

FULL RESULTS OF THE FACULTY REPORT

Campus Climate at San José State University (SJSU): Faculty Perceptions

The subcommittee of the Campus Climate Committee (CCC), a coalition of faculty, administrators, and staff, along with the Office of Institutional Research, developed four instruments: one each for students, faculty, staff, and administrators. Data collection began April 18, 2006 and ended June 10, 2006. Faculty surveys were administered online to all faculty (N = 1715). Four hundred and seven (407) faculty responded to the questionnaire, resulting in a final response rate of about 24%. Drs. Megumi Hosoda, Rona Halualani, and Elena Klaw conducted all analyses (with input from the Campus Climate Committee).

RESPONDENT DEMOGRAPHICS

The respondent sample is characterized as:

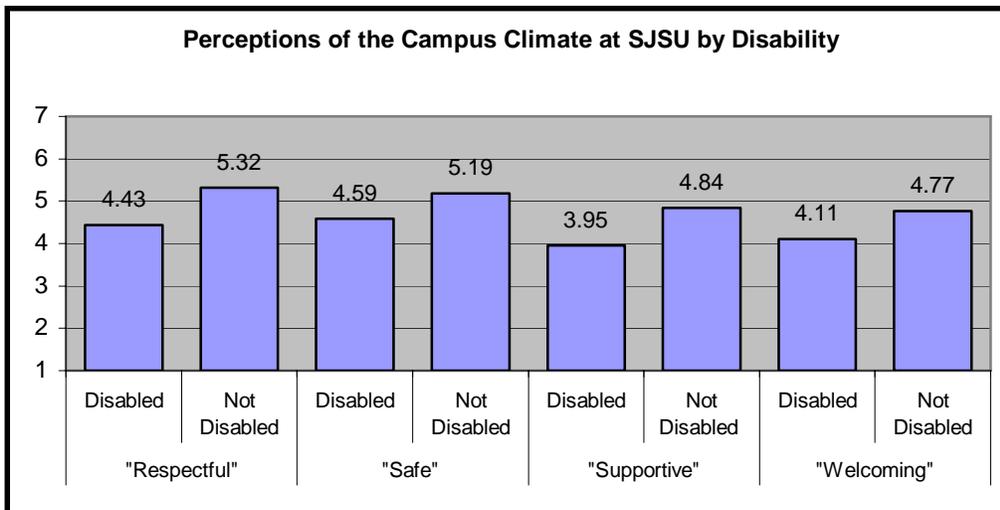
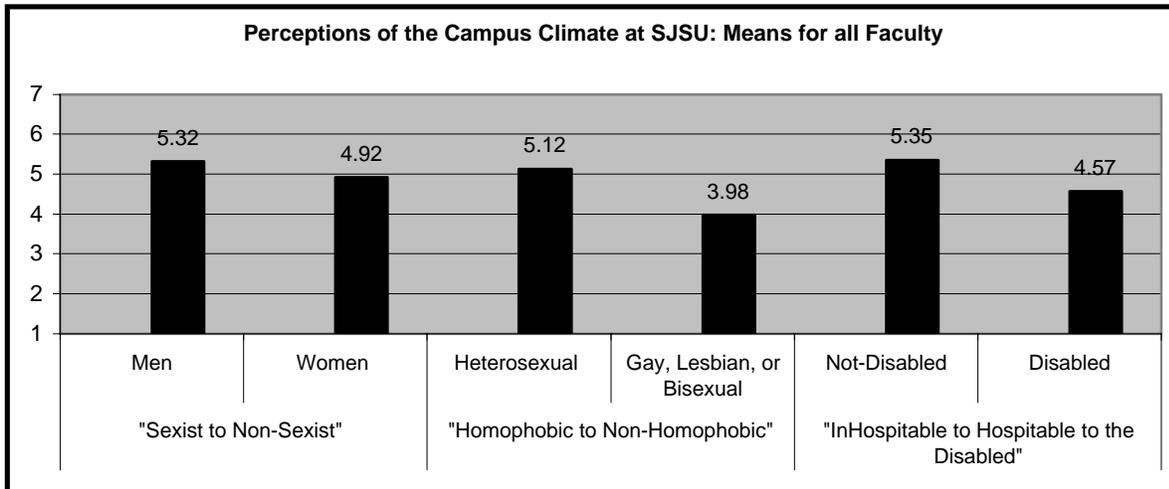
- 45.7% male (186) and 48.4% female (197).
- 59.5% White (242), 10.3% Asian/Asian American/ Pacific Islander (42), 15.7% Latino/a (23), 2.5% Black/African American (10), 14.7% Other (60); and 7.4% Decline to State (30)..
- 55.5% of the participants are tenure track faculty and 44.5% are lecturers or part-time instructors.
- 37.1% of respondents are tenured (151) and 57.2% untenured (233).
- 27% of the sample are full professors (110), 13.3% are associate professors (54), 15.2% are assistant professors (62), 31.2% are lecturers (127), 4.4% are instructors (18).
- Respondent age range is from 25 to over 65 years old.
- 90.4% of respondents are U.S. citizens (368), 15% are permanent residents (15), and 1.2% are foreigners (5).
- 9% (37) of faculty respondents designated themselves as persons with a disability.
- In the past two years, 34.9% (142) of faculty have participated in an organized activity (conference, workshop retreat, etc.) designed to promote sensitivity toward issues of diversity at SJSU.
- **Thus, given the university distribution of total faculty, this sample overrepresents tenure-track faculty, matches female faculty, slightly underrepresents male faculty, overrepresents Latino/a faculty, and underrepresents White and Asian/Asian American/Pacific Islander faculty.**

FINDINGS

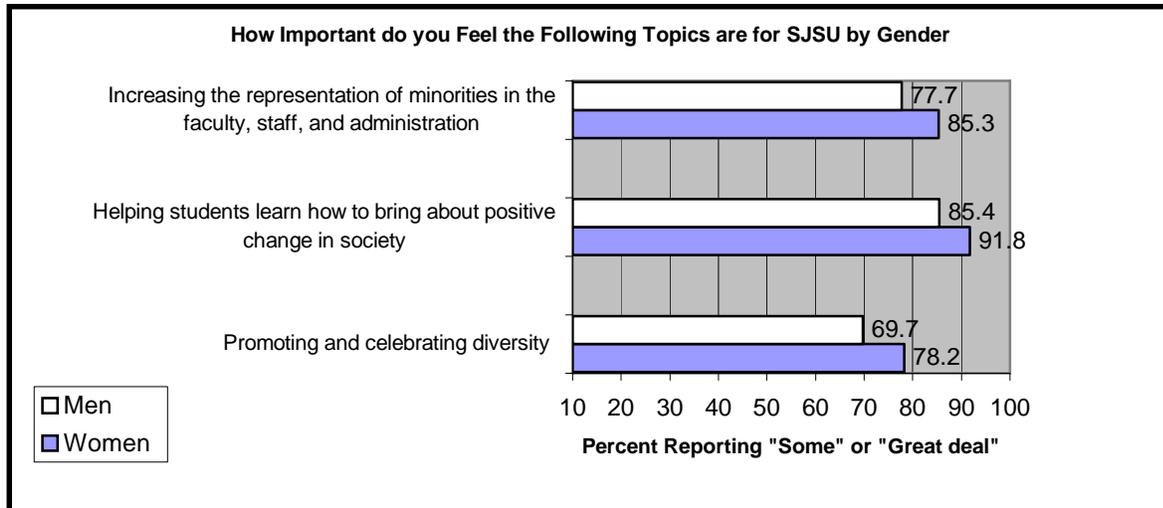
The following points represent the most salient findings of the faculty survey.

Perceptions of the Campus Climate

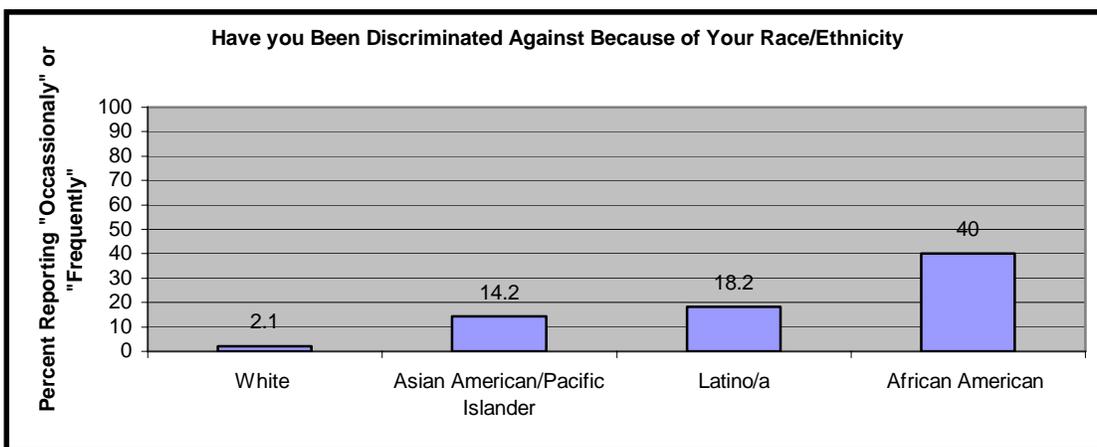
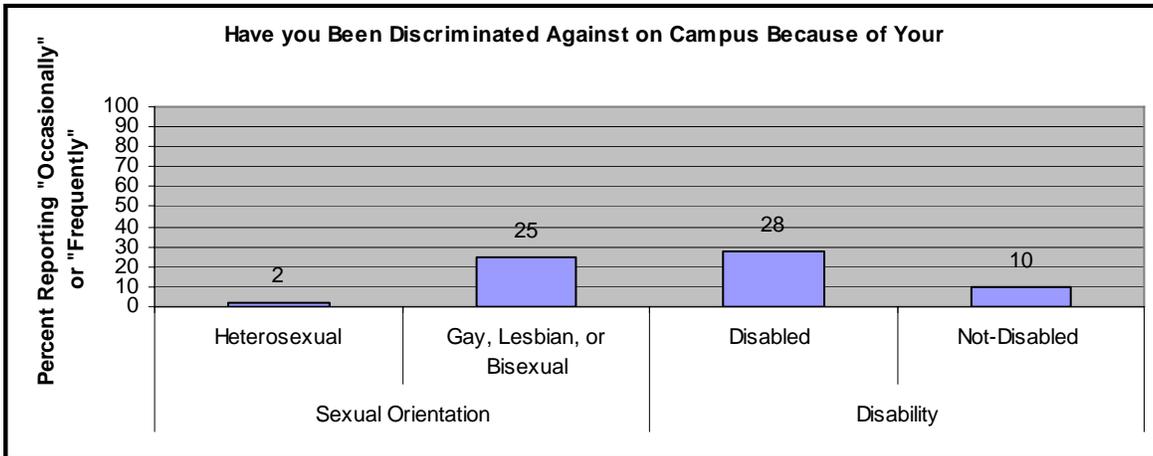
- Most faculty report somewhat favorable or favorable perceptions of the campus climate at SJSU. Other salient findings regarding the general climate of the campus include: 1) women describe the general climate as more “sexist” than men, 2) gay, lesbian, or bisexual faculty view the climate of the university as more “homophobic” than heterosexual faculty, and 3) faculty with a disability describe the climate as less “hospitable to the disabled” than those without a disability. Furthermore, faculty with a disability describe the general climate to be less respectful, safe, supportive and welcoming as compared to faculty without a disability.



- Faculty seem to view the climate of their own primary academic department more positively than the climate of the university as a whole. However, the climate of the primary academic department is perceived to be (a) more sexist by female faculty than male faculty, (b) less hospitable to the disabled by faculty with a disability than faculty without a disability, (c) more homophobic by gay, lesbian, or bisexual faculty than heterosexual faculty, and (d) less respectful and more racist by Asian American/Pacific Islander faculty than White faculty.
- Overall, faculty believe that it is important to develop a sense of community among students, staff, and faculty (93%); promote a climate where differences of opinion are regularly aired openly (88%), help students learn how to bring positive change in society (88%), and recruit high achieving students (86%). Interestingly, female faculty more than male faculty report that the following are important; (a) increasing the representation of minorities in the faculty, staff, and administration, (b) helping students learn how to bring about positive change in society, and (c) promoting and celebrating diversity.



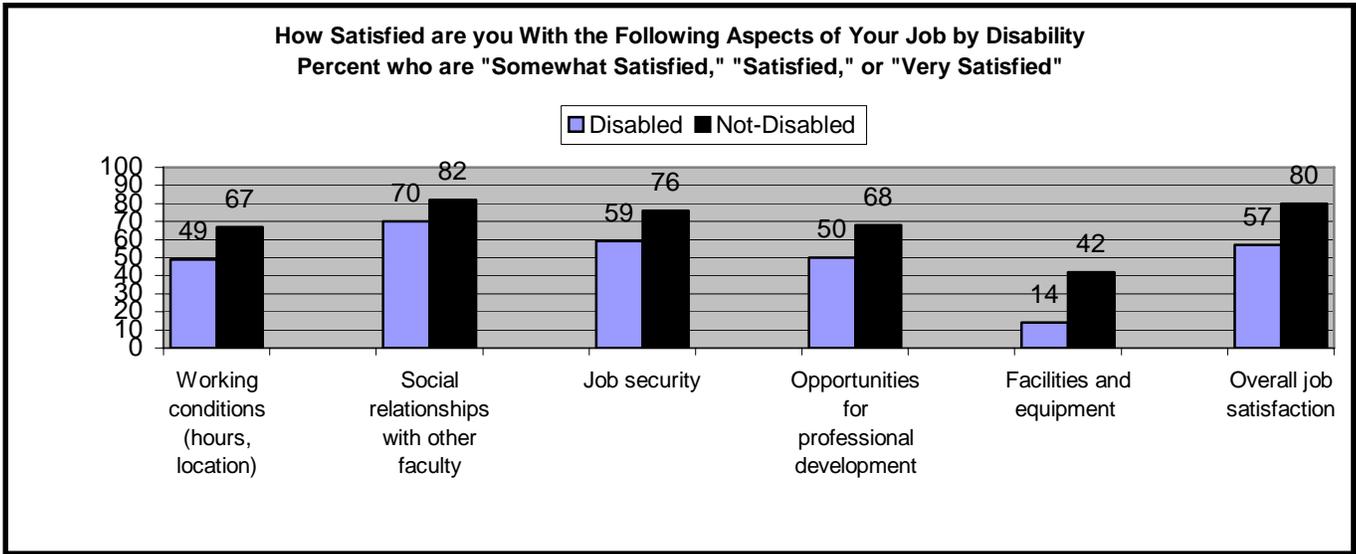
- More gay, lesbian, or bisexual faculty (93%) and those faculty who have participated in an organized activity designed to promote sensitivity toward issues of diversity at SJSU in the past two years (86%) consider promoting and celebrating diversity as important as compared to heterosexual faculty (81%) and those faculty who have not participated in such an organized activity, respectively (79%).
- In general, findings show that the majority of faculty do not personally experience discrimination at SJSU. About 11% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their gender, 6% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their race/ethnicity, and 4% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their sexual orientation. Three percent of all respondents reported having been discriminated against “occasionally” or “frequently” because of their disability, and 8% of all respondents reported having been discriminated against because of their age. Further, 9% of all respondents reported having been discriminated against “occasionally” or “frequently” because of their political views, and 4% of all respondents report having been discriminated against “occasionally” or “frequently” because of their religion.
- Upon closer examination of specific subgroups, some patterns related to discrimination experiences emerge. Exactly 15.3% of the female respondents report that they were discriminated against “occasionally” or “frequently” because of their gender; 25% of the gay, lesbian, or bisexual faculty because of their sexual orientation. Furthermore, 28% of the faculty with a disability report having been discriminated against because of their disability, 12.9% of the faculty whose first language is not English because of their language and/or accent, and 40% of the African American faculty because of their race/ethnicity. In addition, exactly 17% of Asian American/Pacific Islander faculty report having been discriminated against because of their language and/or accent.



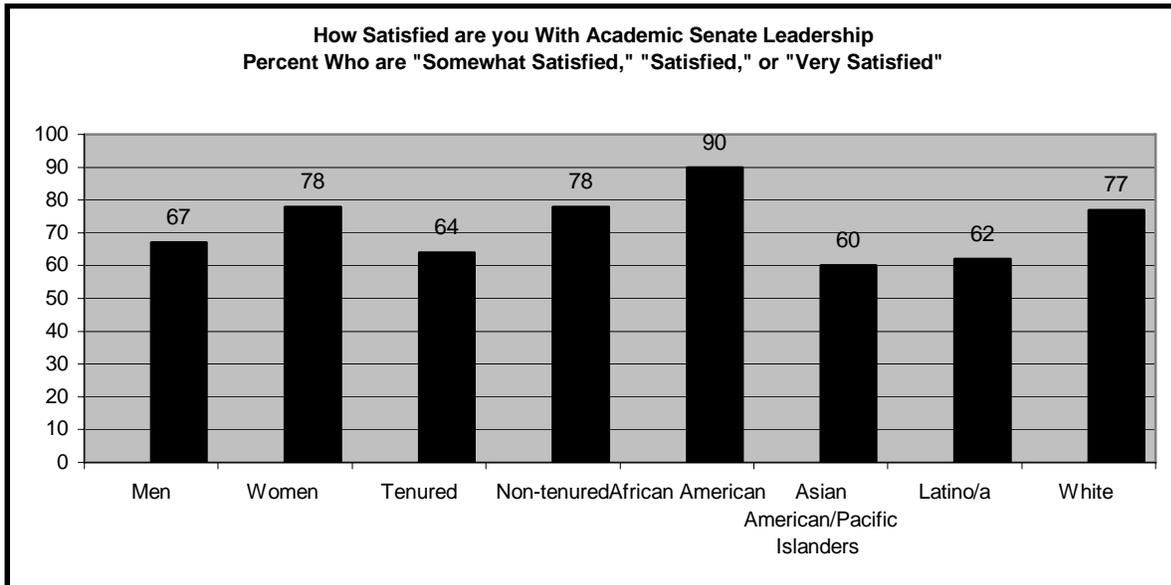
- Overall, 11% of all respondents report that they have personally experienced sexual harassments at SJSU. Specifically, 15% of the female faculty, 13% of Latino/a faculty, 11% of White faculty, 36% of disabled faculty, 27% of the gay, lesbian, or bisexual faculty report that they have personally experienced sexual harassment at SJSU.

Job Satisfaction

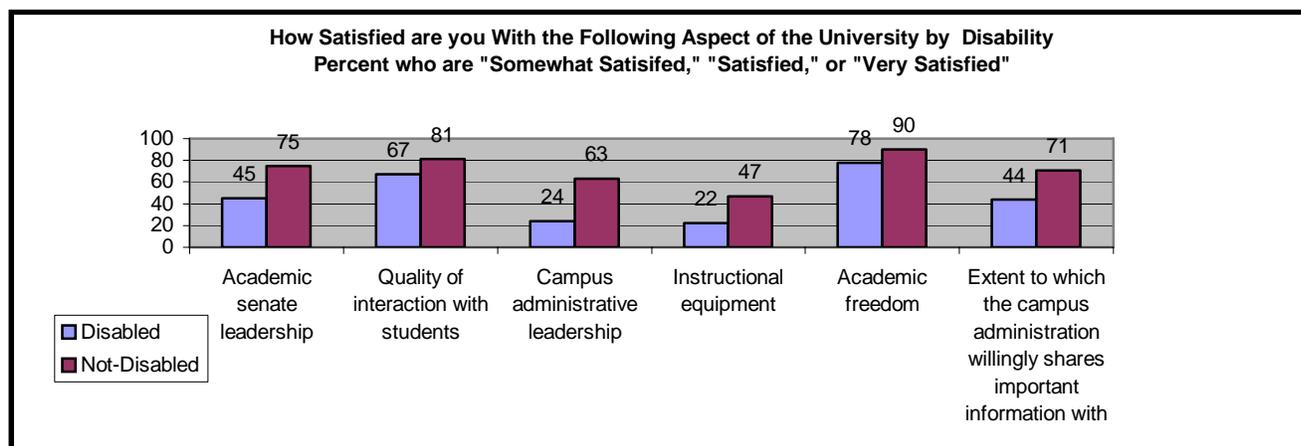
- “Overall job satisfaction” for all faculty was relatively high (76%). However, more than half of the faculty (61%) were dissatisfied with “facilities and equipment,” and about one third of the faculty indicated that they were dissatisfied with the “opportunity for scholarly and creative pursuits (35%), the “quality of students” (34%), the “working conditions” (34%), and the “opportunities for professional development” (33%).
- Additionally, results reveal that tenured faculty are more dissatisfied with teaching, working conditions, and facilities and equipment, but are more satisfied with job security as compared to non-tenured faculty.
- Almost 70% of faculty members, overall, agree that there is need for a faculty lunchroom.
- Data also reveal that the faculty with a disability are more dissatisfied with working conditions, social relationships with other faculty, job security, opportunities for professional development, facilities and equipment, and are less satisfied with their job overall than non-disabled faculty.



- Although faculty are generally satisfied with “quality of interaction with students outside the classroom” (75%), and “academic freedom” (85%), many of the faculty respondents indicated that they are not satisfied with “campus administrative leadership (44%),” “instructional equipment” (58%), “Academic Senate leadership” (44%), and the “extent to which the campus administration willingly shares important information with them” (46%). Male faculty, tenured faculty members, Asian American/Pacific islander faculty members, and Latino/a faculty members all appear to be particularly dissatisfied with Academic Senate leadership.

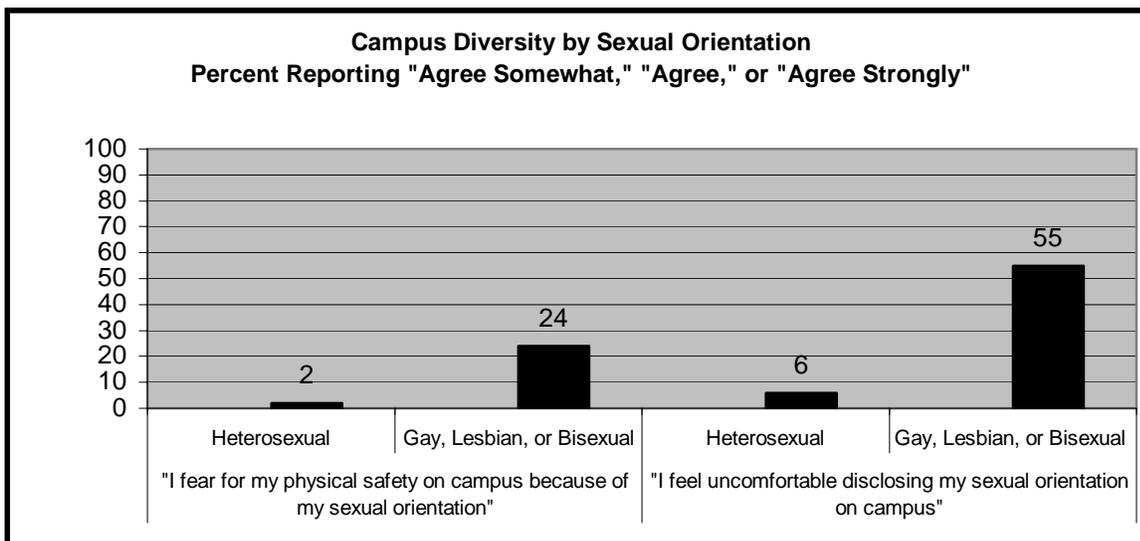
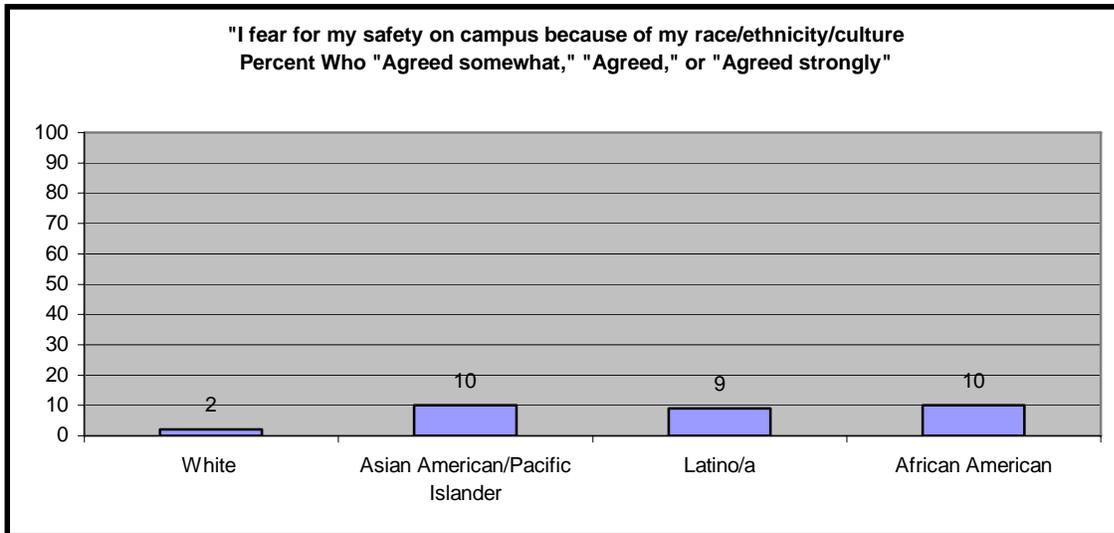


- Additionally, in comparison with non-disabled faculty, faculty with a disability report that they are less satisfied with the “Academic Senate leadership,” the “quality of interaction with students outside the classroom,” “campus administrative leadership,” “instructional equipment,” “academic freedom,” and the “extent to which the campus administration willingly shares important information with them.”



Campus Diversity

- Although the majority of the faculty (95%) agree with the statement that the university should use its resources to help faculty succeed, only two-thirds of the faculty (64%) agree that their opinions/input are valued at SJSU. However, most faculty (78%) agree that they value the work that SJSU is doing to promote diversity.
- Most faculty (75%) agree that they know how to officially report any racist, sexist, or other discriminatory behaviors. Tenured faculty (85%) agreed more that they know how to report officially any racist, sexist, or other discriminatory behaviors as compared to non-tenured faculty (73%).
- Findings also reveal that the majority of the faculty do not fear for their physical safety on campus because of their race/ethnicity/culture (93%). Although small in percentage, more African American, Asian American/Pacific Islander, and Latino/a faculty fear for their physical safety on campus because of their race/ethnicity/culture as compared to White faculty. Similarly, more gay, lesbian, or bisexual faculty as compared to heterosexual faculty report that they fear for their physical safety on campus because of their sexual orientation (24%) and feel uncomfortable disclosing their sexual orientation on campus (55%). In addition, almost a third of the faculty agree that they feel uncomfortable discussing racially sensitive topics on campus (29%).

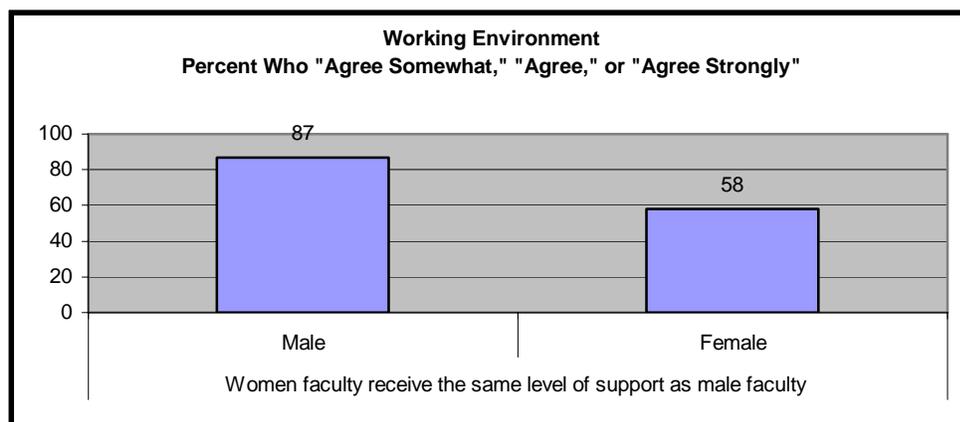


- Most faculty report that they feel comfortable talking about their religion on campus (60%) and expressing their political views (70%). Many faculty (60%) believe that more consideration should be given to the needs and interests of disabled people on campus.

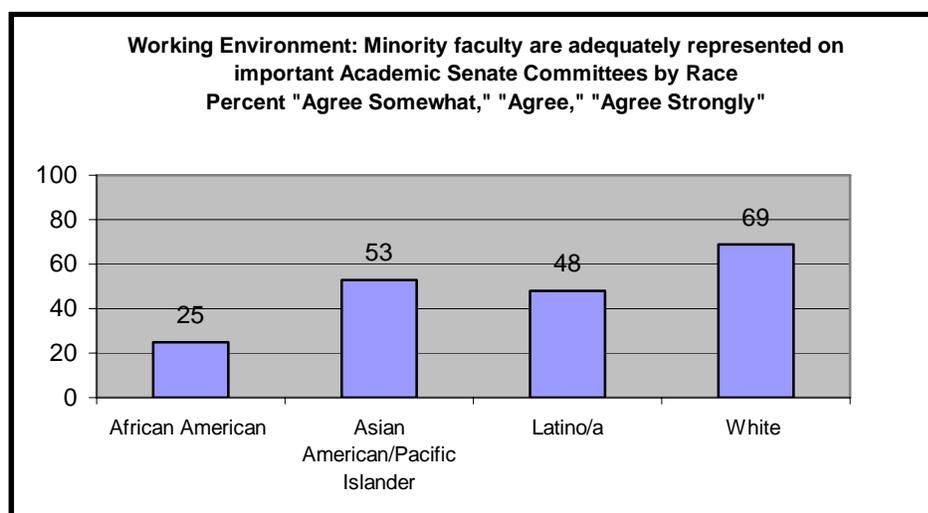
The Working Environment

- About three-quarters of the faculty (76%) indicate that they feel SJSU is a good place to work, but less than half of the faculty (48%) perceive that faculty morale is good at this campus.
- A relatively large proportion of the faculty (73%) agree that senior faculty are supportive of junior faculty in their department and feel that they are supported by their dean. Most faculty (79%) agree that in its searches for new faculty in the last 5 years, their department made an honest effort to hire diverse faculty. Additionally, data reveal that most faculty (84%) believe that their department is supportive of the faculty's use of various teaching styles. Most faculty believe that their department encourages its faculty to incorporate multiple ethnic and gender perspective material into their curriculum (70%).

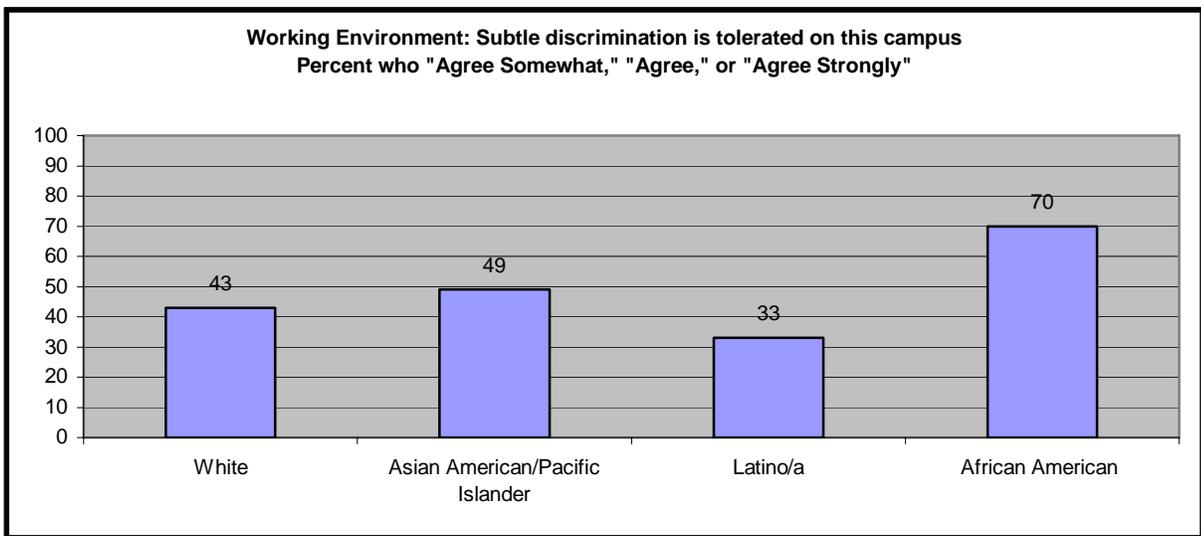
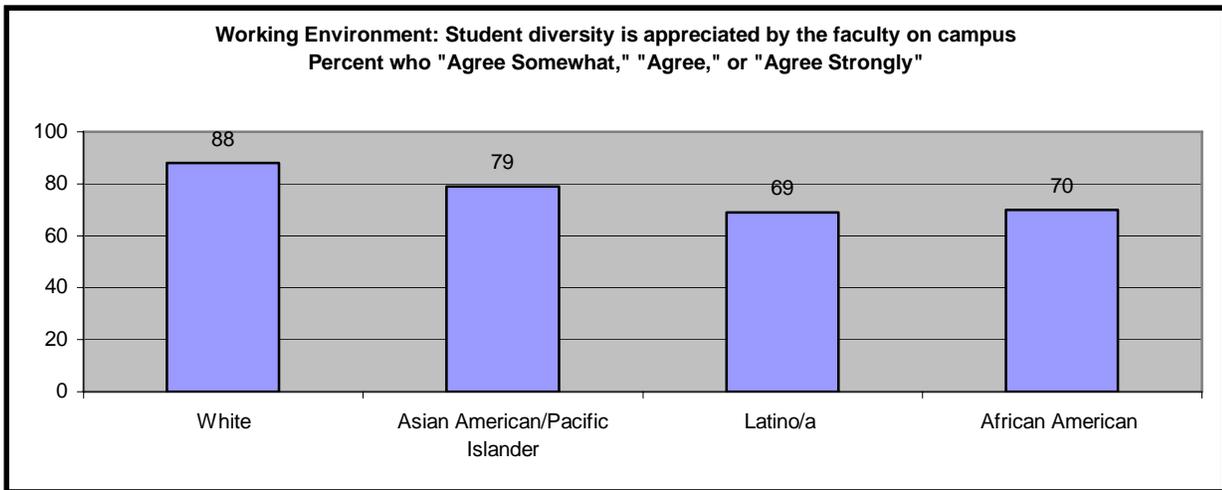
- Findings also show that most faculty believe that their colleagues are committed to the curtailment of sexual harassment (82%) and that their department is free of incidents of verbal abuse (74%). However, about 30% of the faculty believe that those who are openly critical of their department's administration have cause to fear retribution. Conversely, more than half of the faculty (59%) agree that the process by which complaints and grievances against faculty are resolved is fair and equitable.
- The majority of the faculty (84%) indicate that they are treated with respect by their colleagues. However, approximately a third of faculty members do not agree that women faculty receive the same level of support as male faculty. Not surprisingly, female faculty are less likely than male faculty to report that women receive the same level of support as do their male peers.

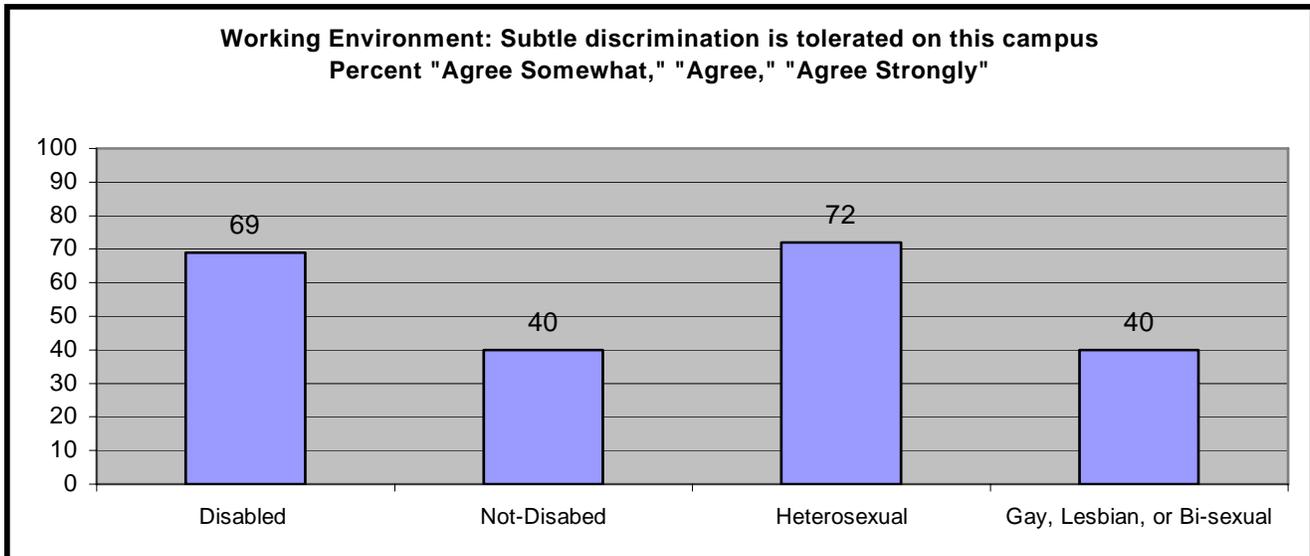


- Faculty are concerned with workload. About one-third of the faculty (28%) believe that they are asked to serve on more committees than colleagues within their department, and 44% of the faculty believe that they have less time available for research than other faculty at their level in their department.
- Almost half of the faculty (47%) do not agree that ethnic minority faculty are adequately represented on important Academic Senate committees. Ethnic minority (i.e., African American, Asian American/Pacific Islander, Latino/a) faculty, in particular believe that minority faculty are not adequately represented on important Academic Senate committees.



- Most faculty (81%) agree that student diversity is appreciated by the faculty on this campus, yet, a relatively large proportion of the faculty (about 40%) report that subtle discrimination is tolerated on campus. Ethnic minority faculty more than White faculty (i.e., African American, Asian American/Pacific Islander, Latino/a) feel that student diversity is not appreciated by the faculty on this campus, and report that subtle discrimination is tolerated (except Latino/a faculty). Similarly, faculty with a disability and gay, lesbian, or bisexual faculty report that subtle discrimination is more tolerated on this campus as compared to faculty without a disability and heterosexual faculty, respectively.



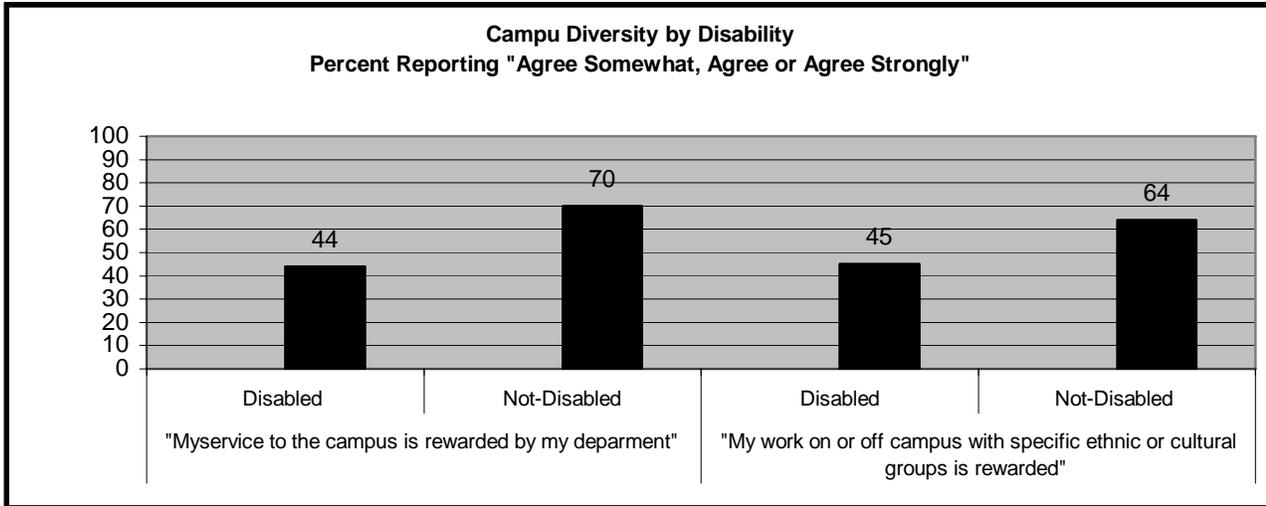


Concerns About Supports and Rewards for Faculty

- Faculty are concerned with opportunities for professional development. Only half (52%) of the faculty respondents agree to the statement “administrators actively support shared governance,” and most faculty (71%) do not feel that funds and release time to enhance participation in research or professional development are adequate. Similarly, only 53% of the faculty agreed that efforts to reexamine the curriculum or pedagogical practices are rewarded at SJSU.
- Findings also reveal that only 53% of the faculty believe that compared to their colleagues in their own department, they are equitably compensated.
- Almost half of lecturers (47%) do not agree that the evaluation process for lecturers is fair and equitable.

Tenure and Promotion

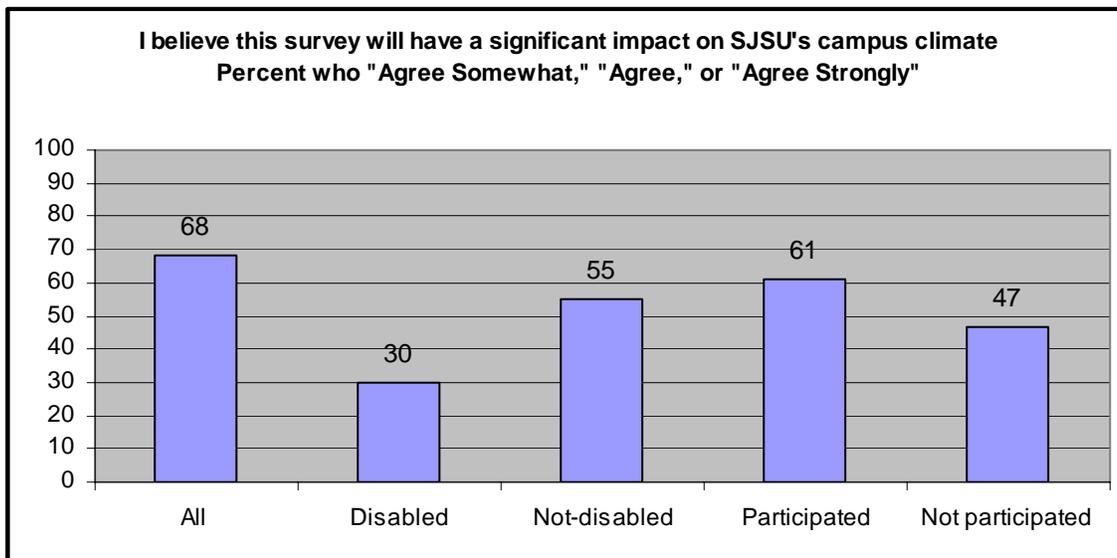
- Most faculty (81%) agree with the statement “in tenure and promotion on this campus, they have sufficient opportunities to meet with their chair.”
- Only 60% of the faculty agree that they receive adequate mentoring on tenure and promotion. Those faculty who have participated in an organized activity (74%) agreed more that they received adequate mentoring on tenure and promotion than those who have not participated in such activity (65%). Non-tenured faculty (62%) agree less that they received adequate mentoring on promotion and tenure as compared to tenured-faculty (77%).
- Forty percent of the faculty do not agree with the statement “in tenure and promotion on this campus, their service to the campus is rewarded by their department.” A small proportion of the faculty (47%) feel that their work on or off campus with specific ethnic or culture groups is rewarded. Faculty with a disability tend to agree less than faculty without a disability that their service to the campus is rewarded by their department and that their work on or off campus with specific ethnic or cultural groups is rewarded.



- About two-thirds of the faculty (67%) agree that the subject matter they choose to focus on in their scholarly work is valued. However, only 57% of the faculty agree that the RTP process is fair and equitable. Only 47% of the faculty with a disability agree that the RTP process is fair and equitable relative to the faculty without a disability (69%).

Will the Survey Have an Impact?

- Overall, 68% of all faculty are at least somewhat optimistic about the impact that their responses on the survey will have on SJSU's campus climate. More faculty with a disability and those faculty who have participated in an organized activity designed to promote sensitivity toward issues of diversity at SJSU in the past two years do not believe that this survey will have a significant impact on SJSU's campus climate than faculty as compared to their counterparts.



OPEN ENDED RESPONSES TO THE CAMPUS CLIMATE FACULTY SURVEY

- 138 faculty members (34 % of total faculty participants) responded to the comments section of the survey, responding to the prompt “..add in your own words anything else you would like to share about SJSU's campus climate.” Each open ended comment was coded iteratively for primary themes.

The most prevalent themes in the qualitative data were then identified, counted, and matched with illustrative quotes. The demographic breakdown of respondents was as follows

- 60 males; 78 females
 - 5 African Americans/Blacks; 2 American Indians; 8 Latino/as; 8 Asian/Asian American, 84 Whites/European Americans, 4 Middle Eastern, 16 decline to state; 11 other.
 - 77 tenure-track faculty members (39 Professors, 20 Associate Professors, 18 Assistant Professors) and 61 lecturers/part-time faculty (42 Lecturers, 11 Instructors, 8 Other)
- The salient themes that emerged from faculty open-ended comments were generally not surprising and were in line with quantitative results. Faculty expressed concern with an “excessive workload” and the inadequacy of their salary, and bemoaned the lack of preparation of their students, particularly with regard to writing. Faculty requested more resources and support for professional development. Some emphasized the need for improvements in the physical structure, buildings, and sanitation of the campus, including the need for more parking. As an overarching concern, some faculty perceived that they were not treated with respect by the University and Cal State System as a whole and this finding was markedly evident for lecturers who participated in the survey. Many faculty participants also expressed concern about the extensive bureaucracy they encountered at SJSU and feared that the survey would be a futile effort. While some faculty emphasized the need to recruit, retain, and advance more women and minority faculty, a substantial group expressed the concern that specific diversity efforts were divisive and that the current focus on diversity silenced conservative views on campus. Others expressed their satisfaction with the “direction SJSU is going in.” We have divided these themes into 4 categories: Working Conditions, Collegiality, Student Success, and Perception of Campus Climate Efforts. Within each overarching category, major themes contained within the data are detailed and illustrative quotes are provided.

I. Working Conditions

- Comments related to working conditions included concerns regarding workload, salary, campus facilities, and the treatment of lecturers. Comments in each of these domains highlighted perceived inequities.
- A. ***Concerns with excessive workload at SJSU.*** 17 respondents (12% of total qualitative participants) across all colleges and rank levels, noted concerns related to work load. Open ended comments in this domain expressed the perception that faculty teaching load is excessive and that scholarship and professional development is not sufficiently supported by the University. Faculty requested more release time opportunities and funding for scholarship and participation in conferences and professional trainings.

My biggest issue with campus climate at SJSU is the workload. Teaching 4 classes a semester and having to write/publish makes it difficult, if not impossible, for me to do other things that I would like on campus (i.e. attend campus conferences, workshops, etc). I highly value attempts to address issues of diversity and other means of improving climate but don't feel I have time to do so. (Case # 40)

- B. ***Concerns with Salary.*** Comments in this domain, expressed by 10 faculty members, reflected a perception that salary is inequitable and that low pay at SSJU coupled with the high cost of living in the bay area hinders recruitment and retention. Faculty participants linked salary to workload as integral issues in improving faculty morale and overall campus climate.

My salary in NO WAY reflects the demands of this region. While I agreed to my starting salary I feel it is absolutely necessary that SJSU in some way makes efforts to acknowledge and correct the wage disparity for this part of the U.S. This is further frustrated by the comparative lack of resources -- both pedagogical and with regard to grants,

travel, and overall financial support...Regarding scholarly support, I am WAY ahead of my peer group in the way of publications and scholarly activities and this is evidently not valued. (Case # 339)

Campus climate and faculty morale cannot be adequately addressed without increased resources and improved teaching/working/learning conditions. We need better pay, lighter teaching loads, and more resources for research/scholarly pursuits and classroom innovation. People who are treated badly tend to treat others badly. The fact that most faculty members behave decently and humanely is amazing given our working conditions and the economic pressures we face. (Case # 206)

C. *Concerns with Facilities*

Concerns specific to campus facilities were expressed by 14 faculty members, 10% of the qualitative sample. Comments expressed concern regarding the buildings, classrooms, office space, facilities for research and applied work, parking, and the lack of sanitary conditions on campus.

I find the condition of the facilities here depressing. In my 11 years association with SJSU (four as student, seven as lecturer) I have seen a janitor/custodian/maintenance person TWICE. You know it's bad when: 1. I have considered painting my own lab room because the walls are so dirty. 2. My classroom was dirty enough to make me bring my home vacuum cleaner to campus. 3. I think I'm in a third world country every time I enter the bathroom. (Case # 64)

The survey didn't ask much about facilities but that is one area where I have complaints -- for my own college, that is. The rest of the campus looks very welcoming, clean and well kept. Our building is awful! My own office is awful! I have falling ceiling tiles, 1950s metal desk, shelves and file cabinet. Many of our classrooms contain chalkboards, ancient technology that goes unused, broken desks and tables and cast off chairs. Some rooms have been renovated but not that many. I know that the way things look is a relatively petty concern but it does send a message to students. While campus climate committee should primarily address the very important emotional, affective and social aspects -- you might also look at how the physical environment can support or deter from it. (Case # 268)

- It was clear that some faculty perceive SJSU as uncompetitive with regard to all 3 domains discussed so far: salary, workload, and facilities. These participants believe that all of these issues must be addressed if the University is serious in its efforts to improve recruitment and morale.

I think part of campus morale not addressed by these surveys but have a strong impact on campus climate is how we perceive ourselves relative to other college campuses. In general, I think faculty at SJSU are dissatisfied with their high teaching loads, low salaries, and poor facilities most especially as compared with colleagues at comparable universities. Improvements made in bringing SJSU more in-line with the national averages for comparable universities will improve the morale on campus. (Case #16)

SJSU does not adequately support research and yet requires it for RTP. For instance little or no start up funds are provided for new faculty to start their research program. SJSU is abysmally non-competitive in this regard. The result is failed faculty searches [sic]. Facilities and infrastructure are also inadequate IF research is demanded. (Case # 100).

II. Collegiality

- A. *Concerns related to treatment of lecturers.* Eight comments described the distinct needs of lecturers. These comments related to the need for job security, needing a voice in University governance, and needing equitable treatment vis a vis full time faculty. The concerns express the perception that the work of lecturers is not valued at SJSU.

You give absolutely no respect to your lecturers, who teach a majority of the courses on this campus. The SOTES process is VERY unbalanced. For example, tenure-track can select two courses for which to be evaluated, but lecturers must be evaluated for 100% of courses. They are also ineligible for most of the grants. I feel we are a group with no voice. Our input is never requested. (Case # 199)

Part-time faculty should have a greater voice and be included in department governance, committees and activities. They should also have more job security. (Case # 139)

III. Student Success.

- Comments in this area related to the perceived negative effects of the bureaucracy at SJSU and the lack of student preparation for University level work.

A. **Concerns with Bureaucracy at SJSU.** 14 respondents, a full 10% of the qualitative sample, expressed dissatisfaction with the bureaucracy at SJSU, which they saw as creating unnecessary barriers for both faculty and students. They perceived this bureaucracy as distinctly uncaring and thus a hindrance to positive campus morale. Faculty expressed disappointment the University administrative structure itself.

SJSU is an organization that models a clear uncaring bureaucracy that is dedicated to following rules rather than truly looking a learning and helping student receive the quality education both at the undergraduate and graduate level. The organization's environment is toxic or at least not caring! It causes most professors to just do their own thing as isolated individuals rather create a synergy for work together which we all could be proud of as an institution. Where are the clear priorities that focus on student learning and what is best for students? Interesting if we took that focus as an administration and faculty--would SJSU be a different institution--You BET!!! You should ask the students--my students would give you an earful about how uncaring and bureaucratic SJSU is .. [sic]! (Case # 223)

.. if you want to improve the campus environment, the bureaucratic attitude of the front offices of the administration (Bursar's, Financial Aid, Registrar's, etc.) needs to be done away with -- it is creating a 'Us v. Them' attitude among the students. The whole university needs to be focused on being facilitators of the students' education, rather than making them feel as though they're being processed through. (Case # 217)

B. **Concerns with student preparation.** Seven faculty members raised concerns regarding the inadequate preparation of SJSU students for university level work. Statements in this domain included requests for a writing center to address student skills.

I don't think there is nearly enough awareness about the ways we need to engage students with writing. I am appalled that we don't have a writing center --the amount of remedial writing I see and help students with makes me feel very unsupported...(Case #135).

I support the diversity initiatives, but would like to see more emphasis on academic excellence and good writing and thinking. (Case # 161)

IV. Perception of Campus Climate Efforts.

- This section included positive statements about the climate at SJSU, a desire to support and expand diversity focused efforts, reported instances of discrimination and harassment, concerns related to diversity focused efforts, and perceptions that the survey effort would be futile.

A. **Perception of positive campus climate.** Twenty two faculty members, a full 16% of the qualitative sample, commented explicitly about the positive climate at SJSU, emphasizing how much they value their jobs and enjoy interacting with their colleagues and the diverse body of students. Faculty commented on positive changes they have observed.

..let me say that I truly have been impressed with this campus. I am a Native Californian, and I know the tradition of the CSU. Generally, I have found the people on this campus to be very nice (faculty, staff and students). This does not remove the fact that I have had some disappointing interactions; yet, on the whole I generally like the folks around here. In addition, this campus is very highly regarded and the people here should know that; not necessarily rest on their laurels -- but enjoy the knowledge and continue to support the behaviors that result in that perspective. (Case # 77)

The campus climate is slowly changing for the better. In recent years, various university presidents have attempted to make positive changes. I have seen a great deal of improvement during my tenure at the university. Especially efforts at working on a more welcoming climate for new students and faculty. We are doing more

mentoring of new faculty in my department than ever before. I never received that kind of consideration when I was untenured. (Case # 195).

- B. **Comments supporting diversity efforts.** Comments in this domain reflected an appreciation of diversity focused efforts on this campus, particularly efforts related to programming by MOSAIC and in the recruitment of ethnic minority faculty. Faculty emphasized, however, that more efforts need to be made toward the recruitment and advancement of ethnic minority faculty and of female faculty overall. Twelve faculty members, 9% of the qualitative sample, made comments related to supporting and expanding diversity focused efforts.

Provost Sigler is an inspiration for women and minorities. My Department Chair helps to create a very positive climate. The Global Studies program and MOSAIC both help to promote respect for diversity and exposure to other cultures. (Case # 81).

Women and minorities are extremely underrepresented in leadership positions and tenured faculty positions in my and other departments. (Case # 354)

- C. **Harassment and Discrimination.** Five instances of harassment and three descriptions of discrimination were reported in the comments section of the survey. These cases were each unique and specific and thus prototypical examples will not be provided. Harassment against Latinos, transsexuals, women, and verbal abuse were described. Religious intolerance was mentioned, a lack of attention to social class issues for students was mentioned, and discrimination related to domestic partner benefits was noted. Despite the specificity of these comments, the reports of harassment and discrimination merit attention. Comments about hostile work environments were made more by female respondents than male respondents and across all colleges.

- D. **Concerns with diversity focused efforts.** Comments in this domain reflected the perception that the campus is focusing too much on diversity. Faculty with this perception felt such efforts serve to divide the campus climate and even silence the perspectives of majority member individuals and politically conservative individuals. Ten faculty, 7% of the qualitative sample, members expressed this view.

Those vocal on diversity issues take a heavy handed approach and push political correctness to the point where the majority are silenced, healthy discussion is not possible, and decisions are not as well informed as they might be. (Case # 47)

- Eight participants, 6% of the qualitative sample, expressed the concern that the survey effort would be entirely futile. Such statements urged the administration to stop administering surveys and to instead make demonstrable changes.

Although the introduction to the survey stated that this would not just be another waste of time, history on campus has shown otherwise. The best way to improve the climate on campus is to give students and faculty (all of them) sufficient resources and support. (Case # 192).

Summary of Qualitative Findings. In sum, faculty seem to be motivated to research and teach but are concerned with high workloads, low pay, lack of funds for professional development, and inadequate facilities. These factors contribute to feeling disrespected, especially for lecturers who feel they have no voice in campus governance. Faculty value diversity but would like to encourage more open discussion about racial issues and allow for the expression of conservative viewpoints. One faculty suggested that team teaching may be a solution to increasing faculty morale, and lessening the workload. Some faculty report disappointment in the University administrations' response to the needs of both students and faculty. Efforts to value, support and compensate faculty are essential for increasing campus morale and a sense of mutual trust.

SUMMARY

What do the survey findings tell us about faculty experiences at SJSU? Based on current findings, Three assertions can be made from the findings of the faculty survey: (1) there are various aspects of SJSU that faculty value; (2) there are some aspects of the campus climate that need to be reexamined and improved upon; and (3) more research is necessary (both quantitative and qualitative) to better understand the factors that influence faculty perceptions of campus climate.

It is clear that a large proportion of the faculty value and appreciate their jobs at SJSU. The majority of faculty members are at least somewhat satisfied with their jobs and many would recommend the university to others as a good place to work. However, we need to find ways to make all faculty feel welcomed and safe at SJSU. While a large percentage of the faculty do feel welcomed at SJSU, it is clear that faculty of color, faculty who speak English as a second language and faculty with a disability perceive greater barriers to inclusion as compared to their majority member counterparts. Similarly, female faculty are more likely to experience sexism and concerns related to safety as compared to their male peers. In the same vein, lesbian, gay, and bisexual faculty members are less likely to feel safe disclosing their sexual orientation on campus as compared to heterosexual faculty members.

In sum, the Campus Climate Survey Project, which was based on the Campus Climate Survey Project implemented at Cal Poly Pomona, yielded a great deal of valuable information that can be used to improve faculty satisfaction on campus. Although longitudinal efforts are still needed, the current set of cross sectional results can be used to contribute to efforts to enhance productivity and retention. We now have a better understanding of how faculty perceive SJSU's academic and social culture. However, more refined qualitative and quantitative tools are needed to investigate the key factors that influence faculty experiences.

Goals and Recommendations

Now that we have a better understanding of SJSU's environment for faculty, the following recommendations – based on the results – are proposed and endorsed by the Campus Climate Survey Committee with the hopes of bringing about improvement and change.

Our suggestions are in line with those of Cal Poly Pomona and we have used their planning efforts a model for SJSU.

Goal #1: Continue the process of on-going self-assessment and critical evaluation of SJSU's campus climate.

Recommendations

- ❖ Assess campus climate regularly, in order to continue to monitor our progress. It is imperative that regular assessments of campus climate are institutionalized. Funds for regular assessments must be set aside for brief surveys as well as focus group studies and longitudinal studies. Longitudinal studies that explore the extent to which diversity-related outcomes (i.e., skills, perceptions, etc.) are directly related to the campus efforts are necessary. Additional research is also necessary to investigate how we can further enhance and enjoy the benefits of having a diverse student body. It is imperative to designate and provide long-term, baseline resources for a campus climate subcommittee to maintain campus climate data, coordinate research on campus climate, and to assist departments, colleges, or divisions to understand the climate within their area better.

- ❖ Conduct follow-up focus groups to better understand why faculty have certain perceptions about the campus, particularly Latino, African American, gay, lesbian, and bisexual faculty, faculty with a

disability, and non-native English speaking faculty and determine ways to respond to their concerns. For example, it is important to understand the nature of discrimination that faculty with a disability experience on campus. Focus groups and dialogues among faculty and other campus stakeholders are necessary to begin translating findings and recommendations into action.

Goal #2: Reconfigure workload and improve working conditions.

Recommendations

- ❖ Attention to faculty workload must be a priority for the University. Faculty are dispirited by heavy teaching loads and a lack of sufficient support for professional training and scholarship. Release time grants and funding opportunities for research, pedagogical innovation and professional development are highly valued. Team teaching, interdisciplinary collaboration, and faculty in residence opportunities seem to foster morale and convey a sense of respect to faculty. Consider reconfiguring course units so that .4 classes (for example a class with a lab or service-learning component) are available.
- ❖ Provide lecturers with opportunities to participate in University governance and committees and other professional development opportunities. One faculty participant highlighted the peer partners in teaching as an exemplary model.
- ❖ Ensure that campus facilities are clean, safe and accessible. For faculty with disabilities, women, and faculty of color, structural issues such as campus safety and accommodations are especially important.
- ❖ Address salary within the campus (by level, status and department) and across CSU campuses. Inadequate pay coupled with high workloads create formidable barriers to feeling respected and seem to negatively impact recruitment and retention.
- ❖ Remove unnecessary bureaucratic barriers related to curriculum design and implementation and student advising, enrollment, and graduation. Faculty and students seem to resent excessive oversight from units outside of their department and would prefer more autonomy in decision making. In general, faculty find their home departments to be more hospitable and inclusive as compared to other units within the University. Make all bureaucratic procedure clear, easy and transparent or faculty resentment of university governance, and non-academic units is inevitable.

Goal #3: Reward scholarship and innovations in pedagogy.

Recommendations

- ❖ Clarify tenure and promotion guidelines so that faculty members can have a clear view of how scholarship, pedagogy, and service are assessed in their department, College, and University at large. Continue to make guidelines as transparent as possible and available to all faculty at all levels.
- ❖ Provide clear evaluation criteria for lecturers and a clear reward structure for noteworthy contributions.
- ❖ To the extent that it is possible, ensure that evaluation committees are diverse and represent varying perspectives.

Goal #4: Foster dialogue

Recommendations

- ❖ Events that allow different perspectives to be aired are essential in ensuring that no group of stakeholders feels silenced, devalued or rendered invisible on campus. The Tunnel of Oppression and

the work of MOSIAC were identified as noteworthy in this regard-expand student focused efforts to address faculty views in particular. The Difficult Dialogues program may be what faculty see as “a step in the right direction” with regard to diversity efforts. Such programs must be supported and maintained, with release time grants provided for various faculty to become involved.

- ❖ Encourage relevant departments, schools/colleges, and centers to consider using this report as a teaching tool (e.g., New Faculty Orientation, Departmental Retreat). Encourage the development and promotion of new study programs that enhance student learning, such as disability studies, Native American Studies, and Queer Studies. Encourage and promote scholarship and publications related to underrepresented groups and diversity issues.
- ❖ Encourage and support organized activities (e.g., conference, workshop) that are designed to promote sensitivity towards issues of diversity at SJSU.
- ❖ Recognize individuals and organizational units for exceptional progress in improving the campus climate at SJSU and promoting awareness of diversity issues/infusing “the issues of diversity” into the physical environment of the campus.
- ❖ As part of orientation and annual faculty retreats, provide training to SJSU faculty on issues related to sexism, racism, heterosexism and ableism, and fostering inclusivity and accessibility.
- ❖ Provide support and recognition for all efforts to make the campus, its programs and materials, accessible and inclusive of persons with disabilities as these faculty expressed marked dissatisfaction with many aspects of their experience at the University.
- ❖ Hire and advance more women faculty, and administrators, as well as more faculty, and administrators of color in order to expand the pool of the role models available for our diverse student body and to insure that multiple perspectives are considered in achieving inclusive excellence at SJSU. Develop targeted strategies for the recruitment and retention of candidates with disabilities.

FINAL THOUGHTS

Although the faculty report may confirm what some may have already suspected, we are now better equipped with data to support these assertions and a basis from which to instigate change. Moreover, these data help to move the discussion beyond anecdotal stories or hearsay. In the same vein, the Campus Climate Committee is aware that perceptions people hold do not always reflect the whole picture. However, since perceptions do influence behaviors, they must be addressed.

The critical reflection initiated by this report provides insights as to how SJSU can work to ensure the satisfaction, safety, and productivity of its faculty members, rendering us a true model of inclusive excellence. Consistent with national studies, Faculty generally enjoy their jobs and value working with diverse students. However, it is essential that all faculty, including part time temporary faculty, feel included in University governance, professional development opportunities and rewards, and events that foster dialogue about topic related to diversity. Such dialogues must go beyond simple dichotomies constructed around race and gender to address hot button issues as politics, religion, class, ability, and alternative lifestyles. Special efforts must be made to ensure campus safety for all faculty members and full accessibility for faculty with disabilities. Efforts to foster accessibility, enhance dialogue, promote

academic excellence, and build respect among campus stakeholders should be widely recognized and rewarded. Such efforts are integral to Vision 2010.