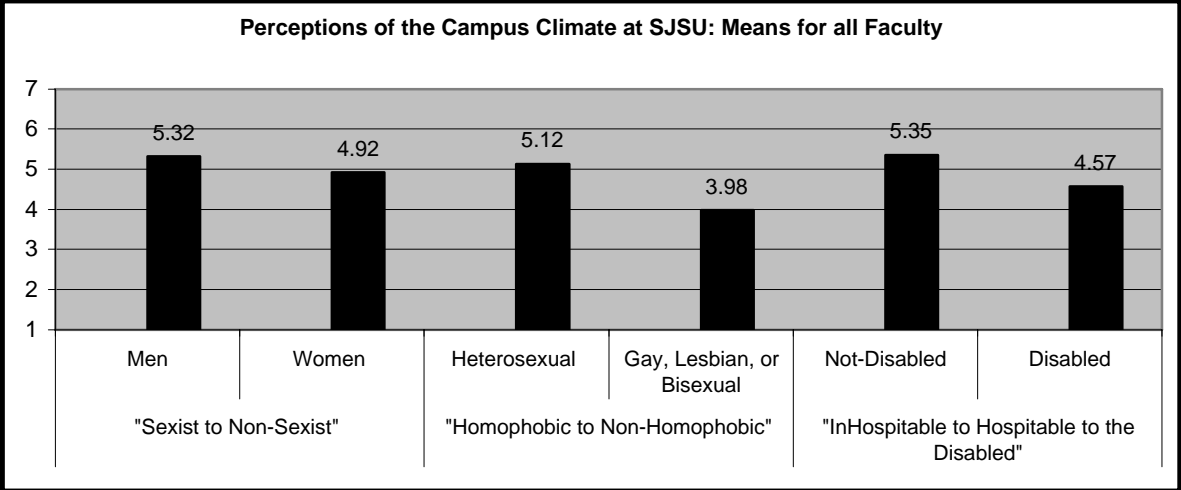
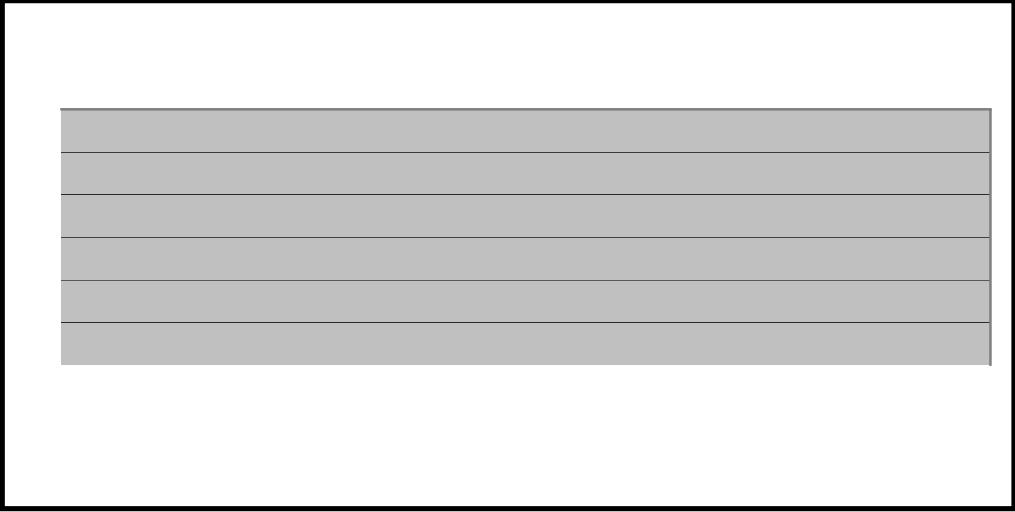


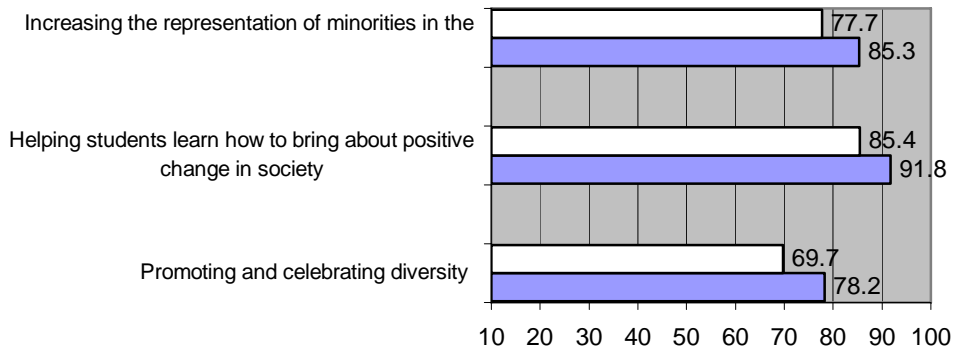
FULL RESULTS OF THE FACULTY REPORT

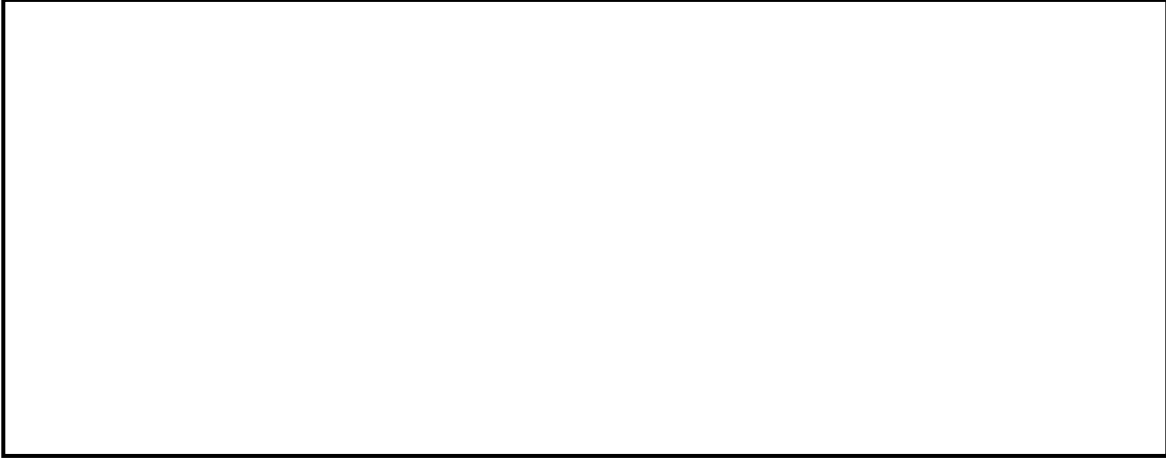


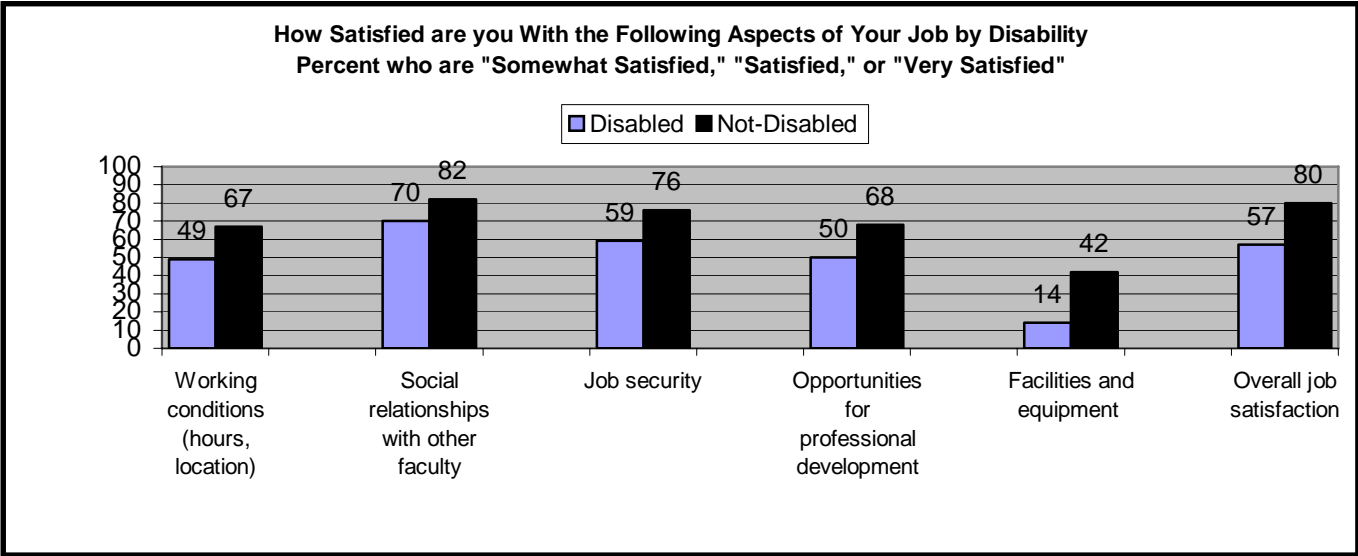
ili4.992.5j8.4706 0.36



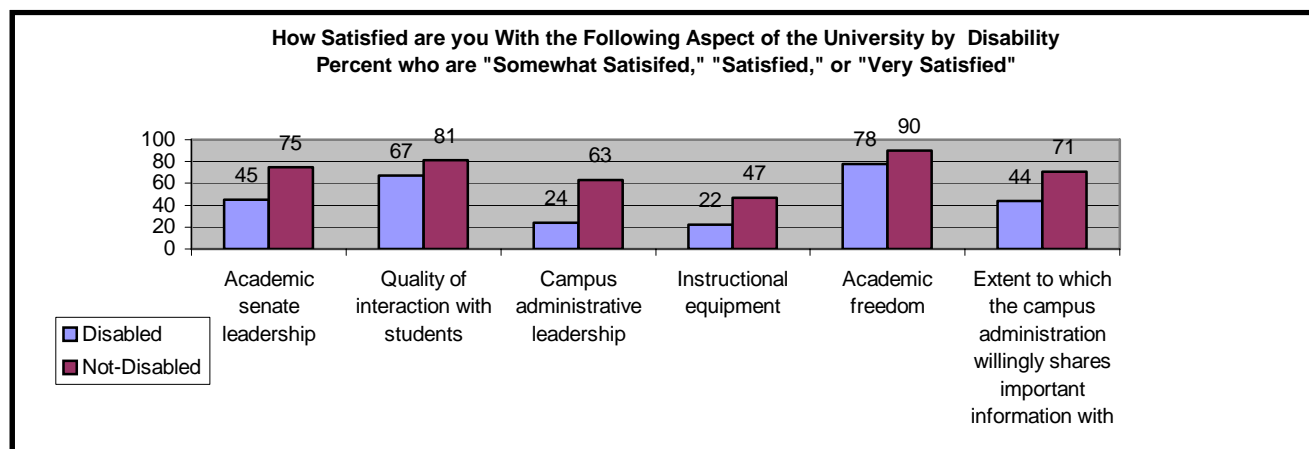
How Important do you Feel the Following Topics are for SJSU by Gender







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

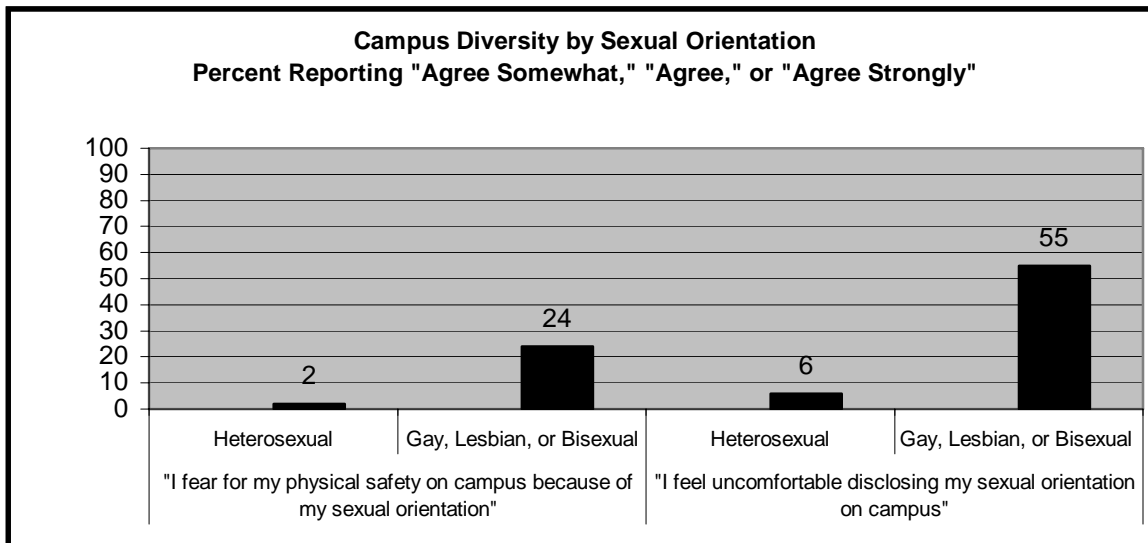
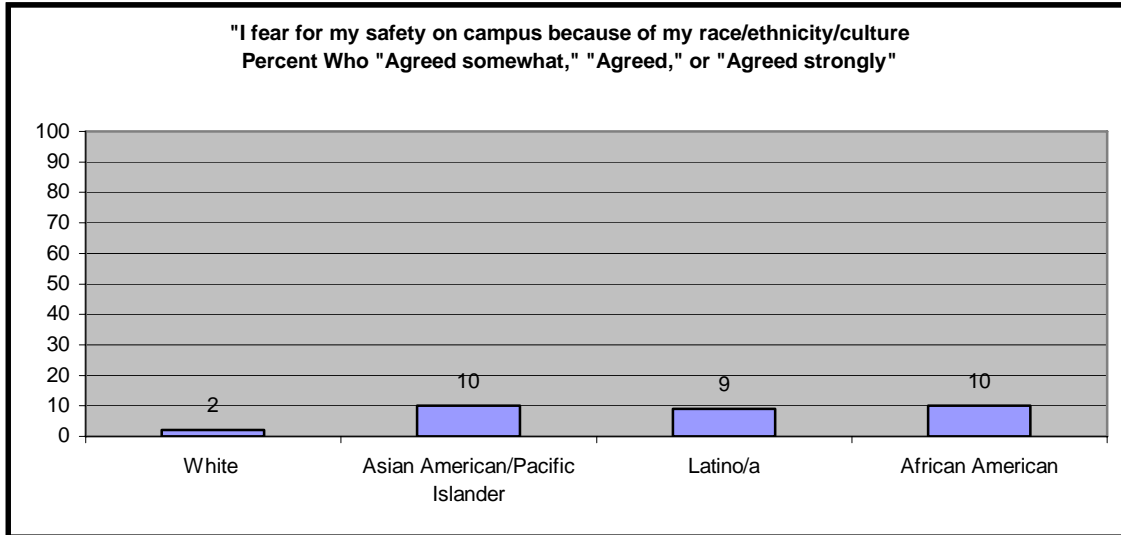


Campus Diversity

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%).



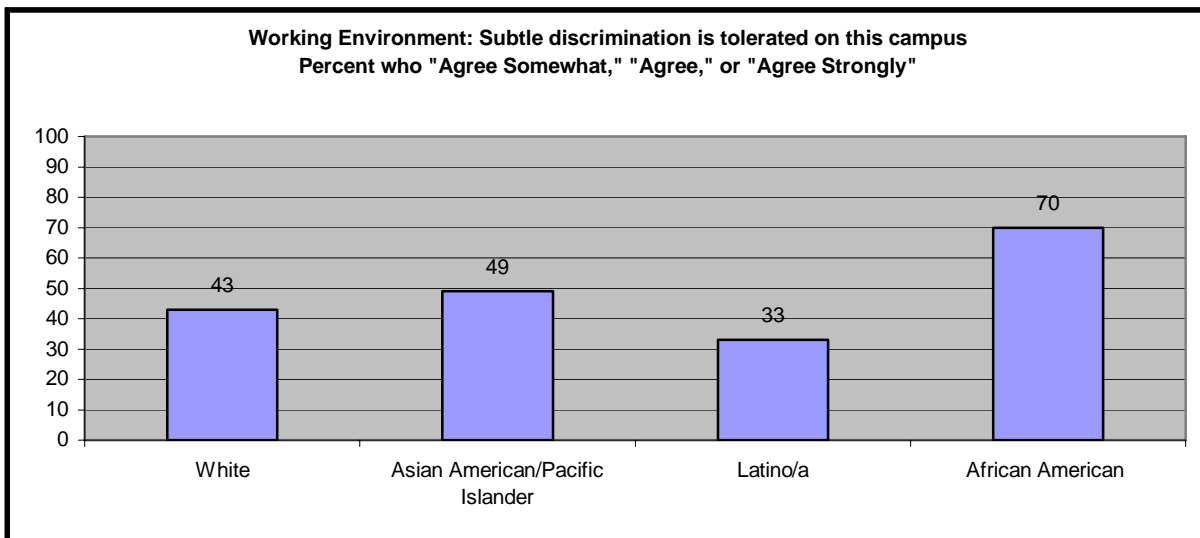
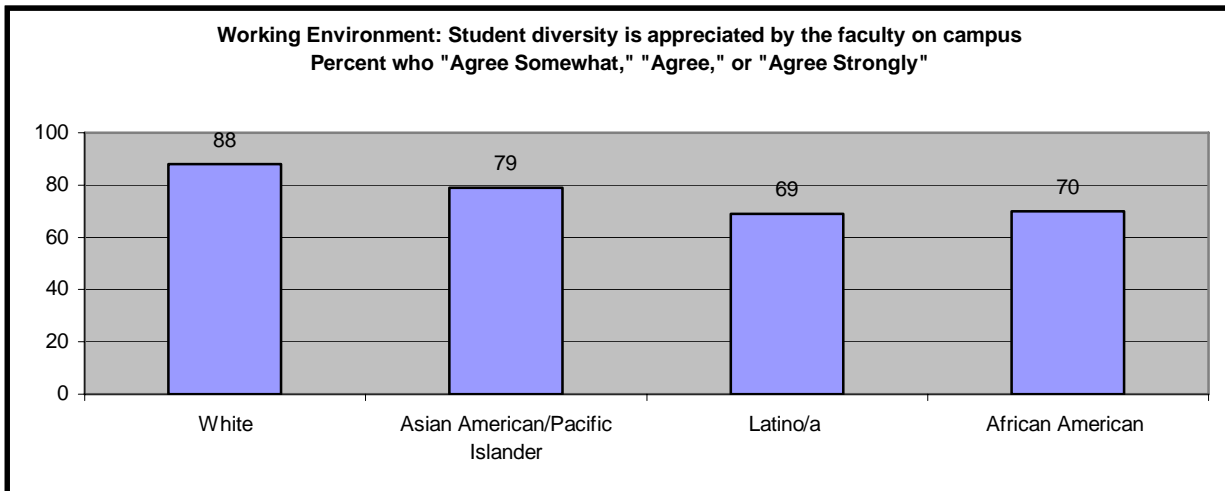
Most faculty report that they feel comfortable talking about their religion on campus (60%) and expressing their political views (70%). Many faculty (60%) believe that more consideration should be given to the needs and interests of disabled people on campus.

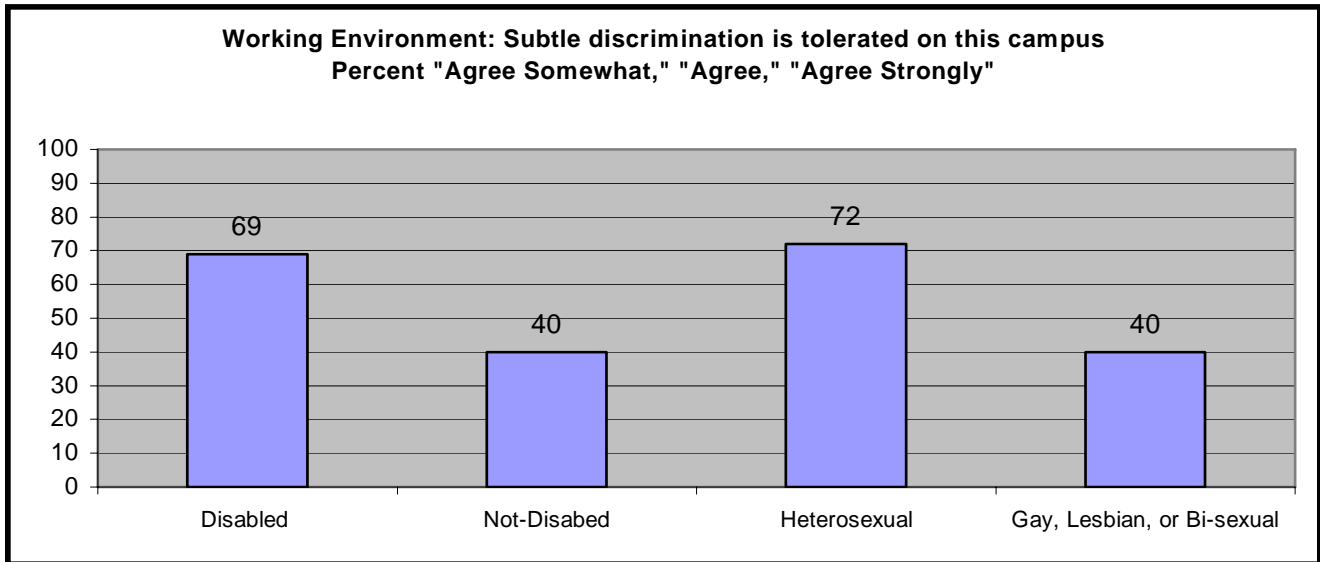
The Working Environment

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%).

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.

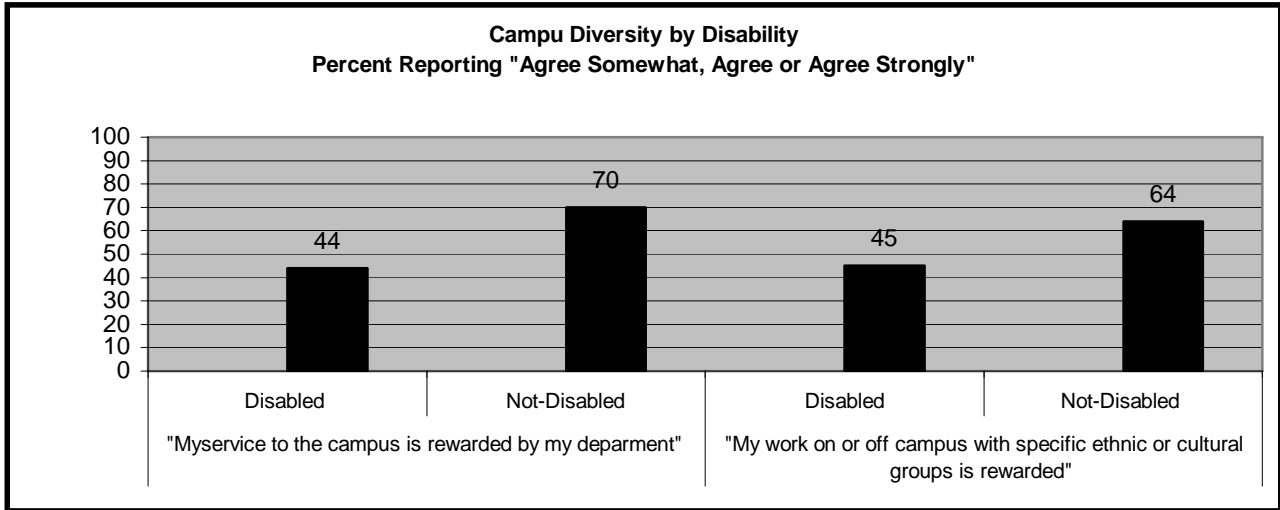
Almost half of lecturers (47%) do not agree that the evaluation process for lecturers is fair and equitable.

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%).

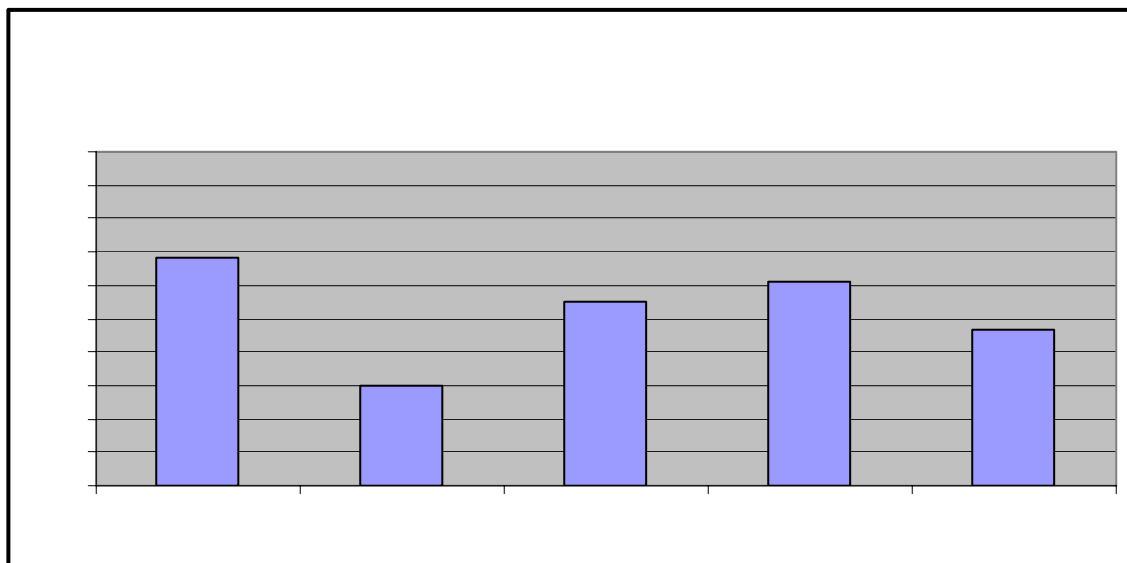
Forty percent of the faculty do not agree with the statement “in tenure and promotion on this campus, their service to the campus is rewarded by their department.” A small proportion of the faculty (47%) feel that their work on or off campus with specific ethnic or culture groups is rewarded. Faculty 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.



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 adequate

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

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 le

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

- ³ 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.
- ³ 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.
- ³ 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.
- ³ 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.
- ³ 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 hospital 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

- ³ 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.
- ³ Provide clear evaluation criteria for lecturers and a clear reward structure for noteworthy contributions.
- ³ To the extent that it is possible, ensure that evaluation committees are diverse and represent varying perspectives.

Goal #4: Foster dialogue

Recommendations

- ³ 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

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