

The Fall 2010 Campus Climate Survey Responses from Faculty Members

Prepared by Office of Institutional Research – February 2011

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 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.” In addition to exploring campus members’ perceptions of the overall environment at San Jose State University (SJSU), the project aimed to examine the extent to which campus members valued diversity, and perceived SJSU as safe, welcoming, respectful, and supportive of people of different genders, abilities, races, cultures, and sexual orientations.

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I. Introduction

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 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.” In addition to exploring campus members’ perceptions of the overall environment at San Jose State University (SJSU), the project aimed to examine the extent to which campus members valued diversity, and perceived SJSU as safe, welcoming, respectful, and supportive of people of different genders, abilities, races, cultures, and sexual orientations.

Campus Climate subcommittee developed four instruments to assess the perceptions of the distinct constituents on campus: students, faculty, staff, and administrators. Data collection began October 26, 2006, and ended December 22, 2010. Invitations to participate in an online survey were given to 1,740 faculty members. Three hundred (300) responded to the questionnaire; a final response rate of about 17 percent.

A. Weightings

Because survey participants are self selected there is a problem with over- and under-representation of gender and ethnic groups within the survey. Table 1 shows the percentage of participants by ethnicity and gender and the percentage of the general student population by ethnicity and gender. For instance, White males make up 32.0% of the general population, yet are 27.6% of all survey participants, so are under-represented in the survey. On the other hand, White females are 31.8% of the general population and 42.4% of all survey participants, so are over-represented.

Table 1

Percentage	Survey		SJSU Population	
	Male	Female	Male	Female
American Indian	0.0%	0.4%	0.1%	0.4%
Black	1.6%	1.6%	1.4%	1.4%
Asian/Pac Is	5.6%	9.6%	9.3%	7.4%
Hispanic	2.8%	6.0%	2.8%	3.6%
White	27.6%	42.4%	32.0%	31.8%
Other	1.6%	0.8%	4.6%	5.1%

These weights would be applied to the responses of the individuals in each of these two groups. Once the responses are weighted statistical tests can be applied and analysis can be performed. In this case, since most of the results are on Likert scales, the weight would be multiplied on the value to the answer on the scale.

B. Analysis of Results

One of the most important aspects in analyzing campus climate is to make sure that SJSU is adhering to its Mission Statement and Goals. If SJSU is maintaining the standards that are stated in its Mission Statement and Goals, then it is a “responsive institution”. Therefore, in this analysis, we take each part of the Mission Statement and Goals and align it to the questions in the survey. The results of these questions will tell us how well SJSU is maintaining its institutional objectives.

Also, because one of the most important aspects of campus climate and the focus of the CCC is diversity and inclusiveness, we will also align Diversity and Campus Climate Statement to the questions in the survey.

C. Using 2006 Data

A Campus Climate Survey was given in spring 2006. This Campus Climate Survey was identical to the survey given in fall 2010. In the 2006 survey, 407 faculty members responded out of a total faculty population 1,700. This gives us a confidence interval of 4.24%. This is comparable to the confidence interval 2010 of 5.15%. Therefore, we can compare the two surveys to find out if SJSU has improved or if there is need for improvement for various measures.

II. SJSU Mission Statement and Goals

A. Mission Statement

“In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university's mission as a responsive institution of the state of California.”

1. “To enrich the lives of its students”

SJSU is not only a place to learn facts and figures, but it is a place to acquire an education. The purpose of this education is to enrich student lives. Faculty members felt that SJSU helps develops a sense of community as well as develops an appreciation for multicultural society on campus. The faculty members rated these two items between “Some” and a “Great Deal”. Faculty members’ perceptions also increased significantly between 2006 and 2010 for these two items (Table 2).

Table 2.

Enriching Student Lives

	2006 Mean ¹	2010 Mean ¹	t-test ²
q3b How important do you feel the following topics are for SJSU: Developing a sense of community among students, staff, and faculty	3.647	3.671	11.732**
q3f How important do you feel the following topics are for SJSU: Developing an appreciation for a multicultural society on campus	3.484	3.618	7.859*

¹Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal (Note: This analysis excluded "Don't Know"=5)

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Table 4

Expanding Knowledge Base			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q3d How important do you feel the following topics are for SJSU: Helping students learn how to bring about positive change in society	3.573	3.735	10.166**
q3e How important do you feel the following topics are for SJSU: Promoting a climate where differences of opinion are regularly aired openly	3.587	3.699	16.238***

Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal (Note: This analysis excluded "Don't Know"=5)

* $p < .05$; ** $p < .005$, *** $p < .0005$

4. SJSU Goals

"For both undergraduate and graduate students, the university emphasizes the following goals:"

1. *"In-depth knowledge of a major field of study."*

In order to promote scholarship among the students, faculty members need to have time and money to complete independent research. Faculty members "Disagree Somewhat" to "Disagree" with the statement that there is adequate time and funds available for research. Faculty members felt this situation worsened from 2006 to 2010, but the difference was not significant (Table 5).

Table 5

Knowledge of Major Field of Study			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q9x Special funds and release time for research or professional development are adequate	2.416	2.344	0.369

¹Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

* $p < .05$; ** $p < .005$, *** $p < .0005$

2. *"Broad understanding of the sciences, social sciences, humanities, and the arts."*

SJSU does not just produce chemists or accountants; we produce students with a broad knowledge of the world. One of the ways this is accomplished is through GE courses. Faculty members "Disagree Somewhat" to "Disagree" with the statement that too much emphasis was placed on racial/ethnic issues in GE courses (Table 6). They felt that more could be done. This perception improved significantly between 2006 and 2010.

Table 6

Broad Understanding in Variety of Subjects

	2006 Mean ¹	2010 Mean ¹	t-test ²
q9n Too much emphasis placed racial, ethnic issues	4.71	4.71	
ie, CE = 7.71 (Agr) 4 (ee So 30 (7(m) 1st 0 (e) 2 (wh) -91. (at; 4.71) Agree 3 (0) (7(m) 55 (7) 2 (what; 57=7.71. (Agr) 4 (ee	4.71	4.71	

6. “Responsible citizenship and an understanding of ethical choices inherent in human development.”

SJSU does not just turn out psychologists or engineers; it produces citizens who know what is right and wrong. Faculty members agreed that SJSU is developing leadership among students (Table 9). Faculty members also think that this has improved significantly from 2006 to 2010.

Table 9

Responsible Citizenship and Ethical Choices			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q3c Developing leadership ability among students	3.432	3.672	10.949**

¹ Rating Scale: 1 = None; 2 = Very little; 3 = Some; 4 = Great deal (Note: This analysis excluded “Don’t Know”=5)

* $p < .05$; ** $p < .005$, *** $p < .0005$

III. SJSU Diversity & Campus Climate

A. Diversity

“A rich mix of students, faculty, staff, and administrators make up the SJSU community.”

1. “The campus not only values the diversity found here (e.g. age, ethnicity, gender, religion, sexual orientation)”

Faculty members found that their immediate campus environment values diversity. This includes being respectful, hospitable to the disabled, non-racist, non-sexist, non-homophobic, safe, supportive, and welcoming (Table 10). However, six out of the eight measures for immediate environment declined significantly from 2006 to 2010, this included being respectful, hospitable to the disabled, non-sexist, safe, supportive, and welcoming.

Table 10

Immediate Campus Climate			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q2a Immediate Environment: Respectful	5.553	5.530	12.095**
q2b Immediate Environment: Hospitable to the disabled	5.669	5.516	18.573***
q2c Immediate Environment: Non-racist	5.814	5.825	19.145***
q2d Immediate Environment: Non-sexist	5.698	5.632	11.664**
q2e Immediate Environment: Non-homophobic	5.795	5.823	12.340***
q2f Immediate Environment: Safe	5.941	5.442	22.157***
q2g Immediate Environment: Supportive	5.390	5.214	9.071**
q2h Immediate Environment: Welcoming	5.455	5.362	8.965**

¹ Rating Scale: 1 = Not at all; 4 = Neutral; 7 = Very much so

² * $p < .05$; ** $p < .005$, *** $p < .0005$

2. *“Seeks to support and nurture an environment welcoming to all.”*

Faculty members found that the general campus environment values diversity somewhat. This includes being respectful, hospitable to the disabled, non-racist, non-sexist, non-homophobic, safe, supportive, and welcoming (Table 11). The general campus climate, however, was not as welcoming to the principles of diversity as the immediate environment (Table 10). There also seems to be less of a decline in the general campus environment from 2006 to 2010, than in the immediate campus environment during the same period.

Table 11

General Campus Climate			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q1.a General Climate: Respectful	5.295	5.230	6.715*

Table 12

Campus Climate Values Diversity			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q9e Student diversity is appreciated by the faculty on this campus	4.428	4.660	15.499***
q9f Minority faculty are adequately represented on important Academic Senate committees	3.766	3.903	8.744**
q9g Women faculty receive the same level of support as male faculty	4.152	4.134	12.627***
q9h Senior faculty are supportive of junior faculty in my department	4.349	4.355	6.866**
q9k My colleagues are committed to the curtailment of sexual harassment.	4.587	4.703	14.892***
q9l Subtle discrimination is tolerated on this campus	3.157	3.315	2.639

¹Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

²* $p < .05$; ** $p < .005$, *** $p < .0005$

2. *“Create the administrative and organizational structure needed to coordinate and monitor campus climate progress”*

One of the best ways to ensure campus climate progress is to have effective administrative leadership. SJSU faculty members were “Somewhat Dissatisfied” with the campus administrative leadership. This attitude declined significantly between 2006 and 2010 (Table 13). Some of the organizational structures that help bring about an inclusive and diverse environment are an effective grievance process and shared governance. Faculty members were “Somewhat Dissatisfied” with both of these (Table 14). The attitude, however, toward the grievance process improved significantly between 2006 and 2010.

Table 13

Coordinate and Monitor Campus Climate (Part 1)			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q7c Campus administrative leadership	3.697	3.491	.817

¹Rating Scale: 1 = Very Dissatisfied; 2 = Dissatisfied; 3 = Somewhat Dissatisfied; 4 = Somewhat Satisfied; 5 = Satisfied; 6 = Very Satisfied

²* $p < .05$; ** $p < .005$, *** $p < .0005$

Table 14

Coordinate and Monitor Campus Climate (Part 2)

	2006 Mean ¹	2010 Mean ¹	t-test ²
q9p The process by which complaints and grievances against faculty are resolved is fair and equitable	3.835	3.975	7.773*
q9q Administrators actively support shared governance	3.716	3.345	2.158

¹Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly

²* $p < .05$; ** $p < .005$, *** $p < .0005$

3. *“Recruit, hire, and retain culturally diverse employees across all levels and areas of the university, regardless of funding source”*

A welcoming, inclusive environment means the faculty, staff, and administration are like the students they teach and serve. Faculty members feel

Table 19

Table 20

User-friendly Campus

2006 Mean ¹	2010 Mean
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B. Most Promising Findings

Table 24 lists the questions that had the most favorable normalized, weighted means. As you can see, the first six questions ask about personal experience with discrimination: very few faculty members are experiencing discrimination at SJSU. However, it is difficult to say these are the most promising results in that any amount of discrimination is too much. SJSU should be working towards making this value 100; no faculty member at SJSU should experience discrimination.

Table 24

<u>Most Promising Finding Faculty Campus Climate Survey</u>			
	N	Mean	Std Dev.
q4j Have you been discriminated against on campus because of your: Body Art (e.g. tattoo's, piercings)	243	99.071	55.8779
q4f Have you been discriminated against on campus because of your: Language and/or accent	249	93.837	61.5032
q4e Have you been discriminated against on campus because of your: Disability	248	93.383	51.0320
q4i Have you been discriminated against on campus			

orientation. Also, they felt that it was important to develop a sense of community. This is in line with our goal of enriching student lives. They also agreed that SJSU should be able to discuss differences of opinion. This confirms that faculty members are trying to expand the students' knowledge base outside the classroom. Faculty members felt overwhelmingly that SJSU helps students learn to bring a positive change to society. This is in line with our goal to give students skills and knowledge to be of service to society. Finally, faculty members felt they were relatively safe on campus because of their race, ethnicity, or culture.

C. Most Disappointing Findings

Table 25 lists the questions that had the five most unfavorable normalized, weighted means. Faculty members felt there was limited money and time for research, and they were concerned about the maintenance of facilities and equipment. This is not surprising considering the recent

Table 26

Most Promising Changes 2006 to 2010

	Change in Mean
q8i I feel comfortable talking about my religion on campus	4.943
q3c Developing leadership ability among students	4.925
q9e Student diversity is appreciated by the faculty on this campus	4.493
q1e General Climate: Non-homophobic	3.645
q3f Developing an appreciation for a multicultural society on campus	5.611

B. Most Disappointing Changes: 2006 to 2010

Faculty members' morale is down. Faculty also expressed concern about availability of funds for research and equipment.

Multiculturalism is taking hold in the faculty. They are developing a sense of appreciation of the diversity of the student body. Faculty members are also more concerned about safety on campus.

Finally, more should be done to address the needs of the disabled.