

The Fall 2010 Campus Climate Survey

Responses from Staff 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 a survey to assess perceptions of campus climate at San José State University (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 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.

The 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 1,096 staff members. Three hundred seventy (370) responded to the questionnaire, which equals a final response rate of about 34 percent.

The results of the survey are summarized below. If you have any questions or need additional information, please contact Dr. John Briggs, the Office of Institutional Research at (408) 924-1520 or Dr. Wiggys Sivertsen, Chairman Campus Climate Committee at (408) 924-5320.

Highlights/Selected findings:

- Most staff members responded that SJSU was somewhat successful in complying with its Mission Statement.
- Staff members responded that the two SJSU goals of students being active participants in the community and responsible citizens were important
- Staff members responded that the immediate and general campus climate values diversity
- Staff members see their work as an integral part of educating students at SJSU. They reported they are given enough opportunities to interact with students and become involved in campus activities.
- Staff members are somewhat satisfied with the campus climate.
- Most staff members at SJSU do not experience discrimination first-hand at SJSU. However, some do and any discrimination is too much. SJSU should continue in its efforts to make its campus discrimination free.
- Staff members responded that overwhelmingly that SJSU students should be taught to bring a positive change to society and that developing a sense of community at SJSU was important.
- Work issues dominated the most disappointing finding for staff members. They responded that there were not opportunities for advancement in their department at SJSU, resources for training were inadequate, salaries were not equitable, and overtime was an issue.
- Staff members responded that that diversity was much more a part of the SJSU environment now than in 2006. They responded that that SJSU celebrates and promotes diversity, differences of opinion are regularly aired, and there is an appreciation for multicultural society on campus.
- Staff members responded that some things declined from 2006 to 2010. Among them was the amount of resources used for training, physical safety on campus, and respect by their supervisor.

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 a survey to assess perceptions of campus climate at San José State University (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 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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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 16.9% of the general population, yet are 12.3% of all survey participants, so are under-represented in the survey. On the other hand, White females are 21.7% of the general population and 28.2% of all survey participants, so are over-represented.

Table 1

Percentage	Survey		SJSU Population	
	Male	Female	Male	Female
American Indian	0.0%	0.0%	0.2%	0.5%
Black	1.6%	3.2%	2.0%	2.8%
Asian/Pac Is	7.1%	12.0%	10.9%	14.2%
Hispanic	10.7%	22.7%	8.7%	17.3%
White	12.3%	28.2%	16.9%	21.7%
Other	0.3%	1.6%	2.0%	2.7%

This over- and under-representation is a problem because each ethnic/gender group may have different perceptions of the campus climate. If one group is over-represented its views will dominate over a group that is under-represented. To correct this bias a weighting system was developed. The weighting system takes the percentage of the population and divides it against the percentage of the survey for each gender/ethnic group and applies it to the answer for each individual in that group. For instance, White females would have a weight of 0.770 (21.7% / 28.2%) and White males would have a weight of 1.373 (16.9% / 12.3%).

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. Also, in the 2006 survey, 281 staff members responded out of a total staff population of 1,173. This gives us a confidence interval of 5.10%. This is comparable to the confidence interval in 2010 of 4.15%. 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 get an education. The purpose of this education is to enrich student lives. Staff members responded that SJSU helps develop a sense of community as well as develop an appreciation for multicultural society on campus. The staff members rated these two items between “Some” and a “Great Deal.” Staff members’ perceptions also significantly increased 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	3.019	3.540	4.354*
q3f How important do you feel the following topics are for SJSU: Developing an appreciation for a multicultural society on campus	2.946	3.492	5.648*

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

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

2. *"To transmit knowledge to its students along with the necessary skills for applying it in the service of our society"*

Learning at SJSU takes place both inside and outside the classroom. Staff members should play a role in the transmission of knowledge to students. Most staff members responded that they were "Somewhat Satisfied" or "Satisfied" with the opportunities to interact with students and opportunities for involvement in campus events (Table 3). These measures increased between 2006 and 2010, but not significantly.

Table 3

Transmission of knowledge and skills

Survey Question	2006 Mean ¹	2010 Mean ¹	t-test ²
q7b Opportunities to interact with students	4.533	4.556	0.337
q7f Opportunities to be involved in campus activities and events	4.102	4.249	1.295

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

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

3. *"To expand the base of knowledge through research and scholarship."*

Free and public discourse is necessary to expand the knowledge of a student. From this, students learn to defend their ideas and critically analyze opposing viewpoints. Students also expand their knowledge base by learning how to bring a positive change to society. SJSU staff members agreed from "Some" to a "Great deal" that the University is placing emphasis on these goals. The survey also found that staff significantly agree with this more in 2010 than in 2006 (Table 4).

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	3.038	3.574	5.366*
q3e How important do you feel the following topics are for SJSU: Promoting a climate where differences of opinion are regularly aired openly	2.903	3.467	2.615

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

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

B. Goals

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

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

There were no questions on the Staff Campus Climate Survey that matched this goal.

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

There were no questions on the Staff Campus Climate Survey that matched this goal.

3. *"Skills in communication and in critical inquiry"*

There were no questions on the Staff Campus Climate Survey that matched this goal.

4. *"Multi-cultural and global perspectives gained through intellectual and social exchange with people of diverse economic and ethnic backgrounds."*

There were no questions on the Staff Campus Climate Survey that matched this goal.

5. *"Active participation in professional, artistic, and ethnic communities."*

To learn about the different subject areas participation in professional and artistic communities is essential. To that end SJSU must recruit high-achieving students to lead these communities. To have diversity at SJSU it must be encouraged and celebrated. Staff members say that both these measures are "Some" to a "Great Deal" important (Table 5). Staff members reported that they are more important in 2010 than in 2006, with recruiting high achieving students showing a significant difference.

Table 5

Active Participation in Communities			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q3g Recruiting high achieving students	2.866	3.286	4.130*
q3h Promoting and celebrating diversity	2.985	3.355	1.287

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

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

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. Staff members agreed that SJSU is developing leadership among students (Table 6). Also, staff members think that this has improved from 2006 to 2010.

Table 6

Responsible Citizenship and Ethical Choices			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q3c Developing leadership ability among students	2.968	3.413	0.848

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 staff members make up the SJSU community.”

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

Staff 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 7). However, none of the measures improved significantly from 2006 to 2010. Although, there was improvement in being respectful, hospitable to the disabled, non-racist, non-sexist, and welcoming.

Table 8

Immediate Campus Climate			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q2a Immediate Environment: Respectful	5.254	5.280	0.112
q2b Immediate Environment: Hospitable to the disabled	5.353	5.466	0.407
q2c Immediate Environment: Non-racist	5.258	5.343	0.009
q2d Immediate Environment: Non-sexist	5.133	5.281	0.118
q2e Immediate Environment: Non-homophobic	5.267	5.352	0.195
q2f Immediate Environment: Safe	5.563	5.460	3.338
q2g Immediate Environment: Supportive	5.124	5.009	1.261
q2h Immediate Environment: Welcoming	5.270	5.415	0.888

¹Rating 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.”*

Staff members found that the general campus environment somewhat values diversity. This includes being respectful, hospitable to the disabled, non-racist, non-sexist, non-homophobic, safe, supportive, and welcoming (Table 8). The general campus climate was not as welcoming to the principles of diversity as the immediate environment (Table 7). There is an improvement in the general environment from 2006 to 2010, although only one measure, safety, was significant.

Table 8

General Campus Climate			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q1.a General Climate: Respectful	4.952	5.121	0.542
q1b General Climate: Hospitable to the disabled	5.037	5.237	0.087
q1c General Climate: Non-racist	4.702	4.964	0.024
q1d General Climate: Non-sexist	4.625	4.883	0.006
q1e General Climate: Non-homophobic	4.754	4.955	0.001
q1f General Climate: Safe	4.855	4.853	4.513*
q1g General Climate: Supportive	4.548	4.786	2.546
q1h General Climate: Welcoming	4.653	4.991	1.400

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

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

B. Campus Climate

“SJSU aims to:”

1. “Create a campus climate that values diversity”

A climate of inclusiveness means valuing the diverse nature of SJSU’s students, faculty members, staff members, and administrators. Staff members “Somewhat Agree” to “Agree” that they value the work others do to promote diversity (Table 9). Also, this measure improved from 2006 to 2010.

Table 9

Campus Climate Values Diversity	2006 Mean ¹	2010 Mean ¹	t-test ²
q9g I value the work that SJSU is doing to celebrate diversity	4.238	4.555	1.854

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 an effective administrative leadership. SJSU staff members were “Somewhat Satisfied” with the campus administrative leadership. This attitude improved between 2006 and 2010 (Table 10). In addition, Staff members “Agree Somewhat” that SJSU is a well-managed University (Table 11). Again, this attitude improved between 2006 and 2010.

Table 10

Coordinate and Monitor Campus Climate (Part 1)	2006 Mean ¹	2010 Mean ¹	t-test ²
q7c Campus administrative leadership	3.749	4.005	1.328

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 11

Coordinate and Monitor Campus Climate (Part 2)	2006 Mean ¹	2010 Mean ¹	t-test ²
Q10k In my opinion SJSU is a well-managed university	3.571	4.002	0.748

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 is like the students they teach and serve. Staff members responded that some effort is being made to recruit minorities for employment at SJSU (Table 12). This attitude increased between 2006 and 2010, but not significantly.

Table 12

Recruit, Hire, and Retain Diverse Employees (Part 1)			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q3a Increasing the representation of minorities in the faculty, staff, and administration	2.732	3.123	0.862

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

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

4. *“Provide professional development activities that assist all personnel in the understanding of their own and other cultures”*

One the best ways for staff members to learn about other cultures is through professional development. For the most part, staff members “Agree Somewhat” they receive enough information to do their job, there are opportunities for skill development, and information is available about career development (Table 13). Also, these attitudes increased slightly from 2006 to 2010.

Table 13

Professional Development Activities			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q10l I receive enough information in order to perform my job	4.10	4.393	0.258
q10m There are opportunities for me to develop my skills and capabilities in my department	3.839	4.006	0.131
q10n I am supported when seeking information about career development	3.905	4.116	0.396

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

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

5. *“Infuse diversity into the curriculum and promote pedagogical strategies that encourage student involvement and facilitate respect of diverse perspectives”*

Educating SJSU students is one part of the overall mission of this University. Staff members “Agree” that their work is important to the mission of educating SJSU students (Table 14). Also, staff members responded that the situation has not changed from 2006 to 2010.

Table 14

Diversity in Curriculum and Pedagogical Strategies

	2006 Mean ¹	2010 Mean ¹	t-test ²
q10v I see my work as an integral part of the overall mission of educating students here at SJSU	4.872	4.905	0.051

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

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

6. *“Enhance professional development opportunities”*

To promote and retain qualified, diverse employees, SJSU must provide professional development activities. Staff members are “Somewhat Satisfied” that SJSU is doing this (Table 15). There was an improvement from 2006 to 2010 for this measure, but it was not significant.

Table 15

Professional Development Opportunities

	2006 Mean ¹	2010 Mean ¹	t-test ²
q6l Opportunities to participate in your professional development (eg, attend workshops, conferences)	4.171	4.429	0.031

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

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

7. *“Promote a user-friendly campus in which all campus citizens, students, as well as employees, feel welcomed and appreciated”*

All campus citizens need to feel welcome at SJSU. This means that staff members should not have any incidence of harassment or discrimination. Most of the SJSU staff members have never been discriminated against (Table 16). Obviously, any incident no matter how small should not be tolerated and there has been some staff members have encountered discrimination, but most have not. Incidences of discrimination declined significantly for gender, political views, race, disability, language, religion, age, and physical size between 2006 and 2010. Incidences also declined for sexual orientation and body art, but not significantly.

Table 16

User-friendly Campus			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q4a Have you been discriminated against on campus because of your: Gender	3.874	4.246	7.414*
q4b Have you been discriminated against on campus because of your: Political Views	4.069	4.438	7.703*
q4c Have you been discriminated against on campus because of your: Race/ Ethnicity	3.825	4.286	6.508*
q4d Have you been discriminated against on campus because of your: Sexual Orientation	4.462	4.601	2.329
q4e Have you been discriminated against on campus because of your: Disability	4.644	4.675	4.083*
q4f Have you been discriminated against on campus because of your: Language and or accent	4.305	4.475	4.364*
q4g Have you been discriminated against on campus because of your: Religion	4.537	4.639	5.374*
q4h Have you been discriminated against on campus because of your: Age	4.020	4.301	9.458**
q4i Have you been discriminated against on campus because of your: Weight-Physical Size	4.393	4.542	6.598*
q4j Have you been discriminated against on campus because of your: Body Art (e.g. tattoo's, piercings)	4.757	4.804	1.720

¹Rating Scale: 1 = Frequently; 2 = Occasionally; 3 = Sometime; 4 = Seldom; 5 = Never

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

8. "Provide student support activities to facilitate an environment for success"

For staff members to provide the student support activities, they first must find out what students need. Most staff members "Somewhat agree" to "Agree" that they are doing their part by interacting with students (Table 17). This interaction increased between 2006 and 2010.

Table 17

Student Success			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q7b Opportunities to interact with students	4.533	4.556	0.337

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

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

9. “Promote and enhance community involvement”

When staff members are involved with the community, they are promoting a diverse, inclusive environment. Most staff members responded that there are opportunities to be involved in campus activities (Table 18). Also, staff members responded that opportunities stayed the same between 2006 and 2010.

Table 18

Community Involvement			
	2006 Mean ¹	2010 Mean ¹	t-test ²
q7f Opportunities to be involved in campus activities and events	4.102	4.249	1.295

¹Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly
²* $p < .05$; ** $p < .005$; *** $p < .0005$

10. “Ensure and monitor university compliance with the findings and recommendations of the Americans with Disabilities Act Self-Evaluation Transition Report”

Staff members stated they “Agree Somewhat” that more consideration should be given to the needs of the disabled (Table 19). This attitude stayed the same between 2006 and 2010.

Table 19

SJSU Compliance to ADA			
	2006 Mean ¹	2010 Mean ¹	t-test ²
Q9i I believe more consideration should be given to the needs and interests of disabled people on campus	3.937	3.973	0.181

¹Rating Scale: 1 = Disagree Strongly; 2 = Disagree; 3 = Disagree Somewhat; 4 = Agree Somewhat; 5 = Agree; 6 = Agree Strongly
²* $p < .05$; ** $p < .005$; *** $p < .0005$

IV. Most Promising and Disappointing Findings 2010

This section is devoted to discovering the most promising findings in the student responses to the Campus Climate Survey. In other words, we want to know what SJSU is doing right in terms of diversity and inclusiveness. This section will also discuss the most disappointing finding of the survey. These are items that the students have identified as areas of concern that SJSU should be working on as a University and as a community.

A. Normalizing Likert Scales

To find the most promising and disappointing findings, we must rank all the questions from the most favorable responses to the least favorable responses. However, out of the eight (8) general questions there are six (6) different Likert scales. Thus, comparison is difficult.

The system we will use is “normalizing” the Likert Scale. To do this we take the most favorable response on the Likert scale and give it a value of 100. Then we take the least favorable response and give it a value of zero. Responses in between are given values at intervals in between zero and 100. For instance, in question 1a: General Climate is Respectful a “Not at all” response

would be a zero and a “Very much so” response would be 100. Values in between would be at intervals of 16.67 because there are five intervals between the greatest and the least value (Figure 1).

Figure 1: Normalizing Likert Scales for Staff Campus Climate Survey

Question 1 & 2 Normalized Value	1 Not at all 0.00	2 16.67	3 33.33	4 Neutral 50.00	5 66.67	6 83.33	7 Very much so 100.00
Question 3 Normalized Value	1 None 0.00	2 Very Little 33.33	3 Some 66.67	4 Great Deal 100.00	5 Don't Know N/A		
Question 4 Normalized Value	1 Frequently 0.00	2 Occasionally 25.00	3 Sometime 50.00	4 Seldom 75.00	5 Never 100.00		
Question 6 & 7 Normalized Value	1 Very Dissatisfied 0.00	2 Dissatisfied 20.00	3 Somewhat Dissatisfied 40.00	4 Somewhat Satisfied 60.00	5 Satisfied 80.00	6 Very Satisfied 100.00	
Q9 a, b, g, h, i, j Q10 a, b, c, d, e, f, g, i, j, k, l, m, n, o, q, s, t, u, v, x, y, z Normalized Value	1 Strongly Disagree 0.00	2 Disagree 20.00	3 Disagree Somewhat 40.00	4 Agree Somewhat 60.00	5 Agree 80.00	6 Strongly Agree 100.00	
Q9 c, d, e, f Q10 h, p, r, w Normalized Value	1 Strongly Disagree 100.00	2 Disagree 80.00	3 Disagree Somewhat 60.00	4 Agree Somewhat 40.00	5 Agree 20.00	6 Strongly Agree 0.00	

There are exceptions to this method. In Question 3 one of the responses is “Don’t Know,” this would not be counted. Question 4 asks about personal experiences with discrimination, a “Frequently” response would be very unfavorable and given a value of zero, a “Never” response would be the most favorable and given a value of 100. In Question 9b, “[m]y opinions/input are valued at SJSU,” the response “Disagree Strongly” would be a very unfavorable response and given a value of zero. However, in Question 9d, “I fear for my physical safety on campus because of my race,” the response “Disagree Strongly” would be a very favorable response and given a value of 100.

After these responses were normalized, the responses were then weighted using the same weights system in the previous section. The mean value for each question was then calculated. The ranking for all of the normalized, weighted means can be found in Appendix C.

B. Most Promising Findings 2010

Table 20 lists the questions that had the most favorable normalized, weighted means. The first eight (8) questions ask about personal experience with discrimination. Very few staff members are experiencing discrimination at SJSU. But, any amount of discrimination is too much. Thus, it is difficult to say these are the most promising results. Any amount of discrimination is too much. SJSU should strive to make this value 100. In other words, no staff members at SJSU should experience discrimination.

Table 20

Most Promising Finding Student Campus Climate Survey

	N	Mean	Std Dev.
q4j Have you been discriminated against on campus because of your: Body Art (e.g. tattoo's, piercings)	295	95.206	29.4922
q4e Have you been discriminated against on campus because of your: Disability	291	92.044	30.8970
q4g Have you been discriminated against on campus because of your: Religion	301	90.555	31.5256
q4d Have you been discriminated against on campus because of your: Sexual Orientation	299	89.830	32.0302
q4i Have you been discriminated against on campus because of your: Weight/Physical Size	303	87.466	34.5924
q4k Have you been discriminated against on campus because of your: Union Activities	297	86.819	35.6807
q4f Have you been discriminated against on campus because of your: Language and/or accent	300	86.193	34.2989
q4b Have you been discriminated against on campus because of your: Political Views	292	85.896	32.4298
q3d Helping students learn how to bring about positive change in society	285	85.801	38.4735
q3b Developing a sense of community among students, staff, and faculty	290	84.543	38.8017
q3f Developing an appreciation for a multicultural society on campus	288	82.933	36.8862
q4c Have you been discriminated against on campus because of your: Race/Ethnicity	302	81.786	34.5147
q3e Promoting a climate where differences of opinion are regularly aired openly	279	81.646	39.1622
q4a Have you been discriminated against on campus because of your: Gender	298	81.317	35.0794
q4h Have you been discriminated against on campus because of your: Age	307	81.073	35.7407
q3i Promoting and celebrating diversity	278	79.972	35.2259

There are very promising findings from this survey. Staff members responded overwhelmingly that it was important to help students learn how to bring a positive change to society and to promote a climate where differences of opinion are regularly and openly aired. This is in line with the University's goal to expand the knowledge base through research and scholarship. Also,

staff responded that it was important to develop a sense of community, to promote and celebrate diversity, and to have students develop an appreciation for a multicultural society on campus. This is in line with the University's goal of enriching student lives.

C. Most Disappointing Findings 2010

Table 21 lists the questions that had the five (5) most unfavorable normalized, weighted means. Staff members responded that (1) there were problems with advancement of campus; (2) there were not enough opportunities either at the University or in their department; (3) training for advancement was inadequate; (4) their pay was inequitable, and (5) there was a lot of pressure to put in overtime.

Table 21

Most Disappointing Finding Student Campus Climate Survey			
	N	Mean	Std Dev.
q10w I often feel that it is necessary to work late or through lunch to get my work done	315	47.966	37.3872
q10d There are sufficient opportunities for advancement within SJSU	310	43.829	31.1450
q10a I receive an equitable salary in my department or assigned work area.	316	43.357	35.3387
q9c The university uses its resources to help train staff for advancement	305	41.320	34.0023
q10c There are sufficient opportunities for advancement within my department	315	35.861	31.3426

V. Changes 2006 to 2010

A. Most Promising Changes 2006 to 2010

Staff members responded that issues of diversity were more important now than in 2006. They saw that developing a sense of community, celebrating diversity, promoting a climate of discussion, and demonstrating an appreciation of multiculturalism had become more important. One of the aims of the Campus Climate Master Plan is to promote diversity. Staff members responded that SJSU is accomplishing this goal. Staff members thought helping students learn to bring about a positive change in society had become more important as well.

Table 22

 Most Promising Changes 2006 to 2010

	Change in Mean
q3i Promoting and celebrating diversity	18.991
q3e Promoting a climate where differences of opinion are regularly aired openly	18.249
q3f Developing an appreciation for a multicultural society on campus	17.907
q3d Helping students learn how to bring about positive change in society	17.888
q3b Developing a sense of community among students, staff, and faculty	17.121

B. Most Disappointing Changes: 2006 to 2010

Workplace issues dominated the most disappointing changes in Staff members' attitudes between 2006 and 2010 (Table 23). Staff members responded that there was a lack of resources for training staff, their supervisor treated them as incompetent, and there was not enough emphasis placed on diversity of staff members. This led them to say that SJSU was not a good place to work in 2010 relative to 2006. They also responded that they felt uncomfortable disclosing their sexual orientation, and that they feared for their personal safety.

Table 23

 Most Disappointing Changes: 2006 to 2010

	Change in Mean
q10h Too much emphasis is placed on achieving diversity within the staff	-4.597
q9e I feel uncomfortable disclosing my sexual orientation to my colleagues	-5.028
q10r My supervisor treats me like I am incompetent	-7.760
q9d I fear for my physical safety	-9.085
q9c The university uses its resources to help train staff for advancement	-11.932

VI. Conclusion

Most staff members felt SJSU was somewhat successful in complying with its Mission Statement.

On the positive side, Staff members responded that the two SJSU goals of students being active participants in the community and responsible citizens were important

Staff members responded that the immediate and general campus climate values diversity.

Further, Staff members see their work as an integral part of educating students at SJSU. They responded that they are given enough opportunities to interact with students and become involved in campus activities.

Staff members are somewhat satisfied with the campus climate.

Most staff members at SU do not experience discrimination first-hand at SJSU. However, some do and any discrimination is too much. SJSU should continue in its efforts to make its campus discrimination free.

Staff members felt overwhelmingly that SJSU students should be taught to bring a positive change to society and that developing a sense of community at SJSU was important.

Work issues dominated the most disappointing finding for staff members. Staff members responded that there were not opportunities for advancement in their department at SJSU, resources for training were inadequate, salaries were inequitable, and overtime was an issue.

Staff members felt that diversity was much more part the SJSU environment now than in 2006. They felt that SJSU celebrates and promotes diversity, differences of opinion are regularly aired, and there is an appreciation for multicultural society on campus.

Staff members felt some things declined from 2006 to 2010. Among them was the amount of resources used for training, physical safety on campus, and respect by their supervisor.