EXECUTIVE SUMMARY
RESULTS OF THE FACULTY REPORT
Campus Climate at San José State University (SJSU): Faculty Perceptions

The Campus Climate Committee (CCC), a presidential advisory group composed of faculty, students, administrators, and staff, in partnership with the Office of Institutional Research, conducted a survey to assess perceptions of campus climate at SJSU. Campus climate was defined as “the formal environment in which we learn, teach, and work, and live in a postsecondary setting.” Data collection began April 18, 2006 and ended June 10, 2006. Four hundred seven (407) faculty responded to the questionnaire, a response rate of about 24 percent (out of 1715). The 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); 7.4% Decline to State (30). 55.5% of the participants are tenure track faculty and 44.5% are lecturers or part-time instructors. 9% (37) of faculty respondents designated themselves as persons with a disability. The following points highlight the most salient findings of the study.

FINDINGS

Perceptions of the Campus Climate
• Most faculty report somewhat favorable or favorable perceptions of the campus climate at SJSU. However, several groups of faculty members (e.g., women, gay/lesbian/bisexual, disabled) view the campus climate less favorably (e.g., more sexist, more homophobic, less hospitable, less supportive, less welcoming).
• The majority of faculty do not personally experience discrimination at SJSU. At the same time, closer examination of specific subgroups shows some patterns. Exactly 15.3% of female faculty reported being discriminated against “occasionally” or “frequently” because of their gender; 25% of the gay, lesbian, or bisexual faculty because of their sexual orientation, and 28% of the faculty with a disability 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. Finally, exactly 17% of Asian American/ Pacific Islander faculty report having been discriminated against because of their language and/or accent.

Job Satisfaction
• Overall, faculty are satisfied with their jobs. Yet, 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, the “quality of students,” the “working conditions,” and the “opportunities for professional development.”
• 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.
• Many of the faculty respondents indicate that they are not satisfied with “campus administrative leadership,” “instructional equipment,” “Academic Senate leadership,” and the “extent to which the campus administration willingly shares important information with them.” 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.

Campus Diversity
• The majority of the faculty agree that the university should use its resources to help faculty succeed, only two-thirds of the faculty believe that their opinions/inputs are valued at SJSU. Most faculty value the work that SJSU is doing to promote diversity, yet many faculty believe that more consideration should be given to the needs and interests of disabled people on campus.

• Although the majority of the faculty do not fear for their physical safety on campus and do not feel uncomfortable disclosing their sexual orientation, discussing racially sensitive topics, or expressing their political views on campus, several subgroups of faculty (e.g., ethnic minority, gay, lesbian, or bisexual) feel uncomfortable about one of the topics mentioned above.

The Working Environment
• About three-quarters of the faculty (76%) indicate that they feel SJSU is a good place to work, yet less than half of the faculty (48%) perceive that faculty morale is good at this campus.

• Faculty are concerned with workload. About one-third of the faculty 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. Subgroups of the faculty (e.g., ethnic minority, faculty with a disability, gay, lesbian, or bisexual) feel that student diversity is not appreciated by the faculty on this campus, and report that subtle discrimination is tolerated.

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.

• 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 agree with the statement “in tenure and promotion on this campus, they have sufficient opportunities to meet with their chair.” However, 40% 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.

• Only 57% of the faculty agree that the RTP process is fair and equitable.

Will the Survey Have an Impact?
• Overall, most faculty are at least somewhat optimistic about the impact that their responses on the survey will have an SJSU’s campus climate.
Open Ended Responses to the Campus Climate Faculty Survey
The four most prevalent themes in the faculty qualitative responses emerged, including working conditions, collegiality, student success, and perception of campus climate effort.

- Concerns with excessive workload and lack of support and fund for scholarship and professional development by the University.
- Concerns with inadequate and inequitable salary at SJSU.
- Concerns with inadequate campus facilities, regarding the buildings, classrooms, office space, facilities for research and applied work, parking, and sanitation of campus.
- Concerns related to the treatment of lecturers, including the need for job security and voice in University governance for lectures, and fair treatment vis a vis full time faculty.
- Dissatisfaction with bureaucracy at SJSU.
- Concerns regarding the inadequate preparation among students for university level work, particularly with respect to writing.
- Perception of positive campus climate at SJSU.
- Appreciation of expanding diversity focused efforts on campus, including MOSAIC and the recruitment of ethnic minority and female faculty.
- Instances of harassment and discrimination on campus.
- Concerns with diversity focused efforts, including divisiveness of diversity effort and silencing of conservative views on campus.

SUMMARY
Survey results reveal: (1) there are various aspects of SJSU that faculty members value; (2) there are some aspects of campus climate that need to be reexamined and improved upon, and (3) more research is necessary (both quantitative and qualitative studies over time) to better understand the factors that influence faculty perceptions of campus climate. Current results show that a large proportion of the faculty value and appreciate their jobs at SJSU and are at least somewhat satisfied with their jobs. Many would recommend the university to others as a good place to work. However, there is a 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 non campus as compared to heterosexual faculty members.

Several goals and recommendations for each goal are proposed by the Campus Climate Survey Committee.
Goal #1: Continue the process of on-going self-assessment and critical evaluation of SJSU’s campus climate.
Goal #2: Reconfigure workload and improve working conditions.
Goal #3: Reward scholarship and innovations in pedagogy.
Goal #4: Foster dialogue.