

Thriving Quality of Life (TQL)

Goal: Be an inclusive and welcoming institution that attracts, retains, and sustains faculty, staff, and students.

Desired outcomes:

1. Ensure that faculty, staff, and students are able to live and thrive in the region by expanding options and accessibility to transportation and housing.
2. Embrace our social justice legacy to foster an inclusive environment and infrastructure where students, faculty, and staff flourish.
3. SJSU students, faculty, and staff work in, and benefit from, a safe and healthy university community.
4. Staff and faculty are able to pursue and achieve their career goals through continuous professional development support.
5. SJSU staff and faculty are actively engaged in campus conversations regarding the development of policy and process.

The following narrative describes the processes and results of our discussions to create our recommended goal, desired outcomes, strategies, and metrics.

We started with the question: What is “Thriving Quality of Life”?

- The obvious place to start with quality of life is workload, compensation, and housing.
- We arrived at the thought that this goal really encompassed a feeling of safety, from financial and food security to housing and health.
- We also discussed that this goal was more of a support of retention, but not a means to retention.

In our meetings we wrestled with

- How do we ensure each group is represented and addressed in this goal? While we all struggle with quality of life issues, how the campus can address them is completely different between students, faculty, and staff.
- We also wrestled with how to define security whether it be food, physical, financial, or health.
- How do we define these strategies in order to address and identify benchmarks for our online and physical campus communities?
- In our search to identify our outcomes we found that the campus has quite a bit of resources to support a better quality of life on campus, in some cases these resources merely need to be reinstated, streamlined, or communicated more efficiently to reach their audiences.
- After 3 various conversations about where/how we should write these outcomes, one of our members managed to capture 5 key phrases from our conversation, which we all agreed should be our starting point for developing the outcomes.
 1. Live comfortably.

2. Learn well and continuously.
3. Support career growth.
4. Feeling of inclusion and contributing to our community.
5. Have fun!

We initially came up with

- After 3 various conversations about where/how we should write these outcomes, and our member capturing the 5 key phrases from our conversation, we developed 7 rough outcomes for this goal that the campus reviewed in early April.

After reading the feedback from the campus

- In reviewing our draft outcomes, along with the campus feedback and compared them against the other goals, we decided to merge goals that sounded similar or could be strategies to reaching another goal.
- We valued the campus feedback, from the IEA staff quality of life survey results to the campus response to our initial outcomes we knew were on the right track, we just needed to strengthen and adjust or identify additional strategies to clarify where the outcome would help us reach the larger goal.
- We heard the feedback from the community that Inclusivity and Diversity shouldn't necessarily be a goal because it should be ingrained in all that we do. We agree with that, however we still feel there is a lot of work to be done in educating our campus community on how to be effective change agents in our global community.
- We now have 5 outcomes that we hope will address the quality of life issues we are experiencing as a community here at SJSU.

For the May 7, 2018 draft

- We used feedback from community conversations and an unofficial staff survey to rework and develop the outcomes.
- We decided to present a list of 4 desired outcomes:
 1. A University community that lives comfortably and has a sense of well-being.
 2. A University that values inclusivity, respects diversity and treats all members with dignity.
 3. A University that values and promotes lifelong learning.
 4. A University community where its members feel empowered and connected and they participate in campus decision-making.

During the summer and fall of 2018

- We reworked the outcomes over the summer and welcomed cabinet member Vice President Marie Tuite. Cabinet members Kathy Wong (Lau) and Jaye Bailey also continued their involvement with our task force, to assist us in our final outcome revision.
- We connected the outcomes to specific themes:
 1. Outcome 1 addresses transportation and housing.
 2. Outcome 2 addresses diversity and inclusivity.
 3. Outcome 3 addresses health, wellness, and safety.
 4. Outcome 4 addresses professional and career development.

5. Outcome 5 addresses staff and faculty engagement with campus decision-making activities.

Final recommended TQL desired outcomes (as listed above in the box)

1. Ensure that faculty, staff, and students are able to live and thrive in the region by expanding options and accessibility to transportation and housing.
2. Embrace our social justice legacy to foster an inclusive environment and infrastructure where students, faculty, and staff flourish.
3. SJSU students, faculty, and staff work in, and benefit from, a safe and healthy university community.
4. Staff and faculty are able to pursue and achieve their career goals through continuous professional development support.
5. SJSU staff and faculty are actively engaged in campus conversations regarding the development of policy and process.

Final recommended TQL strategies

1. [Outcome: *Ensure that faculty, staff, and students are able to live and thrive in the region by expanding options and accessibility to transportation and housing.*]
 - a. Loan assistance.
 - b. Housing allowance for faculty and staff who live in certain areas.
 - c. Work with city regarding rent control.
 - d. Limited/contract Co-op living.
 - e. Campus housing initiative (such as Stanford, CSUMB, CSUCI).
 - f. Subsidized public transit.
 - g. Ways to reduce transportation costs (Cal-Train/VTA Express/BART.)
2. [Outcome: *Embrace our social justice legacy to foster an inclusive environment and infrastructure where students, faculty, and staff flourish.*]
 - a. Community open house.
 - b. Certificate on diversity & inclusion (leadership?).
 - c. Develop robust online diversity resource training.
 - d. Provide data to campus leadership and websites.
 - e. Create leadership groups for under-represented groups.
 - f. Develop (unconscious) language inclusivity.
 - g. Climate survey.
 - h. Inter-group dialog.
 - i. Cultural religious calendar.
3. [Outcome: *SJSU students, faculty, and staff work in, and benefit from, a safe and healthy university community.*]
 - a. Mental health services available to all university.
 - b. Fitness programs for faculty & staff.
 - c. Access to health and fitness facilities for faculty & staff.
 - d. Stress management for faculty & staff.
 - e. Food resources.
 - f. Mental health & wellness courses.
 - g. Campus needs survey.
 - h. Allow for "volunteer" time.
 - i. Online mental health screening.

- j. Work with the city of San José regarding library safety.
 - k. Develop crafted announcements on campus safety/concerns.
 - l. Develop resources for how to report safety incidents.
 - m. Create gender inclusive spaces.
 - n. Increase UPD visibility on campus (mounted patrol).
4. [Outcome: *Staff and faculty are able to pursue and achieve their career goals through continuous professional development support.*]
- a. Create professional development opportunities.
 - b. Managers identify growth opportunities for staff.
 - c. Look at changing perspective on “service” in RTP process.
 - d. Leadership opportunities.
 - e. Conference attendance resources.
 - f. Faculty & staff training on student resources.
5. [Outcome: *SJSU staff and faculty are actively engaged in campus conversations regarding the development of policy and process.*]
- a. Encourage staff participation in trainings and committees.
 - b. Town halls.
 - c. Encourage staff attendance at policy forums/presentations.
 - d. Encourage all staff to fill “general unit” seats on senate committees.
 - e. Hold on-campus forums with staff regarding campus processes and policies

Final recommended TQL metrics

Our committee didn't develop metrics, as we felt that a lot of unknowns still exist. One of our proposed strategies is to survey the campus to develop a baseline from which metrics could be created.