. The program will relaunch in the spring of 2024 with a new name—M.S. Sport Performance Psychology. The revised program includes the didactic education necessary to qualify for the Association for Applied Sport Performance certification as a certified mental performance consultant.

With 1,000 students, 20% of whom are at the dissertation stage, Saybrook decided to restructure its Department of Research to increase capacity to support research for both students and faculty. With that aim in mind, the university elevated the director of research position to dean of research and sponsored programs and appointed a separate department chair for the academic department of research, which provides instruction in research methods for programs across the university.

Initial work has begun to create the Saybrook Office of Research Innovation and Sponsored Programs, which will build research capacity through education, collaboration, and service. The office is comprised of four units: the sponsored programs office, the institutional review board (IRB), the academic department of research, and the dissertation services office. The sponsored programs office is designed to partner with faculty and students seeking external funding for research, scholarship, and creative activities. Alongside the Saybrook IRB's ethical oversight of research with human participants, the sponsored programs office oversees external grants and contracts in line with federal, state, and local regulations. The new dissertation services office manages the administrative functions related to the student dissertation process, including the documentation of dissertation committees and dissertation milestones.

Since the last WSCUC visit, Saybrook has made some personnel changes, particularly in academic affairs. A vice president for academic affairs and chief academic officer was hired, and 15 new and replacement faculty were added. Nine faculty departed. Of the nine, two were associated with the decision to teach out the MBA and DBA programs, three faculty retired, and the remaining faculty stepped back to part-time status or left the university to pursue other opportunities.

As described above, the university also reorganized the department of research, changing the director of research position to the dean of research and sponsored programs and appointing a department chair

to the academic department of research. Overall, these changes resulted in an increase in faculty and administrative support. During the WSCUC visit, Saybrook had 49 core faculty and two deans. As of the writing of this report, the university has 52 core faculty, three deans, and a VPAA. Additional investments in core faculty positions are planned for the 2024 fiscal year.

Concluding Statement

Instructions: Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

As documented in this report, Saybrook has made considerable progress in the areas identified for reporting by the Commission following our site visit in November 2021.

Related to the creation and support of a comprehensive JEDI plan, the President's JEDI Council set out specific goals, processes, and metrics in AY23. It is also committed to developing an evaluation process for assessing the efficacy of goal achievement on diversifying Saybrook University's students, faculty, and staff while fostering a culture of equity and belonging. Key accomplishments were:

1. Establishment of a Board-approved Key Strategic Initiative (KSI-V) focused on JEDI and added to Saybrook University's strategic plan 2025 with identified objectives, tactics, and measures to be achieved in FY24.
2. Development of a website with curated content related to JEDI initiatives, events, research, social support, teaching and learning, and JEDI news to be launched in Fall 2023.

Related to establishing and supporting a plan to evaluate student success initiatives systematically, Saybrook University undertook a series of student success initiatives in the areas of academic advising, new student orientation, and student organizations. It will take time to establish the efficacy of these efforts in terms of their impact on retention and graduation rates. Initial reports assessing student satisfaction with the initiatives have been positive and student recommendations are being used in continuous improvement. Key accomplishments were:

1. Formative assessments indicate Saybrook University is on the right track in its initiatives in support of student success.
2. Annual student satisfaction survey results indicate that 87.1% of students are satisfied or very satisfied with their overall experience at Saybrook University.

Related to faculty morale, the Commission asked for a progress report focused on four specific concerns. Progress was made in each of the areas with plans for continued, phased efforts to bring about efficacious and sustainable change. Key accomplishments were:

1. Recognition that, while useful, the RACI model doesn't fully address the codification of shared governance issue.
2. Recognition of workload as both an individual and systemic construct and establishment of the need to address systemic issues to reduce the overall work to be assigned (Phase I) before addressing individual faculty workload composition and planning (Phase II).
3. Recognition that adjunct faculty compensation and contracts need to be prioritized in AY24.
4. Issuance of multi-year contracts to faculty that were informed by specific guidelines with deans assuring equity in their application across departments and colleges.
5. Confirmation that the initiatives underway in academic affairs are timely and relevant for addressing key concerns related to faculty morale.

We believe these accomplishments demonstrate Saybrook University's commitment to student success and employee engagement in ways aligned with and driven by our humanistic mission, vision, and values. The university has a coherent and ambitious agenda for the 2024 fiscal year, designed to further the progress made. The appendix titled [FY 2024 Goals](#) outlines the university's goals and tactics for the

2024 fiscal year.

In preparing this report we have also framed the work to be undertaken in Saybrook University's self-study to begin Fall 2023 in anticipation of the AY 2025-26 reaffirmation cycle. Saybrook University looks forward to learning and growing through that process as well.

APPENDICES

Issue 1: JEDI	
pg. 7	Student JEDI Survey Results
pg. 7	Faculty-Staff JEDI Survey Results
pg. 7	JEDI Culture Survey High-Level Themes
pg. 8	KSI V JEDI
pg. 9	JEDI Website Content Map
Issue 2: Student Success	
Pg. 12	LOA & Withdrawal Analysis
pg. 12	Spring NSO Participants List
pg. 12	Spring NSO Survey Results
pg. 12	Student Satisfaction Survey Highlights
pg. 12	Full Version of the Student Satisfaction Survey
pg. 13	Clean Degree Audit Example
pg. 13	Fall 2023 Welcome Week Schedule
pg. 13	Student Organizations Community Site
pg. 14	First-Semester Survey
Issue 3: Faculty Morale	
pg. 16	Shared Governance Matrix
pg. 16	Sample PMR
pg. 16	AALC Agenda
pg. 16	AALC Meeting Minutes
pg. 16	ALL 9000 Final Course Proposal
pg. 17	Dissertation Finalization Process
pg. 18	Sample Faculty Workload Form
pg. 18	Course Offerings Data
pg. 19	Workload Planning: Outline of Relevant Ideas
pg. 20	Interim Guidelines for Multiyear Contracts
pg. 20	AAR: Faculty Contracts
pg. 21, 22	Faculty and Staff Engagement Survey
Concluding Statement	
pg. 26	FY 2024 Goals