Rankin & Associates, Consulting

Assessment • Planning • Interventions

San José State University

Assessment of Climate for Learning, Living, and Working Final Report

November 2020

Rankin & Associates, Consulting

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Foreword

San José State University's belong@SJSU Campus Climate Survey was administered in Spring of 2020. Three weeks into the survey period, state and county health orders mandated residents to shelter in place in response to the COVID-19 pandemic. It is tempting to assume that the shift to the online mode of instruction and work combined with the majority of students' departure from residence halls and local apartments negatively impacted the survey response. However, we should not infer an effect on the survey responses and we should not ignore the findings. To do so would devalue the input provided by the thousands of campus community members about their experiences of SJSU's climate.

We also wish to note that the context in which we are reviewing the findings of the report is significantly different than when the survey launched. Nationally, the Black Lives Matter movement has gained broader support and our campus leadership has publicly committed to addressing anti-Black systemic racism. We have witnessed a surge in anti-Asian bias in the wake of COVID. There are reports of increases in anti-Semitic violence around the country. And the list goes on. The survey and the subsequent analysis were not designed to answer questions relating to any of these particular moments in history, but our recommendations can.

This report is lengthy so we provide this reading guide to help you navigate the text and familiarize yourself with the different parts of the report.

- Skim the table of contents to understand the structure of the report.
- Read the Executive Summary which provides an overview of the findings from the nearly 400 hundred page report.
- Look at the appendices including key tables that describe the demographics of those who took the survey, specifically Appendix B7 and B28. This is important because the relatively small number of respondents in some categories prevented the ability to conduct statistical analyses with comparisons that could be generalizable to others in that same population.
- Re-read the Executive Summary. Familiarity with the demographics may provide new insights upon a second reading of the summary.

At the time of this writing, by design, we have not read the full report. One might wonder why, then, we are describing information that appears in the report. A subset of the Campus Climate and Belonging Committee reviewed a complete draft of the report for clarity and confidentiality

and, in anticipation of questions and concerns from our community, made several recommendations to our consultants and to us. Most important among the concerns was how to best address the limitations presented by the small numbers of respondents to the questions about race/ethnicity and religion. We worked together to find a solution and subsequently asked our consultants to include descriptive statistics of how different racial/ethnic and religious groups responded to key questions about comfort with the climate, experiencing exclusionary conduct, observing exclusionary conduct, and seriously considering leaving SJSU.

Please keep in mind that the release of this report is only the beginning of a process to make San José State University into a more inclusive and welcoming community. SJSU will own the entire raw data set and will be able to produce more specific reports that were outside the scope of the consultants' work. There will be a system to request specific analyses for groups aiming to design data-driven initiatives and programs. Additionally, a data request review team will manage requests for data and in doing so will protect confidentiality of respondents. It will be up to us to take advantage of this rich dataset to extract findings that can guide our work on campus.

A note of caution: The report will not have all the answers to the questions you may have. And it will not provide recommendations about how to improve the climate. Developing such recommendations is our campus responsibility and one that will be assigned to a soon-to-be formed Campus Committee on Diversity, Equity, and Inclusion. This group will use the survey findings and subsequent analyses to develop recommendations on improving campus climate, creating systemic equity, and increasing the sense of belonging for all members of our SJSU community.

We hope you find that the report provides valuable insights and look forward to the many discussions sparked by what we learn together.

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Executive Summary

History of the Project

This report provides the findings from a survey entitled "*San José State University: Assessment of Climate for Learning, Living, and Working*," conducted at San José State University (SJSU). In the 2019 summer semester, SJSU contracted with Rankin & Associates Consulting (R&A) to conduct a university-wide study. The Campus Climate and Belonging Committee (CCBC) was formed, consisting of 32[1] SJSU faculty, staff, students, and administrators. The CCBC worked with R&A to develop the survey instrument and promote the survey's administration in spring 2020. During the course of survey administration, SJSU followed California stay-at-home orders and transitioned to online learning and working environments. The survey administration dates were extended by seven weeks while the SJSU community adjusted to the guidelines. All members of SJSU were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., SJSU position, gender identity, disability status) where appropriate. Where sample sizes were small, certain responses were combined into categories to make valid statistical comparisons between groups and to ensure respondents' confidentiality. Throughout the report, for example, the Faculty category included tenured faculty (or equivalent), tenure-track faculty (or equivalent), and non-tenure-track faculty (or equivalent).

In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at SJSU. Comments were solicited to 1) give "voice" to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Four thousand two hundred ninety-eight (4,298) surveys were returned for a 12% overall response rate. Table 1 provides a summary of selected demographic characteristics of survey

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[1] Original committee had 34 members; however, some members did not finish due to staffing changes.

respondents. Of the respondents, 54% (n = 2,326) of the sample were Undergraduate Students,
14% (n = 620) were Graduate Students, 16% (n = 675) were Staff members, and 16% (n = 677)
were Faculty members.

Table 1. SJSU Sample Demographics

Characteristic	Subgroup	n	% of Sample
Position status	Undergraduate Student	2,326	54.1
	Graduate Student	620	14.4
	Faculty (includes Counselors and Librarians)	677	15.8
	Staff (including Coaches and MPPs)	675	15.7
Gender identity	Women	2,636	61.3
	Men	1,415	32.9
	Trans-spectrum	210	4.9
	Missing	37	0.9
Racial/ethnic identity	Asian/South Asian/Filipinx/ Southeast Asian	1,289	30.0
	Black/African American/African	126	2.9
	Hispanic/Latinx/Chicanx	863	20.1
	White/European	1,115	25.9
	Middle Eastern	77	1.8
	Jewish	34	0.8
	American Indian/Native/Alaska Native	19	0.4
	Native Hawaiian/Pacific Islander	22	0.5
	Multiracial	614	14.3
	Missing/Other	139	3.2
Sexual identity	Queer-Spectrum	530	12.3
	Heterosexual	3,159	73.5
	Bisexual/Pansexual	333	7.7
	Missing	276	6.4
Citizenship status	U.S. Citizen-Birth	2,527	58.8
	U.S. Citizen-Naturalized	1,180	27.5
	Non-U.S. Citizen	521	12.1
	Missing	70	1.6

Table 1. SJSU Sample Demographics

Characteristic	Subgroup	*n*	% of Sample
Disability status	Single Disability	335	7.8
	No Disability	3,722	86.6
	Multiple Disabilities	190	4.4
	Missing	51	1.2
Religious affiliation	Buddhist Affiliation	198	4.6
	Christian Affiliation	1,504	35.0
	Hindu Affiliation	181	4.2
	Jewish Affiliation	58	1.3
	Muslim Affiliation	90	2.1
	Many and Diverse Religious Affiliations	132	3.1
	No Affiliation	1,713	39.9
	Multiple Affiliations	230	5.4
	Missing	192	4.5

Note: The total *n* for each demographic characteristic may differ as a result of missing data.

Comfort With Campus, Workplace, and Classroom Climate at SJSU

Research on campus climate generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans).[2] Several groups at SJSU indicated on the survey that they were less comfortable than their majority counterparts with the climates of the campus and workplace.

Most survey respondents were "very comfortable" or "comfortable" with the overall environment at SJSU (71%, *n* = 3,064, p. 66), with the environment in their departments/program or work units (71%, *n* = 961, p. 66), and with the environment in their classes (78%, *n* = 2,817, p. 66). Student respondents were significantly more comfortable with the overall environment than were Faculty and Staff respondents (p. 67). Women and Tran-

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[2] Garvey et al. (2015); Goldberg et al. (2019); Harper & Hurtado (2007); Jayakumar et al. (2009); Johnson (2012); Means & Pyne (2017); Soria & Stebleton (2013); Rankin (2003); Rankin & Reason (2005); Walpole et al. (2014)

spectrum respondents and Queer-spectrum and Bisexual/Pansexual respondents were significantly less comfortable with the overall environment than were Men (p. 73) and Heterosexual respondents (p. 81), respectively.

1. **Faculty Respondents – Positive Attitudes About Faculty Work**

    Non-Tenure-Track
    Nearly two-thirds of Non-Tenure-Track Faculty respondents believed that expectations of their responsibilities were clear (65%, $n = 249$, p. 196).
    All Faculty
    Faculty respondents believed that research (74%, $n = 496$, p. 202) and teaching (78%, $n = 520$, p. 202) were valued at SJSU, and that their teaching was valued (70%, $n = 470$, p. 224). Similarly, they felt valued by faculty in their department (75%, $n = 503$, p. 216), department/program chairs (75%, $n = 501$, p. 216), and students in the classroom (86%, $n = 570$, p. 217).

2. **Staff Respondents – Positive Attitudes About Staff Work**

    Staff respondents generally held positive views about working at SJSU. Staff respondents felt their coworkers/colleagues (73%, $n = 489$, p. 226) gave them job/career advice or guidance when they needed it and that they were given a reasonable time frame to complete assigned responsibilities (70%, $n = 469$, p. 230). The majority of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance (71%, $n = 472$, p. 228). Almost three-fourths felt that their supervisor was supportive of their taking leave (74%, $n = 493$, p. 236). Large proportions of Staff respondents felt valued by coworkers in their department (84%, $n = 560$, p. 247) and their supervisors/managers (74%, $n = 491$, p. 247).

3. **Student Respondents – Positive Attitudes About Academic Experiences**

    Overall, Student respondents had positive perceptions of their experiences at SJSU. Nearly two-thirds of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models (64%, $n = 1,864$, p. 295) and three-fourths of Student respondents indicated that they felt valued by SJSU faculty in the classroom

(75%, $n = 2,179$, p. 285). Some findings suggested that Student respondents With Disabilities, First-generation/Low-income Student respondents, and Student Respondents of Color had less positive perceptions than did their peers (p. 291).

In general, Graduate Student respondents viewed their SJSU experiences favorably. Most Graduate Student respondents were satisfied with the quality of advising they have received from their departments (60%, $n = 369$, p. 298), had adequate access to their advisors (64%, $n = 393$, p. 298), and felt comfortable sharing their professional goals with their advisors (65%, $n = 396$, p. 299).

Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[3] Research also underscores the relationship between hostile workplace climates and subsequent productivity.[4] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 18% ($n = 762$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct in the past year (p. 100).

- 24% ($n = 30$) of Black/African/African American respondents, 22% ($n = 132$) of Multiracial respondents, 21% ($n = 51$) of Historically Underserved respondents, 20% ($n = 224$) of White respondents, 15% each of Hispanic/Latinx/Chicanx respondents ($n = 129$) and Filipinx respondents ($n = 20$), and 12% ($n = 130$) of Asian/South Asian respondents had experienced exclusionary conduct in the last year (p. 102).

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[3] Dugan et al. (2012); Eunyoung & Hargrove (2013); Garvey et al. (2018); Hurtado & Ponjuan (2005); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

[4] Bilmoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); García (2016); Hirshfield & Joseph (2012); Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

- 24% ($n = 54$) of Respondents with Multiple Affiliations, 22% each of Jewish Affiliation respondents ($n = 13$) and Muslim Affiliation respondents ($n = 20$), 21% ($n = 28$) of Respondents from Many and Diverse Religious Affiliations, 18% ($n = 308$) of No Affiliation respondents, 17% ($n = 254$) of Christian Affiliation respondents, 10% ($n = 20$) of Buddhist Affiliation respondents, and 9% ($n = 17$) of Hindu Affiliation respondents had experienced exclusionary conduct in the last year (p. 104).

- Of respondents who indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct, 31% ($n = 239$) suggested that the conduct was based on their position status at SJSU and 22% ($n = 167$) noted that the conduct was based on their ethnicity (p. 101).

Statistically Significant Differences Based on Position Status and Racial Identity

- By position status, higher percentages of Faculty respondents (25%, $n = 172$) and Staff respondents (26%, $n = 176$) than Undergraduate Student respondents (14%, $n = 327$) and Graduate Student respondents (14%, $n = 87$) indicated that they had experienced this conduct (p. 101).
    - Higher percentages of Staff respondents (46%, $n = 81$) and Faculty respondents (39%, $n = 67$) than Graduate Student respondents (22%, $n = 19$) and Undergraduate Student respondents (22%, $n = 72$) who had experienced this conduct indicated that they thought that the conduct was based on their position status (p. 101).
- By racial identity, higher percentages of White respondents (20%, $n = 224$) and Multiracial respondents (22%, $n = 132$) than Asian respondents (12%, $n = 130$) and Hispanic/Latinx/Chicanx respondents (15%, $n = 129$), along with a higher percentage of Historically Underserved respondents (20%, $n = 109$) than Asian respondents indicated that they had experienced this conduct (p. 103).
    - Higher percentages of Multiracial respondents (33%, $n = 44$), Asian respondents (27%, $n = 35$), Historically Underserved respondents (35%, $n = 38$), and Hispanic/Latinx/Chicanx respondents (25%, $n = 32$) than White

respondents (5%, $n = 11$) who had experienced this conduct indicated that the conduct was based on their racial identity (p. 103).

Respondents Who Seriously Considered Leaving SJSU

Campus climate research has demonstrated the effects of campus climate on faculty and student retention.[5] Research specific to student experiences has found that sense of belonging is integral to student persistence and retention.[6]

Faculty and Staff Respondents

Forty-six percent ($n = 314$) of Faculty respondents and 54% ($n = 363$) of Staff respondents had seriously considered leaving SJSU (p. 253). Sixty-three percent ($n = 199$) of Faculty respondents who seriously considered leaving did so because of low salary/pay rate, and 47% ($n = 147$) because of the cost of living in the Bay Area (p. 256). Sixty-three percent ($n = 229$) of Staff respondents who seriously considered leaving did so because of low salary/pay rate and 48% ($n = 174$) because of the cost of living in the Bay Area (p. 253).

Student Respondents

Twenty-five percent ($n = 580$) of Undergraduate Student respondents and 18% ($n = 109$) of Graduate Student respondents had seriously considered leaving SJSU (p. 306). Forty-nine percent ($n = 285$) of Undergraduate Student respondents who seriously considered leaving did so because of a lack of a sense of belonging at SJSU and 36% ($n = 208$) because of the cost of living in the Bay Area (p. 309). Thirty-eight percent ($n = 41$) of those Graduate Student respondents who seriously considered leaving did so owing to interpersonal interactions with SJSU faculty/staff/students and 36% ($n = 39$) because of a lack of a sense of belonging (p. 310).

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[5] Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2016); Johnson et al. (2014); Kutscher & Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al. (2014)
[6] Booker (2016); García & Garza (2016); Hausmann et al. (2007)

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff respondents indicated that they felt less positive about several aspects of their work life at SJSU. Forty-two percent of Staff respondents felt that the performance evaluation process was productive ($n = 286$, p. 227) or felt positive about their career opportunities at SJSU ($n = 279$, p. 242). Thirty-five percent ($n = 231$) of Staff respondents felt that SJSU policies (e.g., Family Medical Leave Act) were fairly applied across SJSU (p. 236). Forty-six percent ($n = 310$) of Staff respondents indicated that their workload increased without additional compensation as a result of other staff departures. Almost half of Staff respondents, 49% ($n = 325$), believed that a hierarchy existed within staff positions that allowed some voices to be valued more than others (p. 231). Less than forty percent of all Staff respondents felt that staff opinions were valued on SJSU committees (39%, $n = 258$) or by SJSU faculty and administration (36%, $n = 237$) (p. 241).

Faculty Respondents

Less than half of Tenured and Tenure-Track Faculty respondents felt that they were supported and mentored during the tenure-track years (49%, $n = 140$, p. 188), and less than one-third thought that SJSU faculty who qualify for delaying their tenure-clock felt empowered to do so (31%, $n = 88$, p. 188) or that faculty opinions were taken seriously by senior administrators (32%, $n = 93$, p. 191). Thirty-five percent ($n = 102$, p. 188) of Tenured and Tenure-Track Faculty respondents thought that tenure standards/promotion standards were applied equally to faculty in their college.

Findings suggested that Non-Tenure-Track Faculty respondents met several challenges at the institution. Just more than half felt that the criteria for contract renewal were clear (52%, $n = 198$) and less than half felt that the criteria were applied equally within classifications (38%, $n = 144$. p. 196). Less than one-third of Non-Tenure-Track Faculty respondents felt that their opinions were taken seriously by senior administrators (30%, $n = 114$, p. 197) or that they had job security (26%, $n = 97$, p. 197).

One-tenth of all Faculty respondents felt that salaries for non-tenure-track faculty were competitive (10%, $n = 65$) and 16% ($n = 110$) felt that SJSU provided adequate resources to help them manage work-life balance (p. 206). Less than half of Faculty respondents thought that SJSU provided them with resources to pursue professional development (46%, $n = 308$, p. 207), that shared governance was valued by SJSU (38%, $n = 253$, p. 202), or that the performance evaluation process was productive (34%, $n = 228$, p. 207).

Student Respondents

Analyses of the Students' survey responses revealed statistically significant differences based on first-generation/income status, gender identity, racial identity, citizenship status, and sexual identity, where students from backgrounds historically underrepresented at colleges held less positive views of their experiences than did their peers from "majority" backgrounds (p. 280–313).

Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 12 on the survey. Using this scale, analyses revealed:

- A significant difference existed in the overall test for means for Student respondents by gender identity, racial identity, sexual identity, and housing status on *Perceived Academic Success* (p. 274).
- Women Undergraduate Student respondents and Men Undergraduate Student respondents had higher *Perceived Academic Success* scores than Trans-spectrum Undergraduate Student respondents. Trans-spectrum Graduate Student respondents had lower *Perceived Academic Success* scores than Women Graduate Student respondents.
- Asian Undergraduate Student respondents had higher *Perceived Academic Success* scores than Historically Underserved Undergraduate Student respondents.
- Heterosexual Undergraduate Student respondents had higher *Perceived Academic Success* scores than Queer-Spectrum and Bisexual/Pansexual Undergraduate Student respondents.

- Graduate Student respondents living independently in an apartment/house had higher *Perceived Academic Success* scores than Other Graduate Student Housing respondents.[7]

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a substantial issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the SJSU survey requested information regarding respondents' experiences with sexual misconduct.

- 10% ($n = 420$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at SJSU (p. 142).
  - 2% ($n = 87$) experienced relationship violence (e.g., pattern of being ridiculed, controlled, physically harmed, p. 143).
  - 3% ($n = 121$) experienced gender-based stalking (e.g., following me, on social media, texting, phone calls, p. 149).
  - 7% ($n = 287$) experienced unwanted sexual interaction (e.g., sexting, catcalling, repeated sexual advances, sexual harassment, p. 156).
  - 2% ($n = 105$) experienced unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent, p. 165).
- Respondents identified SJSU students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct (pp. 146–168).
- Most respondents did not report the unwanted sexual contact/conduct (pp. 148–170).

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The primary reason cited for not reporting these incidents was that the

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[7] Per the CCBC, Other Graduate Student Housing respondents included Graduate Students who indicated on the survey that they lived in college-owned housing, fraternity/sorority housing, or SJSU International House, or chose "Other."

incidents did not feel serious enough to report. Other rationales included not knowing how to report, embarrassment over the incident, and fear of retaliation (p. 154).

Conclusion

SJSU climate findings[8] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[9] For example, 70% to 80% of respondents in similar reports found the campus climate to be "very comfortable" or "comfortable." A comparable percentage (71%) of SJSU respondents indicated that they were "very comfortable" or "comfortable" with the overall climate at SJSU (p. 66). Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At SJSU, a slightly lower percentage of respondents (18%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 100). The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[10]

SJSU's climate assessment report provides baseline data on diversity and inclusion and addresses SJSU's mission and goals. While the findings may guide decision-making regarding policies and practices at SJSU, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the SJSU community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. SJSU, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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[8] Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

[9] Rankin & Associates Consulting (2020)

[10] Guiffrida et al. (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

Introduction

History of the Project

San José State University (SJSU) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. Further, diversity and inclusion engender academic engagement where teaching, learning, living, and working take place in pluralistic communities of mutual respect. Free exchange of different ideas and viewpoints in supportive environments encourages students, faculty, and staff to develop the critical thinking and community building skills that will benefit them throughout their lives.

SJSU also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in the SJSU university learning goals, "San José State University graduates will have developed an ability to consider the purpose and function of one's degree program training within various local and/or global social contexts and to act intentionally, conscientiously, and ethically with attention to diversity and inclusion."[11] To better understand the campus climate, the senior administration at SJSU recognized the need for a comprehensive study that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff to better understand the current campus climate and to use that as a foundation for building on SJSU's strengths while focusing on opportunities for growth and change. During the spring 2020, SJSU conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In summer 2019, SJSU contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled during the 2019-2020 academic year entitled "*San José State University: Assessment of Climate for Learning, Living, and Working.*" Members of SJSU formed the Campus Climate and Belonging Committee (CCBC), which was composed of faculty, staff, students, and administrators, and the group was tasked with developing a campus-wide survey instrument and promoting the survey's administration between February 25 and March 20. While the survey was underway, the COVID-19 pandemic forced colleges and universities to shutter their campuses and follow the state's shelter-in-place orders. SJSU

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[11] https://www.sjsu.edu/learninggoals/university/

announced the transition to fully online learning and working environments on March 9, 2020 to protect the health and safety of SJSU students, faculty, and staff. The CCBC extended the survey administration by seven weeks while the SJSU community adjusted to the new guidelines and ultimately closed the survey on May 8, 2020. This study therefore represents a snapshot of the campus climate during the impact of COVID-19 on SJSU and the pandemic's emergence and rapid progression certainly contributed to the community and national discourse during the survey period. Additionally, national and regional contexts in regards to racial equity changed dramatically. Larger numbers of the American public, from more diverse communities than previously seen, reacted to the death of Breonna Taylor, George Floyd, and numerous other Black individuals, through organized protests against racist police brutality. In fall 2020 R&A will present at community forums the information gathered from the campus-wide survey and will encourage the SJSU community to develop action items based on these findings.

Project Design and Campus Involvement

The conceptual model used as the foundation for SJSU's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (A. Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. SJSU's assessment tool was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The CCBC collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for SJSU that would reveal the various dimensions of power and privilege that shaped the campus experience. In the first phase, R&A conducted 24 focus groups, which were composed of 120 participants (45 students; 75 faculty and staff). In the second phase, the CCBC and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final SJSU survey queried various

campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Foundation of Campus Climate Research and Assessment

In 1990, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of "a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too" (Boyer, 1990, p. 7).

In 1995, the Association of American Colleges and Universities (AAC&U) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (1995, p. xvi). The AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard" (p. xxi). The report stated that a primary duty of the academy was to create a campus climate grounded in the principles of diversity, equity, and justice for all individuals to provide the foundation for a vital community of learning. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, and Allen (1999), extending the work of Hurtado (1992), described campus climate as the combination of an institution's historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution's history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural dimensions of campus climate take into account demographic and

facilities/resources, while the behavioral dimensions consist of social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (p. 264). Rankin and Reason (2008) specified

> Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions. (p. 264)

Using this definition as a foundation, Rankin & Associates Consulting develops campus-specific assessment tools and analyzes the resulting data to understand and evaluate an institution's campus climate.

Influence of Climate on Faculty, Staff, and Students

Campus climate influences individuals' sense of belonging within social and academic institutional environments (Museus et al., 2017; Rankin & Reason, 2005; Strayhorn, 2012, 2013). D. R. Johnson (2012) defined sense of belonging as students' "feelings of connection and identification or isolation and alienation within their campus community" (p. 337). Similarly, Strayhorn (2012) characterized sense of belonging as "students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, and valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)" (p. 3). Strayhorn (2012) also characterized individuals' sense of belonging as a "basic human need [that takes on] increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed" (p. 10). For many underrepresented and/or underserved faculty, staff, and students, college and university campuses represent such an environment.

Researchers have conducted extensive studies regarding the ways in which campus climate contributes to a sense of belonging, or lack thereof, for various student populations. For example, recent research investigated the role of campus climate in constructing a sense of belonging for student athletes (Gayles et al., 2018); women students in science, technology, engineering, and math (STEM) fields (D. R. Johnson, 2012); first-generation students (Means & Pyne, 2017); racial and ethnic minority students (Maramba & Museus, 2011; Mwangi, 2016; Tachine et al., 2017; Wells & Horn, 2015); Black men (Wood & Harris, 2015); students with disabilities (Vaccaro et al., 2015); and first-year lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students (Vaccaro & Newman, 2017). Researchers also have explored the ways that an individual's sense of belonging influenced their intent to persist at an institution (Booker, 2016; García & Garza, 2016; Hausmann et al., 2007; Museus et al., 2017).

Intent to persist and/or retention is a primary outcome measure of campus climate (Mayhew et al., 2016). Mayhew et al. (2016) noted that campus climate factors, including "having meaningful peer interactions and relationships, and experiencing overall social and academic integration and involvement" contributed positively to student persistence and retention (p. 419). Researchers identified additional social, cultural, and academic factors that influenced students' intent to persist, including peer engagement, opportunities for engagement with others from diverse backgrounds, faculty engagement opportunities, classroom climates, student group opportunities, and institutional support programs and initiatives. Research in recent years has demonstrated how those factors specifically influenced intent to persist among Black undergraduate women (Booker, 2016; Walpole et al., 2014), Black undergraduate men (Eunyoung & Hargrove, 2013; Palmer et al., 2014), Latinx students (García & Garza, 2016; Heredia et al., 2018; Tovar, 2015), racial minority students (Baker & Robnett, 2012; D. R. Johnson et al., 2014; Lancaster & Yonghong, 2017), students with disabilities (Kutscher & Tuckwiller, 2019), queer-spectrum and trans-spectrum individuals (Blumenfeld et al., 2016), and graduate students (Ruud et al., 2018).

Research regarding the influence of campus climate on individuals' persistence and retention also examined the experiences of underrepresented faculty populations including Black faculty (Griffin, Pifer et al., 2011; Lynch-Alexander, 2017; Siegel et al., 2015), international faculty (Lawrence et al., 2014), racial and ethnic minority faculty (Jayakumar et al., 2009; Whittaker et

al., 2015), queer-spectrum and trans-spectrum faculty (Garvey & Rankin, 2016), and women faculty in STEM fields (Pascale, 2018). Much of the research regarding minority faculty retention highlighted the critical role of effective mentorship in the success, promotion, and retention of underrepresented faculty (Lynch-Alexander, 2017; Zambrana et al., 2015). Presently, scant research specific to staff retention exists.

In addition to research regarding sense of belonging and retention, campus climate research also studied the effects of campus climate on faculty, staff, and students' social, emotional, academic, and work-related campus experiences, including academic engagement and success (Glass & Westmont, 2014; Hurtado & Ponjuan, 2005; Dugan et al., 2012; Garvey et al., 2018; Oseguera et al., 2017) and well-being (Gummadam et al., 2016). One common finding suggested that minority faculty, staff, and students generally perceived campus climate differently than did their peers. Those unique perceptions often adversely affected a variety of outcome factors.

Some campus climate assessments also measured the intersectional experiences (i.e., how multiple aspects of one's identity combine and influence another identity) of faculty, staff, and students in relation to the current attitudes, behaviors, standards, and practices of employees and students of a given institution (Booker, 2016; Griffin, Bennett, & Harris, 2011; Hughes, 2017; D. R. Johnson, 2012; Maramba & Museus, 2011; Park et al., 2013; Patton, 2011; Rivera-Ramos et al., 2015; Walpole et al., 2014). The following sections present campus climate research findings for selected campus constituents with the awareness that intersectionality is at the core of all lived experience.

Faculty and Campus Climate. Campus climate actively shapes the experiences of faculty, particularly related to faculty members' professional success, sense of belonging, and perceptions of professional development opportunities and support. Most research regarding faculty and campus climate relates specifically to faculty members' racial identity, sexual identity, and/or gender identity. A summary of the literature is offered below.[12]

Research that examined the campus climate experiences of racial minority faculty found that these faculty members commonly experienced high levels of work-related stress, moderate-to-

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[12] For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade et al., 2015; Eagan & Garvey, 2015, Patton & Catching, 2009; Urrieta et al., 2015; Whittaker et al., 2015). Racial minority faculty at two-year institutions reported similar climate experiences as well as negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of a hostile campus climate (Levin et al., 2014, 2015). Dade et al. (2015) contended that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism also presented significant barriers to the emotional well-being and professional success of Black and/or African American faculty, particularly Black and/or African American women faculty.

Intersectional research regarding the experiences of racial/ethnic minority women faculty notes that racial/ethnic minority women faculty frequently failed to receive professional mentorship and leadership development opportunities in a manner consistent with the opportunities of their White colleagues (Blackwell et al., 2009; Grant & Ghee, 2015). Describing the outcomes of these experiences, Kelly and McCann (2014) found that pre-tenure departure commonly was attributed to "gendered and racialized tokenization and isolation, a need for more intrusive style of mentoring, and poor institutional fit" among racial/ethnic minority women faculty (p. 681). Focusing on gendered and racialized service expectations, Hirshfield and Joseph (2012) found that racial minority women faculty also experienced significant "identity taxation" within the academy (p. 214). Their findings suggested that racial minority women faculty faced formal and informal expectations to provide mentorship and emotional labor in support of racial and gender minority students.

Campus climate research specific to the experiences of women faculty indicated that women faculty members often experienced gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). These experiences prompted higher rates of institutional departure by women faculty compared with their men colleagues (Gardner, 2013). Maranto and Griffin (2011) also identified women faculty's perceived lack of inclusion and support as primary contributors to their perceptions of "chilly" departmental experiences. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152).

Additionally, recent research has highlighted the disparities in the quantity and types of service activities women faculty were asked to perform including institutional service and advising, particularly within male-dominated fields (O'Meara et al., 2017). Guarino and Borden (2017) found, when controlling for faculty rank, race/ethnicity, and field of study, women faculty performed substantially more service, particularly internal service, or service on behalf of the department or institution, than did men faculty. Hanasono et al. (2019) suggested that such internal service, or what the authors called "relational service," not only was performed more often by women faculty, but that relational service also was less valued in evaluation processes, subsequently affecting women faculty tenure, promotion, and retention.

Campus climate researchers also have investigated the hostile and exclusionary institutional climates that queer-spectrum[13] and trans-spectrum faculty and staff continued to experience (Bilimoria & Stewart, 2009; Garvey et al., 2018; Seelman et al., 2017) within institutional environments. According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result, queer-spectrum faculty and staff reported feeling compelled to maintain secrecy regarding their marginalized identities. For queer-spectrum faculty, hostile campus climates also can result in poor job satisfaction. Dozier (2015) specifically identified prejudicial comments, invalidation of LGBT-related research and cultures, and social exclusion at the department-level as generating a hostile climate and low job satisfaction for "out" gay and lesbian faculty. Blumenfeld et al. (2016) and Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution. Identifying the influence of institutional geography, Garvey and Rankin (2016) found that queer-spectrum and trans-spectrum faculty also were more likely to seriously consider leaving an institution if the institution was located in a town and/or rural environment.

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[13] Rankin & Associates uses the term "queer-spectrum" in materials to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. R&A uses the term "trans-spectrum" in materials as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, gender nonbinary, gender-queer, and/or agender, in addition to other non-cis-gender identities.

Staff and Campus Climate. Scant research exists about how staff members experienced campus climate and how that climate influenced staff members' professional success and overall well-being. From the limited research available, findings suggested that higher education professional and classified/hourly staff members perceived a lack of professional support and advancement opportunities. Staff commonly attributed their perceived lack of support and advancement opportunities to their personal characteristics, including age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), S. J. Jones and Taylor (2012), and Mayhew et al. (2006) found that staff members' perceptions of campus climate were constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working at a Hispanic Serving Institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' office/departments directly affected staff members' perceptions of campus climate. Garcia's findings echoed the work of Mayhew et al. (2006), who found that how staff members experienced their immediate office/department influenced how staff members perceived the broader campus climate. According to Mayhew et al. (2006), "Staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

In a rare investigation of the various forms of labor staff and administrators of color performed independent of their assigned job duties, Luedke (2017) explored the mentor-mentee relationships in which staff and administrators of color frequently engaged in in support of first-generation Black, Latinx, and biracial students. Luedke (2017), in an application of social reproduction theory, offered an analysis of the various forms of social and emotional support staff members provided students as well as the social capital staff and administrator mentors of color cultivated on behalf of students. Key to the relationships between staff members of color and students of color was staff members' acknowledgement of students' backgrounds and nourishment of the skills and experiences students possessed when they enrolled in institutions (Luedke, 2017).

Undergraduate Students and Campus Climate. Most literature about campus climate and undergraduate students examines campus climate in the context of students' racial identity, sexual identity, and/or gender identity. Research findings demonstrated that campus climate influenced students' social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when racial minority students perceived their campus environment as hostile, outcomes such as persistence and academic performance were negatively affected (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Research regarding the campus climate experiences of populations such as low-income students, students with disabilities, first-generation students, students who were veterans, international students, American Indian/indigenous people, undocumented students, and student-athletes has become increasingly available over the past decade.[14] A summary of the most robust areas of campus climate research specific to student experiences, including the role of microaggressions in constructing hostile and exclusionary campus climates for minority undergraduate students, is offered in the following paragraphs.[15]

Hostile or exclusionary campus climates negatively affect racial minority students in various ways. For example, scholars have found that when racial minority students viewed their campus environment as hostile, negative outcomes in persistence and academic performance resulted (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for racial minority students, often resulting in reduced academic success and decreases in retention and persistence. In related work, Mills (2020) examined Black undergraduate students experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominantly White institution (PWI). Referencing the work of Sue (2010), Mills (2020) distinguished environmental microaggressions as occurring at systemic levels while having "no apparent offender" (p. 1). Mills (2020) identified six racial microaggression themes experienced by Black undergraduate student subjects. Themes included: segregation (particularly within student housing), lack of representation across institutional

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[14] For additional research regarding student-specific campus climate experiences, please visit www.rankin-consulting.com.

[15] This review is intended to map the broad scope of campus climate research; it is not intended to present comprehensive findings of all research in this area.

populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. In a separate investigation, Yosso et al. (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.[16] Scholars including Reynolds et al. (2010) also noted the negative impact hostile racial climates have on Black and Latinx students' intrinsic and extrinsic academic motivations, which subsequently diminished students' academic success.

Research regarding the experiences of racially diverse women students, particularly within science, technology, engineering, and math (STEM) fields, has explored how students' perceived sense of belonging affected their academic success and well-being. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including microaggressions from faculty, microaggressions from peers, and expectations that students represent their race(s) when speaking about specific course topics. As a result of such experiences, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were not approachable. Similarly, in a study of racially diverse women in STEM, D. R. Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging.

In their investigation of students with disabilities attending four-year institutions, Fleming et al. (2017) found that the way students with disabilities perceived campus climate directly affected students' sense of belonging and satisfaction at their institution. Vaccaro et al. (2015) also noted the importance of sense of belonging among students with disabilities, particularly first-year students with disabilities as they adjusted to a postsecondary educational environment. Relatedly, Kutscher and Tuckwiller (2019) provided an investigation of the unique challenges students with disabilities experienced in higher education environments namely as they related to personal characteristics, academic and social engagement, and accommodations and subsequently how

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[16] Rankin & Associates uses the gender-inclusive term "Latinx" in our materials to identify individuals and communities of Latin decent. That terminology has been adopted in this document, even when reporting campus climate research that used terms including "Latino," "Latina," and/or "Latino/a."

these factors influenced persistence among students with disabilities. In an evaluation of the barriers students with disabilities experienced, Hong (2015) identified faculty perceptions, engagement with advisors, college stressors, and quality of support programs and services to be the most salient frustrations students with disabilities encountered.

Examining the role of social class in relation to students' first-year experience, Ostrove and Long (2007) found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.[17] Similarly, Soria and Stebleton (2013) found that working-class students experienced feeling less welcome, or a lesser sense of belonging, compared with their middle- and upper-class peers. In an investigation specific to private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events. In addition, students frequently missed academic and community engagement opportunities owing to students' need to work.

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum faculty, staff, and students indicates that queer-spectrum and trans-spectrum individuals experienced hostility, discrimination, and lack of sense of belonging within various institutional environments (Rankin et al., 2010; Seelman et al., 2017). Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students developed their sense of belonging during their first year at an institution. The authors found that students' sense of belonging was influenced by individuals' degree of outness, university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Garvey et al. (2015) specifically identified the classroom climate as a key indicator of how LGBPQ community college students perceived campus climate. Trans-identified students reported more negative perceptions of classroom climate, campus climate, and curriculum inclusivity than did their heterosexual and queer-spectrum peers (Dugan et al., 2012; Garvey et al., 2015; Nicolazzo, 2016).

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[17] For additional research regarding various minority populations' sense of belonging in higher education, please visit www.rankin-consulting.com.

Graduate Students and Campus Climate. The majority of research regarding students' campus climate experiences focuses on the experiences of undergraduate students. The available campus climate research specific to graduate students suggests that, particularly, women graduate students, graduate students of color, international graduate students, and trans-spectrum graduate students experienced an exclusionary campus climate.

Regarding the experiences of international graduate students, Yakaboski et al (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects portrayed positive interactions with faculty and staff, students described negative and discriminatory interactions with U.S. students, specifically noting a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). These findings demonstrated the varied campus climate experiences of Saudi graduate students, and perhaps more broadly, international graduate students.

Scholars have been conducting research regarding the campus climate experiences of racial minority women graduate students. For example, through a Black Feminist Thought (BFT) framework, Shavers and Moore (2014) examined how Black women doctoral candidates experienced campus climate through social and academic engagements. The researchers found that Black women graduate students engaged in "survival oriented" or "suboptimal resistance strategies" to persevere through feelings of isolation, lack of community, and lack of support within their individual programs and the broader campus climate (p. 404). Identifying the effects of hostile campus climates for racial minority women graduate students in STEM fields, Ong et al. (2011) wrote, "The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other members of the local STEM communities and the cultural beliefs and practices within STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories" (p. 192).

In their examination of trans-spectrum (including trans and gender non-conforming) graduate students, Goldberg et al. (2019) found that trans-spectrum graduate students commonly demonstrated a gender presentation inconsistent with their self-perceptions based on their concern for their own physical and emotional safety. Trans-spectrum graduate student survey

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respondents in the Goldberg et al. (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students' advisor interactions, Goldberg et al. (2019) identified respondents' interactions with their faculty advisor as a specifically "salient context for experiencing affirmations versus invalidation of one's gender identity" (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Campus Climate: Institution Type

Though the majority of campus climate research available pertains to four-year and predominantly White institutions (PWIs), an increasing amount of research is currently available regarding campus climate at Historically Black Colleges and Universities (HBCU), Hispanic Serving Institutions (HSI), two-year and/or community college institutions, and religiously/spiritually affiliated institutions.[18] Today's broadening scope of campus climate research also encompasses research specific to professional schools, including schools of medicine and law.[19] A summary of the most robust areas of campus climate research specific to student experiences is offered in the following paragraphs.

Historically Black Colleges and Universities (HBCU). In recent years, researchers have begun to investigate campus climate specific to HBCUs. The majority of HBCU-specific campus climate research examined the experiences of minority and underrepresented populations in HBCU environments, including: Black international students (Mwangi, 2016), Asian American and Latinx students (Palmer & Maramba, 2015a, 2015b), first-generation students (Longmire-Avital & Miller-Dyce, 2015), African American gay and bisexual men (Patton, 2011), and/or queer-spectrum and trans-spectrum students (Lewis & Ericksen, 2016).

HBCU-specific research has provided insight into the role of faculty engagement in constructing minority students' perceptions of HBCUs' campus climates, often in contrast to PWIs. For

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[18] For research regarding Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Tribal Colleges, or private institutions, please visit www.rankin-consulting.com.

[19] Rankin & Associates acknowledges that the institutional categories provided are not mutually exclusive. For example, research described regarding Hispanic Serving Institutions (HSIs) may also include findings related to two-year or community college institutions.

example, McCoy et al. (2017) examined the role of faculty interactions in constructing racial minority students' perceptions of STEM disciplines. Drawing from Bourdieu's social reproduction theory, McCoy et al. (2017) contrasted the faculty mentoring experiences of racial minority students majoring in a STEM discipline at a predominantly White institution and racial minority students majoring in a STEM discipline at an historically Black institution. McCoy et al. (2017) found that students perceived faculty at the PWI institution to be unwilling to mentor students, and instead, as commonly working to "weed out" students. In contrast, respondents at the historically Black college characterized faculty as providing positive mentoring and constructive professional development opportunities. Extending their prior research, Winkle-Wagner and McCoy (2018) found that students from the PWI described a challenging environment based on experiences of exclusion and isolation. In comparison, HBCU students characterized the composition of their STEM program as diverse and described their program and institution as supportive of individuals' needs. In research specific to the experiences of Asian American and Latinx students, Palmer and Maramba (2015a) found that faculty interactions were important to students' campus climate experiences. Palmer and Maramba's (2015b) study participants characterized HBCU faculty as supportive and as demonstrating care and concern for students' well-being.

Hispanic-Serving Institutions (HSI). In 2017, the Hispanic Association of Colleges and Universities (HACU) noted that HSIs, defined as institutions whose total Hispanic enrollment constitutes a minimum of 25% of the total enrollment, enrolled 66% of all Hispanic undergraduates in the United States (HACU, 2019). Despite the limited research regarding campus climate experiences at HSIs, the research available demonstrated the positive effects of attending an HSI for Latinx students. Research suggests that Latinx students' HSI enrollment encouraged racial-ethnic identity development and contributed to greater senses of belonging and positive self-perceptions about individuals' own academic capabilities (Arbelo-Marrero & Milacci, 2016; Chun et al., 2016).

Additionally, research by Sanchez (2019) examined Latinx students' experiences of racial microaggressions and subsequent sense of belonging at HSIs and Emerging Hispanic Serving

Institutions (EHSIs).[20] Sanchez (2019) found that although students at both HSIs and EHSIs experienced racist stereotypes and assumptions—including anti-Mexican or anti-immigrant stereotypes, stereotypes about students' intelligence or college readiness, and assumptions that students were granted admittance or scholarship funding bases exclusively on their racial or ethnic identity—students enrolled at HSIs experienced racial microaggressions less frequently than did their peers attending an EHSI. Regarding students' reported sense of belonging, Sanchez (2019) offered that students who depicted themselves as having a positive sense of belonging attributed their experiences to "being able to speak Spanish on campus without judgment, noticing that their campus culture embraced Latino culture, and having friendly and supportive professors and staff" (p. 249). Participants who reported a lesser sense of belonging felt that "campus culture was geared toward White students" and that "Latino cultural events or organizations on campus" were often "invisible" (p. 250).

Two-Year Institutions and Community Colleges. The expanding scope of campus climate research also includes research about two-year and/or community college institutions. Most commonly, researchers have examined campus climate in the context of two-year institutions as it relates to certain minority populations. For example, research currently exists about the campus climate experiences of LGBTQ students (Garvey et al., 2015), racial/ethnic minority faculty (Levin et al., 2014; Levin et al., 2015), Black/African American women (Walpole et al., 2014), Black/African American men (Newman et al., 2015; Wood & Harris, 2015), Latinx men (García & Garza, 2016), and faculty of color (Levin et al., 2014, 2015) in two-year community colleges.

Consistent with findings specific to four-year institutions, campus climate research concerning two-year institutions has found students' interactions and engagement with institutional agents, including faculty and staff, were highly influential both on perceived student academic success and students' sense of belonging. In their examination of the factors that influenced sense of belonging for Latinx men students and international students, García and Garza (2016) and García et al. (2019), found, respectively, that socio-academic integration, or academic interactions with faculty and administrative personnel, were the most salient for developing

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[20] Sanchez (2019) defines Emerging Hispanic Serving Institutions as "institution[s] with 15% to 24.9% Latino full-time undergraduate enrollment" (p. 241).

individuals' sense of belonging and, subsequently, academic success and retention. Lundberg et al. (2018) similarly found that frequent and high-quality interactions with faculty were significant to Latinx students' learning and engagement. Regarding the experiences of Black men's sense of belonging and academic engagement with faculty, Newman et al. (2015) found that Black men's perceptions of belonging were influenced by faculty members' racial and gender stereotypes, faculty engagement with students, and acts of validation by faculty.

W. W. Jones (2013) examined the influence of the racial composition of two-year institutions' student body on the institutions' campus climate toward three unique diversity and inclusion outcomes: student engagement with racially and culturally different peers, students' engagement with peers who possess beliefs different from their own, and students' understanding of racial difference. Jones (2013) found that community college student body racial diversity positively correlated with students' frequent engagement with racially different peers and peers who held different personal beliefs and values from their own.

Religiously Affiliated Institutions. Recent campus climate research also examined campus climate at religiously affiliated institutions. For example, in an exploration of campus climate and student spirituality at religiously affiliated or faith-based institutions, Paredes-Collins (2014) found that the campus climate for diversity was a predictor of students' spirituality, independent of student racial and/or ethnic identity. Regarding the experiences of students of color, Paredes-Collins (2014) found that sense of belonging was the single direct predictor of spirituality for students of color. The importance of student sense of belonging also was evident in findings of Ash and Schreiner (2016), who investigated the institutional factors that influenced intent to persist among students of color enrolled in Christian colleges and universities. Ash and Schreiner (2016) found that students' perceptions of institutional fit; the institutions' commitment to student welfare; and students' perceptions of their ability to intellectually, socially, and psychologically thrive were direct contributors (or detractors) to students' success.

Negrón-Gonzales (2015), in an investigation of the experiences of undocumented students at Jesuit universities, found that institutional actions (or inactions) with regard to social justice directly affected students' perceptions of campus climate. In addition, Negrón-Gonzales (2015) found that the concept of social justice was a draw and an anchor for undocumented student

enrollment at Jesuit institutions and that institutional silence related to immigrant rights yielded a silence among undocumented students. In a review of research regarding faith, gender identity, sexual identity, and Christian higher education, Rockenbach and Crandall (2016) acknowledged the complex relationship between each identity and encouraged institutional leaders to "address the most basic needs of LGBTQ individuals, namely, their safety, freedom from discrimination and harassment, and access to resources in support of their psychological and spiritual well-being." They added, "At a minimum, leaders should establish campus policies and community standards that protect individuals from bullying and mistreatment on the basis of sexual orientation and gender identity" (p. 69).

Professional Schools. In a study of campus climate at law schools, Rocconi et al. (2019) emphasized the need for structural diversity and diversity of interactions in building positive campus climate law school environments. In arguing for diversity of interactions for law school students, Rocconi et al. (2019) referenced the work of Daye et al. (2012), which concluded that "students attending law schools with racially diverse populations and high intergroup contact were more likely to perceive environments of openness and mutual respect" (p. 29). In addition to structural or compositional diversity, Rocconi et al. (2019) found that law students' perceptions of the law school environment as friendly and supportive, positive interactions with faculty, and positive relationships with peers contributed to a greater frequency of diverse interactions. The researchers also described collaborative faculty interactions and curricula that encouraged peer engagement as essential to realizing the full benefits of structural diversity. They further determined that engagement in pro bono work and participation in a student organization also contributed to an increased frequency of diverse interactions. Rocconi et al. (2019) explained, "intentionally engaging students with others from different backgrounds through curricular and co-curricular activities can help build a supportive and nurturing environment and foster the type of interactions that harness the educational benefits of diversity" (p. 34).

Focusing on law school faculty experiences, Barnes and Mertz (2018) investigated the factors contributing to job dissatisfaction for post-tenure racial minority law professors and post-tenure women law professors. Barnes and Mertz (2018) specifically identified institutional structures and implicit biases related to "issues of respect, voice, and collegiality" (p. 441) as significant

factors that contributed to job dissatisfaction among post-tenure racial minority law professors. From their qualitative analyses, Barnes and Mertz (2018) noted subjects' descriptions of "subtle and continuing ways in which [they] felt disrespected in their work settings" (p. 455), including their concerns being dismissed and being penalized or unjustly disciplined for raising concerns related to equity or exclusionary/hostile policies and/or behaviors. The researchers noted that subjects described the need for peer or support networks, often independent of the institution, for navigating the challenges associated with being a racial and/or gender minority law school professor.

With regard to medical school campus climate research, Kaplan et al. (2018) examined challenges in the recruitment, retention, and promotion of underrepresented faculty within academic medicine. Though minority faculty described their academic climate as neutral to positive, Kaplan et al. (2018) identified three consistent themes regarding the challenges minority faculty experienced related to recruitment, retention, and promotion. The first theme or challenge Kaplan et al. (2018) identified was a lack of critical mass or a lack of a "sufficient number of (underrepresented) faculty at an individual institution to create community and impact change" (p. 59). Kaplan et al.'s (2018) subjects also identified the dearth of programming or initiatives specific to the retention and promotion of minority faculty. Last, they described the need for "a diversity champion or a group of individuals vested in diversity" at senior leadership levels to effectively address recruitment, retention, and promotion concerns (p. 59).

Campus Climate and Unwanted Sexual Conduct

In recent years, sexual harassment, stalking, intimate partner violence, and sexual assault at higher education institutions have become the subjects of national attention. In January 2014, in response to calls for state and federal action, President Barack Obama established the White House Task Force to Protect Students from Sexual Assault. The Task Force released its first report, *Not Alone*, in April 2014, which emphasized the need for nationwide action to raise awareness about the prevalence of on-campus sexual assault, to prevent sexual assault, and to effectively respond to and meet the needs of victims of sexual assault. The Task Force asserted that "we are here to tell sexual assault survivors they are not alone" and "to help schools live up to their obligation to protect students from sexual violence" (White House Task Force, 2014, p. 2).

The Task Force also recommended actions that should be taken by college and university communities, specifically campus administrations, regarding on-campus sexual assault. The Task Force encouraged campus leaders to conduct campus climate surveys to identify the prevalence of and attitude toward sexual assault on their individual college campuses (White House Task Force, 2014). According to the report, "The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that" (White House Task Force, 2014, p. 2). The United States Department of Justice (DOJ) Office of Violence Against Women has supported the use of campus climate surveys in their effort to reduce sexual assault, dating and intimate partner violence, and sexual harassment on college and university campuses. According to the federal office, "Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators and students can then begin to direct resources where they are most needed" (United States Department of Justice, 2018).

Inherent in examinations of sexual assault and campus climate are questions about how various members of the community experienced sexual assault and the prevalence and patterns of assault. Recent research has identified various campus populations' unique and disproportionate experiences with unwanted sexual conduct and/or contact on college and university campuses. These populations included: women (Krebs et al., 2009), graduate students (Rosenthal et al., 2016), lesbian and bisexual women (Martin et al., 2011), students with disabilities (Brown et al., 2017), and trans-spectrum students (Griner et al., 2017). For example, in a national study conducted by the Association of American Institutions, as cited in the National Council on Disability's 2018 report, *Not on the Radar: Sexual Assault of College Students with Disabilities*, researchers found that 32% of undergraduate female students with a disability experienced unwanted sexual contact, including the use of physical force or incapacitation. By comparison, the same report found that 18% of undergraduate female students without a disability experienced sexual assault. Also noting disparities in rates of sexual harassment and/or assault, Coulter et al. (2017) explained, "For sexual identity, sexual assault was highest among bisexuals and people unsure of their sexual identity (15.7% and 12.6%, respectively), followed by gays/lesbians (9.8%), and lowest among heterosexuals (6.4%)" (p. 729). Coulter et al. (2017) also reported that Black trans-spectrum students had a 58% probability of being sexually assaulted, an alarming finding that underscores the importance of intersectional campus climate

research. With regard to graduate students' experiences, McMahon et al. (2018) found that graduate students, in contrast to undergraduate student respondents, reported less awareness of campus resources and lower confidence in the outcomes of reporting an incident of unwanted sexual contact and conduct.

While some research is now available, the complex intersections of campus climate; unwanted sexual conduct; and various social identities such as gender identity, sexual identity, disability status, and racial identity justify the need for further research and careful attention from researchers, college practitioners, and administrators (Coulter & Rankin, 2017; Harris & Linder, 2017; Lundy-Wagner & Winkle-Wagner, 2013; Wood et al., 2017).

Role of Campus Senior Leadership

Improving campus climate to build diverse, inclusive, and equitable educational environments and opportunities for all is not a simple task. In their seminal research, Hurtado et al. (1999) stated, "Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach" (p. 69). Smith (2015) also asserted that building a deep capacity for diversity requires a commitment by all members of the academic community, but perhaps most importantly, a sincere commitment by campus leadership. Smith (2009) explained, "The role of leadership cannot be underestimated in creating change for diversity." Additionally, "Leadership can make a dramatic difference to whether and how diversity is built into the institution's understanding of itself or whether it is merely a series of programs or initiatives that run parallel to the core elements of the campus" (p. 264).

To foster a diverse, inclusive, and equitable campus, *whether* senior leadership actively supports those goals is just as important as *how* senior leaders engage these topics and concerns. Furthermore, how campus leaders approached topics of diversity influenced students' perceptions of diversity and willingness to engage diverse perspectives. For instance, Harper and Yeung (2013) found that student perceptions of institutional commitment to diversity positively correlated with students' willingness to engage diverse perspectives. Similarly, in relation to the

perceptions of racial minority faculty, Squire (2017) found that how campus leadership responds to nationally known incidents of racial inequities or discrimination affected faculty members' perceptions of the institution's commitment to diversity as well as faculty members' overall faculty experience. According to Squire (2017), "Faculty of color noted that the ways that their institutions responded to racial incidences had direct effects on the way that they understood their institution's values concerning diversity, equity, and justice" (p. 740). Squire also found that faculty of color held a perception that universities, in their pursuit of serving a public good, "should respond to community incidences in ways that are appropriate to the scope of the matter" (p. 739). For institutions that have created or are in the process of creating a Chief Diversity Officer position, how the position is structured as well as what resources and authority the position retains "sends a powerful message about the role's importance on campus and illustrates the values of an institution" (Williams & Wade-Golden, 2013, pp. 151–152). Ultimately, how senior leadership defined and demonstrated their commitment to diversity, equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

In their discussion of the complex role of today's college and university presidents, Green and Shalala (2017) reminded administrators that it is the responsibility of senior leadership to enhance students' "inclusion in and belonging to the broader campus community" (p. 15). In their foundational work regarding effective diversity-oriented leadership, Astin and Astin (2000) asserted that leaders must engage in transformational leadership practices, where senior leaders serve as community-oriented change agents. The researchers emphasized that effective leadership requires modeling of specific leadership behaviors. These behaviors and skills included a commitment to collaboration and shared purpose, demonstrations of authenticity and self-awareness, and the ability to respectfully and civilly disagree with others. Astin and Astin (2000) also highlighted the essential skills of empathy and listening for effective transformative leadership. Noting the value of behavior modeling, they wrote, "[I]f the president is able to model the principles of transformative leadership in her dealings with her cabinet and if she openly advocates that cabinet members do the same with their immediate colleagues, she could well create a ripple effect that can transform the culture of an entire institution" (p. 86). Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical in today's higher education. According to Williams and Wade-Golden (2013), "Diversity issues

cannot exist on the margins. To the contrary, issues of access, retention, curricular diversity, and engaged scholarship represent a new 'academic diversity cannon' that has become fundamental to fulfilling the mission of academia in the new millennium" (p. 171). Fortunately, campus climate research and assessment can provide today's senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, how we socialize gender, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[21] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at SJSU to gather information from students, faculty, and staff about their perceptions of the campus climate. The focus group interview protocol included four questions addressing participants' perceptions of the campus living, learning, and working environment; initiatives/programs implemented by SJSU that have directly influenced participants' success; the greatest challenges for various groups at SJSU; and suggestions to improve the campus climate. The CCBC determined the groups and invited community members to participate via a letter from President Mary Papazian. On October 21, 2019, 45 SJSU students and 75 faculty and staff participated in 24 focus groups conducted by R&A facilitators. R&A facilitators provided focus group participants with their contact information to follow up with R&A about any additional concerns. The CCBC and R&A used the information gathered during the focus groups to inform questions for the campus-wide survey.

Survey Instrument. The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003) and with the assistance of the CCBC. The CCBC reviewed several drafts of the initial survey proposed by R&A and vetted and modified the questions to be contextually appropriate for the SJSU population. The final SJSU campus-wide

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[21] Rankin & Associates Consulting (2020) adapted from AAC&U (1995).

survey contained 120 questions,[22] including 24 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of SJSU's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were entered into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Sampling Procedure. SJSU's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform SJSU's strategic quality improvement initiatives. The IRB approved the project on February 18, 2020.

Prospective participants received an invitation from President Mary Papazian, which contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the respondents of anonymity. The final dataset included only surveys that were at least 50% completed and submitted.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response

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[22] To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administer them in a consistent manner. The instrument defined critical terms, was revised numerous times, underwent expert evaluation of items, and was checked for internal consistency.

rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed via SPSS to compare the responses (in raw numbers and percentages) of various groups. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to SJSU in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[23] The data tables in Appendix B provide actual percentages[24] with missing or "no response" information. The purpose for this difference in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The statistically significant distinctions between groups were noted whenever possible throughout the report.

Furthermore, R&A used the guidelines outlined in this paragraph to describe quantitative results. In summarizing the overall distribution of a Likert-scale question in the survey, "strongly agree" and "agree" were combined. For example, "Sixty percent (*n* = 50) of respondents 'strongly agreed' or 'agreed' that…." If the responses for either "strongly agree" or "agree" resulted in *n* < 5, then the combination of "strongly disagree" and "disagree" may have been used instead. When

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[23] Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

[24] Actual percentages were derived using the total number of survey respondents.

at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, "A higher percentage of White respondents (40%, $n = 10$) than Respondents of Color (20%, $n = 5$) 'disagreed' that...." If more than one significant difference existed, R&A offered multiple sentences to describe the results for that survey item.

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the assessment. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 2). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent ($n = 87$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[25] The internal consistency reliability (Cronbach's alpha) of the scale was 0.878, which is high, meaning that the scale produced consistent results.

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[25] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at SJSU.
	I am satisfied with the extent of my intellectual development since enrolling at SJSU.
	I have performed academically as well as I anticipated I would.
	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	My interest in ideas and intellectual matters has increased since coming to SJSU.

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor was then reverse coded so that higher scores on *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated. Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-Spectrum)
- Racial identity (Hispanic/Latinx/Chicanx, Historically Underserved,[26] Asian, Multiracial, White)
- Sexual identity (Queer-Spectrum, Bisexual/Pansexual, Heterosexual)
- First-Generation/Income status (First-Generation/Low-Income, Not-First-Generation/Low-Income)
- Housing Status (Campus Housing, Living With Family, Independent Housing, Other Housing)

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[26] With the CCBC's approval, the Historically Underserved category included respondents who identified as Alaska Native, American Indian/Native/Indigenous, Black/African/African American, Filipinx, Jewish, Middle Eastern, Native Hawaiian, Pacific Islander, and Southeast Asian.

When only two categories existed for the specified demographic variable (e.g., First-Generation/Low-Income status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., Racial identity), ANOVAs (Analysis of Variance) were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using partial Eta^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at SJSU, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give "voice" to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at SJSU. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed[27] these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[27] Any comments provided in languages in addition to English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at SJSU.

Description of the Sample[28]

Four thousand two hundred ninety-eight (4,298) completed and verified surveys were returned for a 12% overall response rate. Response rates by position status were 9% for Undergraduate Students, 8% for Graduate Students, 35% for Faculty, and 41% for Staff. As noted previously, caution is recommended when generalizing the results for Undergraduate Students or Graduate Students to the entire SJSU student population because of low response rates. The sample and population figures, chi-square analyses,[29] and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by SJSU.

- Undergraduate and Graduate Students were underrepresented in the sample. Faculty and Staff were overrepresented in the sample.
- Men were underrepresented in the sample. Women were overrepresented in the sample.
- Asian/Filipinx/Southeast Asian, Black/African/African American, Latinx/Chicanx/Hispanic, and Missing/Other were underrepresented in the sample. White/European American, American Indian/Alaska Native, Multiracial,

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[28] Frequency tables for each survey item are provided in Appendix B.

[29] Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by SJSU.

and Native Hawaiian/Pacific Islanders were overrepresented in the sample. Middle Eastern and Jewish individuals were identified in the sample but not in the population.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		N	%	n	%	
Gender identity[a]	Women	19,405	52.1	2,636	61.3	13.6
	Men	17,163	46.1	1,415	32.9	8.2
	Trans-spectrum	ND	ND	210	4.9	ND
	Missing/Unknown	668	1.8	37	0.9	5.5
Racial/ethnic identity[b]	Asian/South Asian/Filipinx/ Southeast Asian	14,275	38.3	1,289	30.0	9.0
	Black/African American/African	1,247	3.3	126	2.9	10.1
	Hispanic/Latinx/Chicanx	9,783	26.3	863	20.1	8.8
	White/European	7,563	20.3	1,115	25.9	14.7
	Middle Eastern	ND	ND	77	1.8	ND
	Jewish	ND	ND	34	0.8	ND
	American Indian/Native/Alaska Native	50	0.1	19	0.4	38.0
	Native Hawaiian/Pacific Islander	155	0.4	22	0.5	14.2
	Multiracial	47	0.1	614	14.3	> 100.0
	Missing/Other	4,116	11.1	139	3.2	3.4
Position status[c]	Undergraduate Student	25,763	69.2	2,326	54.1	9.0
	Graduate Student	7,914	21.3	620	14.4	7.8
	Faculty (includes Counselors and Librarians)	1,928	5.2	677	15.8	35.1
	Staff (including coaches and MPPs)	1,631	4.4	675	15.7	41.4

[*]ND: No data available
[a] X^2 (2, $n = 4,088$) = 255.474, $p < .001$.
[b] X^2 (7, $n = 4,187$) = 89,295.178, $p < .001$.
[c] X^2 (3, $n = 4,298$) = 8,650.937, $p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several

researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of SJSU's CCBC reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from CCBC members. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—correlated measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability – Internal Consistency of Responses.[30] Correlations between the responses to questions about overall campus climate for various groups (survey Question 101) and to questions that rated overall campus climate on various scales (survey Question 102) were strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[31] are provided in Table 4.

All correlations in the table were significantly different from zero at the .01 level; that is, there was a relationship between all selected pairs of responses. A strong relationship (between .56 and .63) existed for all five pairs of variables—between Positive for Respondents of Color and Not Racist; between Positive for People who Identify as Lesbian, Gay, Bisexual, or Queer and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low

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[30] Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

[31] Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for Persons with Disabilities and Not Ableist.

Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for Respondents of Color	0.563*				
Positive for People who Identify as Lesbian, Gay, Bisexual, or Queer		0.599*			
Positive for Women			0.574**		
Positive for People of Low Socio-economic Status				0.596**	
Positive for Persons with Disabilities					0.634**

*$p < 0.01$

Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics[32]

For the purposes of several analyses, the CCBC decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled less than five ($n < 5$).

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.[33] Of respondents, 54% ($n = 2,326$) were Undergraduate Students, 14% ($n = 620$) were Graduate Students, 16% ($n = 675$) were Staff, and 16% ($n = 677$) were Faculty (Figure 1). Eighty-three percent ($n = 3,563$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 92% ($n = 2,142$) of Undergraduate Student respondents, 71% ($n = 440$) of Graduate Student respondents, 51% ($n = 342$) of Faculty respondents, and 95% ($n = 639$) of Staff respondents were full-time in their primary positions.

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[32] Results presented in the "Sample Characteristics" section of the report may include either actual or valid percentages.

[33] CCBC determined the collapsed position status variables.

Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' primary work unit affiliations, Table 5 indicates that Staff respondents represented various work units or academic college/schools across campus. Of Staff respondents, 24% (*n* = 164) were affiliated with Student Affairs, 14% (*n* = 92) were affiliated with Administration and Finance (including Spartan Shops, Spartan Eats), and 8% (*n* = 54) were affiliated with Academic Affairs (including College of Graduate Studies).

Table 5. Staff Respondents' Primary Work Unit or Academic College/School Affiliations

Work unit/Academic college/school	*n*	%
Student Affairs (including Student Union, Associated Students)	164	24.3
Administration and Finance (including Spartan Shops, Spartan Eats)	92	13.6
Academic Affairs (including College of Graduate Studies)	54	8.0
Division of Information Technology	44	6.5
Office of the President (including Office of Diversity, Equity, and Inclusion, Immediate Office of the President, Strategic Communications and Marketing, and University Personnel)	40	5.9
University Library	32	4.7
University Advancement (including Tower Foundation)	29	4.3
College of Humanities & the Arts	24	3.6
College of Health and Human Sciences	22	3.3

Table 5. Staff Respondents' Primary Work Unit or Academic College/School Affiliations

Work unit/Academic college/school	*n*	%
College of Science	21	3.1
College of Social Sciences	19	2.8
Division of Research and Innovation and SJSU Research Foundation	16	2.4
Intercollegiate Athletics	16	2.4
Charles W. Davidson College of Engineering	14	2.1
College of Professional & Global Education	13	1.9
Lucas College and Graduate School of Business	11	1.6
Connie L. Lurie College of Education	10	1.5
Missing	54	8.0

Note: Table reports responses only from Staff respondents (*n* = 675).

Of Faculty respondents, 23% (*n* = 154) were affiliated with the College of Humanities and the Arts, and 17% each with the College of Social Sciences (*n* = 116) and the College of Health and Human Services (*n* = 113) (Table 6).

Table 6. Faculty Respondents' Primary Academic Division Affiliations

Academic division	*n*	%
College of Humanities and the Arts	154	22.7
College of Social Sciences	116	17.1
College of Health and Human Sciences	113	16.7
College of Science	95	14.0
Charles W. Davidson College of Engineering	52	7.7
Connie L. Lurie College of Education	51	7.5
Lucas College and Graduate School of Business	45	6.6
Counseling and Psychological Services, College of Professional and Global Education, Martin Luther King, Jr. Library	33	4.9
Missing	18	2.7

Note: Table reports responses only from Faculty respondents (*n* = 677).

In terms of length of employment, 41% (*n* = 272) of Staff respondents were employed at SJSU between one and five years, and 14% (*n* = 93) of Staff respondents were employed at SJSU between 11 and 15 years. (Table 7). As for Faculty respondents, almost half were employed at SJSU between one and five years (28%, *n* = 191) or between six and 10 years (18%, *n* = 123). Ten percent (*n* = 67) of Staff respondents and 14% (*n* = 94) of Faculty respondents were employed at SJSU for more than 20 years.

Table 7. Faculty and Staff Respondents' Length of Employment

Time	Faculty respondents		Staff respondents	
	n	%	*n*	%
Less than 1 year	78	11.6	97	14.6
1–5 years	191	28.3	272	40.8
6–10 years	123	18.2	84	12.6
11–15 years	122	18.1	93	14.0
16–20 years	66	9.8	53	8.0
More than 20 years	94	13.9	67	10.1

Note: Table reports responses only from Faculty and Staff respondents (*n* = 1,352).

More than half of the sample (63%, *n* = 2,685) were Women; 34% (*n* = 1,449) were Men. One percent of respondents each identified as Gender Non-Conforming (*n* = 56) or Nonbinary (*n* = 55). Less than 1% of respondents each identified as Questioning/Not Sure (*n* = 39), Genderfluid (*n* = 32), Genderqueer (*n* = 31), Transgender (*n* = 24), Demisexual (*n* = 10), and Two-spirit (*n* = 10). Less than five respondents identified as Intersex.[34] Less than 1% of respondents marked "a gender not listed here" and offered identities such as "agender," "decline to state," and "queer identified."

For the purpose of some analyses, the CCBC elected to collapse the categories Gender Non-Conforming, Genderfluid, Intersex, Nonbinary, Questioning/Not Sure, Transgender, Genderqueer, Two-spirit, and "gender not listed here" into the "Trans-spectrum" category (5%, *n* = 210), and decided to not include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.[35]

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[34] Self-identification as transgender/trans-spectrum does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender/trans-spectrum. Here, those who chose to self-identify as transgender/trans-spectrum have been reported separately to reveal the presence of an identity that might otherwise have been overlooked.

[35] Respondents who identified with multiple genders were recoded into the Trans-spectrum category.

Figure 2 illustrates that 61% (n = 1,419) of Women Undergraduate Student respondents, 33% (n = 771) of Men Undergraduate Student respondents (33%, n = 771), and 5% (n = 125) of Trans-spectrum Undergraduate Student respondents completed the survey. In addition, 64% (n = 394) of Women Graduate Student respondents, 30% (n = 186) of Men Graduate Student respondents, and 6% (n = 37) of Trans-spectrum Graduate Student respondents completed the survey. Sixty-five percent (n = 43) of Staff respondents were women, 32% (n = 213) were men, and 3% (n = 17) were trans-spectrum. Finally, 59% (n = 393) of Faculty respondents identified as women, 37% (n = 245) identified as men, and 5% (n = 31) identified as trans-spectrum.

Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual[36] (79%, $n = 3{,}159$), 13% ($n = 530$) identified as Queer-spectrum (i.e., Lesbian, Gay, Fluid, Two-spirit, Asexual/Aromantic, Queer, or Questioning), and 8% ($n = 333$) identified as Bisexual/Pansexual (Figure 3).[37]

Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[36] Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the term "queer-spectrum" to denote individuals who self-identified as lesbian, gay, fluid, queer, and questioning/not sure, two-spirit, asexual/aromantic as well as those who wrote in "other" terms such as "demisexual," "asexual," "biromantic," "grey-asexual," and "homoromantic asexual."

[37] Respondents who identified as both bisexual and pansexual were recoded into the bisexual/pansexual category. All other respondents who identified with multiple sexual identities were recoded into the queer-spectrum category.

Of Staff respondents, 22% ($n = 139$) were between 25 and 34 years old, 21% ($n = 133$) were between 35 and 44 years old, 27% ($n = 169$) were between 45 and 54 years old, and 22% ($n = 134$) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 23% ($n = 142$) were between 35 and 44 years old, 30% ($n = 186$) were between 45 and 54 years old, and 24% ($n = 152$) were between 55 and 64 years old.

Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Faculty and Staff Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 55% (*n* = 1,262) were between 18 and 21 years old, and 23% (*n* = 533) were between 22 and 24 years old (Figure 5). Of responding Graduate Students, 21% (*n* = 123) were between 22 and 24 years old, 50% (*n* = 293) were between 25 and 34 years old, 16% (*n* = 92) were between 35 and 44 years old, and 9% (*n* = 55) were between 45 and 54 years old.

Note: Responses with *n* < 5 are not presented in the figure.

Figure 5. Student Respondents by Age and Student Status (*n*)

Regarding racial identity, 35% (*n* = 1,498) of the respondents identified as White/European (Figure 6). Twenty-six percent each of respondents identified as Asian (*n* = 1,119) or Hispanic/Latinx/Chicanx (*n* = 1,108). Five percent (*n* = 221) identified as Filipinx, 4% (*n* = 190) identified as Black/African/African American, and 3% each were Multiracial/Multiethnic/Multicultural (*n* = 145), South Asian (*n* = 144), Southeast Asian (*n* = 135), Jewish (*n* = 115), American Indian/Native (*n* = 113), or Middle Eastern (*n* = 109). One percent (*n* = 61) identified as Pacific Islander, less than 1% (*n* = 12) identified as Native Hawaiian, and fewer than five were Alaska Native. One percent (*n* = 48) of respondents marked the response category "a racial/ethnic identity not listed here" and wrote "decline to state," "mixed," "racially ambiguous" or identified with a specific country.

Figure 6. Respondents by Racial/Ethnic Identity – Duplicated Count (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to specify their multiple racial/ethnic identities. Combining those respondents with the existing Multiracial/Multiethnic/Multicultural response option allowed for creating mutually exclusive categories for analysis purposes. Regarding racial identity, 26% (n = 1,115) of the respondents identified as White/European American (Figure 7). Twenty-five percent (n = 1,065) of respondents identified as Asian/South Asian, 20% (n = 863) identified as Hispanic/Latinx/Chicanx, 14% (n = 614) identified as Multiracial, 3% each were Filipinx (n = 136), Missing/Other (n = 139), or Black/African/African American (n = 126), 2% each were Southeast Asian (n = 88) or Middle Eastern (n = 77), 1% each identified as Jewish (n = 34) or Native Hawaiian/Pacific Islander (n = 22), and less than 1% were Alaska Native/American Indian/Native (n = 19).

Figure 7. Respondents by Racial/Ethnic Identity (%)

Because sample size was insufficient for individual analyses,[38] the CCBC created five combined racial identity categories (for the full list of racial/ethnic identity categories, see Table B7 in

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[38] While recognizing the vastly different experiences of people of various racial identities (e.g., Chicanx versus African-American or Latinx versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin & Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

Appendix B). Given the opportunity to mark multiple responses, many respondents chose only White (26%, $n = 1{,}115$) as their identity (Figure 8). Other respondents identified as Asian (25%, $n = 1{,}965$), Hispanic/Latinx/Chicanx (20%, $n = 893$), Multiracial[39] (14%, $n = 614$), and Historically Underserved respondents[40] (13%, $n = 539$). A small percentage of respondents did not indicate their racial identity and were recoded to Missing/Unknown (2%, $n = 102$).

Figure 8. Respondents by Collapsed Categories of Racial Identity (%)

As detailed in Table B28 of Appendix B, the survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. Respondents were given the opportunity to mark multiple boxes regarding their religious affiliation, allowing them to specify their multiple affiliations. Forty percent ($n = 1{,}713$) of respondents indicated No Affiliation (Figure 9). Thirty-five percent ($n = 1{,}504$) of respondents identified as having a Christian Affiliation, 5% each chose Multiple Affiliations ($n = 230$) or identified as having a Buddhist Affiliation ($n = 198$), 4% ($n = 181$) specified a Hindu Affiliation, 3% ($n = 132$) identified with Many and Diverse Religious Affiliations, 2% ($n = 90$) chose a Muslim Affiliation, and 1% ($n = 58$) marked a Jewish Affiliation. Five percent ($n = 192$) of respondents did not indicate their religious affiliation and were recoded to Missing/Unknown.

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[39] Per the CCBC, respondents who identified as more than one racial identity were recoded as Multiracial.

[40] With the CCBC's approval, the Historically Underserved category included respondents who identified as Alaska Native, American Indian/Native/Indigenous, Black/African/African American, Filipinx, Jewish, Middle Eastern, Native Hawaiian, Pacific Islander, and Southeast Asian. This group is used when Asian/South Asian and Hispanic/Latinx/Chicanx are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Respondents of Color).

Figure 9. Respondents by Religious Affiliation (%)

For analysis purposes, the responses were further collapsed into four categories.[41] Forty percent
($n = 1,713$) of respondents indicated No Affiliation (Figure 10). Thirty-five percent ($n = 1,504$)
of respondents identified as having a Christian Affiliation. Sixteen percent ($n = 679$) identified
with Many and Diverse Religious Affiliations, and 5% ($n = 210$) of respondents chose Multiple
Affiliations. Five percent ($n = 192$) of respondents were recoded to Missing because they did not
indicate their religious affiliation.

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[41] With the CCBC's approval, religious/spiritual affiliation was collapsed into four categories: No Affiliation,
Christian Affiliation, Multiple Affiliations, and Many and Diverse Religious Affiliations.

Figure 10. Respondents by Collapsed Categories of Religious Affiliation (%)

Two survey items addressed respondents' political party affiliations and views. Five percent ($n =$ 200) of respondents indicated that they were affiliated with the Republican party and 54% ($n =$ 2,294) identified as Democrats. Thirty-one percent ($n = 1,314$) of respondents identified as having No Political Affiliation. Six percent ($n = 256$) identified as Independent, and 2% ($n = 76$) of respondents chose a political affiliation not listed. Figure 11 illustrates party affiliation by respondent position status.

Figure 11. Respondents by Political Affiliation and Position Status (%)

Thirty-eight percent (*n* = 1,586) of respondents described their current political views as moderate. One percent (*n* = 58) of respondents identified as very conservative and 7% (*n* = 271) identified as conservative. Thirty-four percent (*n* = 1,418) of respondents identified as liberal and 20% (*n* = 833) identified as very liberal/progressive. Figure 12 depicts current political views by respondent position status.

Figure 12. Respondents by Current Political Views and Position Status (%)

Seventy-two percent (*n* = 3,112) of all respondents, including 80% (*n* = 1,856) of Undergraduate Student respondents and 73% (*n* = 451) of Graduate Student respondents, had no substantial parenting or caregiving responsibilities. Figure 13 illustrates that of the 461 Undergraduate Student respondents and 164 Graduate Student respondents who indicated they had caregiving responsibilities, 23% (*n* = 104) of Undergraduate Student respondents and 23% (*n* = 38) of Graduate Student respondents were caring for children five years old and younger and 46% (*n* = 212) of Undergraduate Student respondents and 43% (*n* = 71) of Graduate Student respondents were caring for children between six and 18 years old.

Figure 13. Student Respondents' Caregiving Responsibilities by Student Status (%)

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Sixty-one percent (*n* = 402) of Staff respondents and 61% (*n* = 403) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 14). Of the 39% (*n* = 261) of Staff respondents and 39% (*n* = 261) of Faculty respondents who had substantial parenting or caregiving responsibilities, 26% (*n* = 69) of Staff respondents and 22% (*n* = 58) of Faculty respondents were caring for children five years old and younger. Forty-six percent (*n* = 119) of Staff respondents and 56% (*n* = 145) of Faculty respondents were caring for children ages 6 to 18 years. Eighteen percent (*n* = 48) of Staff respondents and 18% (*n* = 46) of Faculty respondents were caring for dependent children more than 18 years old. Eleven percent (*n* = 28) of Staff respondents and 6% (*n* = 15) of Faculty respondents had independent children more than 18 years old. Seven percent (*n* = 17) of Staff respondents and 4% (*n* = 10) of Faculty respondents were caring for sick or disabled partners. Thirty-five percent (*n* = 92) of Staff respondents and 33% (*n* = 85) of Faculty respondents were caring for a senior or elder. Five percent (*n* = 12) of Staff respondents and 3% (*n* = 9) of Faculty respondents were caring for an additional family member not previously listed.

Figure 14. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Thirteen percent ($n = 558$) of respondents had conditions that substantially influenced their learning, living, or working activities. Subsequent analyses indicated that 8% ($n = 335$) of respondents had a single condition that substantially influenced learning, living, or working activities, and 4% ($n = 190$) had multiple conditions that substantially influenced their learning, living, or working activities. Forty-four percent ($n = 246$) of respondents who had conditions that substantially influenced their learning, living, or working activities indicated that they had mental health conditions (e.g., anxiety, depression), 25% ($n = 138$) had a medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia), and 20% ($n = 114$) had Attention Deficit Hyperactivity Disorder (ADHD) (Table 8). Thirty-seven percent ($n = 143$) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Accessible Education Center (AEC). Twenty-one percent ($n = 37$) of Faculty and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 8. Respondents' Conditions That Influence Learning, Living, or Working Activities

Conditions	*n*	%
Mental health (e.g., anxiety, depression)	246	44.1
Medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	138	24.7
Attention Deficit Hyperactivity Disorder (ADHD)	114	20.4
Learning disability	90	16.1
Physical Impairment	53	9.5
Mobility Impairment	39	7.0
Autism Spectrum Disorder (ASD)	33	5.9
Deaf or hard of hearing	26	4.7
Blind or visually impaired	22	3.9
Acquired/traumatic brain injury	18	3.2
Speech/communication impairment	9	1.6
A disability/condition not listed here	20	3.6

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 65 ($n = 558$). Percentages may not sum to 100 as a result of multiple response choices.

Table 9 depicts how respondents answered the survey item, "What is your citizenship/immigrant status in the U.S.?" For the purposes of analyses, the CCBC created three citizenship categories

for Employee respondents:[42] 63% (n = 850) of Employee respondents indicated that they were U.S. Citizens-Birth, 30% (n = 405) indicated that they were U.S. Citizens-Naturalized, and 4% (n = 25) were Non-U.S. Citizens. The CCBC created four citizenship categories for Student respondents:[43] 57% (n = 1,677) of Student respondents indicated that they were U.S. Citizens-Birth, 26% (n = 775) indicated that they were U.S. Citizens-Naturalized, 8% (n = 232) were Non-U.S. Citizens, and 7% (n = 209) were International Students.

Table 9. Respondents' Citizenship Status (Duplicated Totals)

Citizenship	n	%
U.S. citizen-birth	2,527	58.8
U.S. citizen-naturalized	1,180	27.5
Temporary resident–International student	211	4.9
Permanent immigrant Status (e.g., lawful legal resident, refugee, asylee, T Visa, VAWA)	194	4.5
Discretionary status (e.g., TPS, DACA)	55	1.3
Temporary resident–Dual intent worker (e.g., H-1B visa holder) or other temporary worker status	27	0.6
Unprotected status (not protections)	11	0.3
Other legally documented status	23	0.5
Missing	70	1.6

Forty percent (n = 1,722) of respondents indicated that English was their primary language but that they spoke more than one language. Thirty-nine percent (n = 1,693) of respondents indicated that English was the only language they spoke, and 18% (n = 766) of respondents indicated that English was not their primary language but that they spoke one or more other languages.

Data revealed that 89% (n = 3,837) of respondents had never served in the U.S. Armed Forces. Four percent (n = 152) identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces. Two percent (n = 76) identified as a Veteran (had served, but not currently serving). Less than 1% of respondents each were currently a member of

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[42] With the CCBC's approval, the collapsed categories for citizenship for employees include U.S. Citizen-Birth, U.S. Citizen-Naturalized, and Non-U.S. Citizen. Due to the low number of respondents in some categories, citizenship was further collapsed into U.S. Citizen-Birth and U.S. Citizen-Naturalized/Non-U.S. Citizen.

[43] With the CCBC's approval, the collapsed categories for citizenship for students include U.S. Citizen-Birth, U.S. Citizen-Naturalized, Non-U.S. Citizen, and International Student. Due to the low number of respondents in some categories, citizenship was further collapsed into U.S. Citizen-Birth and U.S. Citizen-Naturalized/Non-U.S. Citizen.

the Reserves (but not in ROTC) ($n = 11$) or in ROTC ($n = 8$). Less than five respondents were currently active duty or were currently a member of the National Guard.

Thirty-three percent ($n = 223$) of Staff respondents indicated that the highest level of education they had completed was a bachelor's degree, 32% ($n = 214$) had a master's degree, 7% each had finished some graduate work ($n = 45$), a doctoral degree ($n = 46$), or had finished some college ($n = 48$), and 2% ($n = 16$) had finished a business/technical certificate degree.

Fifty-seven percent ($n = 387$) of Faculty respondents indicated that the highest level of education they had completed was a doctoral degree, and 37% ($n = 253$) had a master's degree.

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 56% ($n = 1,629$) of Student respondents, 34% ($n = 225$) of Faculty respondents, and 54% ($n = 358$) of Staff respondents were First-Generation students.[44]

Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2		Parent/legal guardian 3		Parent/legal guardian 4	
	n	%	*n*	%	*n*	%	*n*	%
No high school	365	12.4	345	11.7	38	1.3	26	0.9
Some high school	304	10.3	273	9.3	26	0.9	20	0.7
Completed high school/GED	436	14.8	417	14.2	43	1.5	30	1.0
Some college	438	14.9	436	14.8	40	1.4	21	0.7
Business/technical certificate/degree	61	2.1	80	2.7	6	0.2	5	0.2
Associate's degree	152	5.2	135	4.6	7	0.2	< 5	---
Bachelor's degree	583	19.8	562	19.1	56	1.9	23	0.8
Some graduate work	26	0.9	32	1.1	< 5	---	< 5	---
Master's degree (MA, MS, MBA)	367	12.5	215	7.3	27	0.9	15	0.5
Specialist degree (EdS)	8	0.3	11	0.4	< 5	---	< 5	---
Doctoral degree (PhD, EdD)	69	2.3	31	1.1	7	0.2	5	0.2
Professional degree (MD, JD)	37	1.3	23	0.8	< 5	---	0	0.0

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[44] With the CCBC's approval, "First-Generation Students" were identified as those with all parents/guardians having completed no high school, some high school, high school/GED, or some college.

Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2		Parent/legal guardian 3		Parent/legal guardian 4	
	n	%	*n*	%	*n*	%	*n*	%
Unknown	36	1.2	71	2.4	64	2.2	68	2.3
Not applicable	48	1.6	227	7.7	1,638	55.6	1,706	57.9
Missing	16	0.5	88	3.0	987	33.5	1,020	34.6

Note: Table reports responses only from Student respondents (*n* = 2,946).

Two percent (*n* = 61) of Student respondents indicated that they were former foster youth (e.g., experienced foster care, are/were a ward of the court, or are/were under legal guardianship.)

As indicated in Table 11, 38% (*n* = 877) of Undergraduate Student respondents had been enrolled at SJSU for up to one year, 28% (*n* = 647) had been at the institution for two years, 19% (*n* = 440) for three years, 9% (*n* = 212) four years, and 5% (*n* = 113) of Undergraduate Student respondents had been at SJSU for five years. One percent (*n* = 32) of Undergraduate Student respondents had been there six or more years.

Table 11. Undergraduate Student Respondents' Years at SJSU

Years	*n*	%
Up to one year	877	37.7
Two years	647	27.8
Three years	440	18.9
Four years	212	9.1
Five years	113	4.9
Six or more years	32	1.4
Missing	5	0.2

Note: Table reports responses only from Undergraduate Student respondents (*n* = 2,326).

Table 12 reveals that 7% (*n* = 159) of Undergraduate Student respondents were majoring in Social Sciences – Psychology, 5% each were majoring in Health and Human Services – Public

Health and Recreation (*n* = 113), Social Sciences – Sociology, African-American Studies, Chicano and Chicano Studies (*n* = 106), and Humanities and Arts – Design Studies (*n* = 105).

Table 12. Undergraduate Student Respondents' Current or Intended Majors

Major	*n*	%
Social Sciences – Psychology	159	6.8
Health and Human Sciences – Public Health and Recreation	113	4.9
Social Sciences – Sociology, African-American Studies, Chicano and Chicano Studies	106	4.6
Humanities and Arts – Design Studies	105	4.5
Health and Human Sciences – Kinesiology	94	4.0
Science – Biological Sciences	88	3.8
Health and Human Sciences – Justice Studies	81	3.5
Education – Child and Adolescent Development	73	3.1
Undeclared	72	3.1
Business Administration – Marketing	70	3.0
Science – Computer Science	67	2.9
Business Administration – Accounting	64	2.8
Humanities and Arts – Art	62	2.7
Social Sciences – Communication Studies	59	2.5
Business Administration – Management	58	2.5
Health and Human Sciences – Nursing	54	2.3
Business Administration – Management Information Systems	52	2.2
Engineering – Mechanical Engineering	51	2.2
Business Administration – Finance	45	1.9
Engineering – Computer Engineering	45	1.9
Social Sciences – Environmental Studies	45	1.9
Engineering – Software Engineering	43	1.8
Social Sciences – Political Science	42	1.8
Health and Human Sciences – Nutritional Science and Applied Nutrition	41	1.8
Engineering – Industrial and Systems Engineering	36	1.5
Science – Mathematics	35	1.5
Humanities and Arts – Journalism	32	1.4

Note: Table reports responses only from Undergraduate Student respondents (*n* = 2,326). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of undergraduate majors, please see Table B21 in Appendix B.

Three percent (*n* = 18) of Graduate Student respondents were enrolled in certificate programs, and 5% (*n* = 29) were enrolled in credential programs. Table 13 indicates that, among Master's Student respondents, 52% (*n* = 269) were in their first year of their graduate degree programs, 36% (*n* = 186) were in their second year, 9% (*n* = 48) were in their third year, and 4% (*n* = 19) had been in their programs for four years or more. Among Doctoral Student respondents, less than five respondents were in their third year, and less than five respondents had been in their programs for four years or more.

Table 13. Graduate Student Respondents' Years at SJSU

	Master's degree students		Doctoral degree students	
Years	*n*	%	*n*	%
First year	269	51.5	0	0.0
Second year	186	35.6	0	0.0
Third year	48	9.2	< 5	---
Fourth year or more	19	3.6	< 5	---

Note: Table reports responses only from Graduate Student respondents (*n* = 620).

Of Graduate Student respondents, 25% (*n* = 155) were in the Charles W. Davidson College of Engineering, 14% (*n* = 84) were enrolled in the College of Health and Human Services, 11% each were in the College of Social Sciences (*n* = 70) and the Connie L. Lurie College of Education (*n* = 69), and 10% (*n* = 61) were in the College of Professional and Global Education (Table 14).

Table 14. Graduate Student Respondents' Academic Division

Academic programs/divisions	*n*	%
Charles W. Davidson College of Engineering	155	25.3
College of Health and Human Sciences	84	13.7
College of Social Sciences	70	11.4
Connie L. Lurie College of Education	69	11.3
College of Professional and Global Education	61	10.0
Graduate Studies (select this option only if you are a Graduate Interdisciplinary Studies major)	57	9.3
College of Humanities and the Arts	44	7.2
College of Science	43	7.0
Lucas College and Graduate School of Business	26	4.2

Table 14. Graduate Student Respondents' Academic Division

Academic programs/divisions	*n*	%
Undergraduate Education (select this option only if you are in Undergraduate Special Major)	< 5	---
Missing	8	1.3

Note: Table reports responses only from Graduate Student respondents (*n* = 620). Percentages may not sum to 100 because of multiple response choices.

Seven percent (*n* = 171) of Undergraduate Student respondents and 28% (*n* = 171) of Graduate Student respondents took all of their classes online at SJSU (Figure 15). Thirty-six percent (*n* = 827) of Undergraduate Student respondents and 46% (*n* = 284) of Graduate Student respondents took none of their classes online.

Note: Responses with *n* < 5 are not presented in the figure.

Figure 15. Percentage of Classes Taken Exclusively Online by Student Respondents (*%*)

Twenty-nine percent (*n* = 849) of Student respondents indicated that they or their families had an annual income of less than $30,000. Twenty-eight percent (*n* = 835) of Student respondents indicated an annual income between $30,000 and $69,999; 26% (*n* = 763) between $70,000 and $149,999; 10% (*n* = 282) between $150,000 and $249,999; and 3% (*n* = 85) had an annual income of $250,000 or more. Figure 16 illustrates Student respondents' income by dependency status. Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

Note: Responses with *n* < 5 are not presented in the figure.

Figure 16. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Nineteen percent (*n* = 432) of Undergraduate Student respondents and 18% (*n* = 114) of Graduate Student respondents were employed on campus, while 43% (*n* = 999) of Undergraduate

Student respondents and 46% ($n = 283$) of Graduate Student respondents were employed off campus (Table 15). Of Undergraduate Student respondents who were employed on campus, 32% ($n = 136$) worked between one and 10 hours per week. Of Graduate Student respondents who were employed on campus, 44% ($n = 48$) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 20% ($n = 192$) worked between one and 10 hours per week. Of Graduate Student respondents who were employed off campus, 17% ($n = 48$) worked more than 40 hours per week.

Table 15. Student Employment

Employed	Undergraduate Student respondents		Graduate Student respondents	
	n	%	*n*	%
No	**940**	**40.4**	**230**	**37.1**
Yes, I work on campus	**432**	**18.6**	**114**	**18.4**
1–10 hours/week	136	32.1	48	44.0
11–20 hours/week	256	60.4	55	50.5
21–30 hours/week	26	6.1	< 5	---
31–40 hours/week	5	1.2	< 5	---
More than 40 hours/week	< 5	---	0	0.0
Yes, I work off campus	**999**	**42.9**	**283**	**45.6**
1–10 hours/week	192	19.8	39	14.1
11–20 hours/week	390	40.1	66	23.8
21–30 hours/week	243	25.0	39	14.1
31–40 hours/week	116	11.9	85	30.7
More than 40 hours/week	31	3.2	48	17.3

Note: Table reports responses only from Student respondents ($n = 2,946$).

Forty-nine percent ($n = 1,437$) of Student respondents experienced financial hardship while attending SJSU, including 51% ($n = 1,166$) of Undergraduate Student respondents and 44% ($n = 271$) of Graduate Student respondents. Of these Student respondents, 60% ($n = 855$) had difficulty affording tuition and fees, 59% ($n = 850$) had difficulty purchasing books/course materials, 54% ($n = 778$) had difficulty affording housing, 49% ($n = 710$) had difficulty affording food, and 35% ($n = 500$) had difficulty affording transportation (e.g., commuting, parking, to/from internship) (Table 16). Five percent ($n = 73$) of Student respondents indicated other

financial hardships not listed in the survey and provided responses such as "everything," "credit card bills," and "paying other bills."

Table 16. Student Respondents Experienced Financial Hardship

Financial hardship	*n*	%
Tuition and fees	855	59.5
Books/course materials	850	59.2
Housing	778	54.1
Food	710	49.4
Transportation (e.g., commuting, parking, to/from internship)	500	34.8
Cost when I'm not enrolled in classes (e.g., summer, winter break)	436	30.3
Health care (e.g., mental and physical health)	408	28.4
Participation in social events	359	25.0
Other campus fees	335	23.3
Studying abroad	326	22.7
Alternative spring breaks and other SJSU volunteer trips	263	18.3
Travel to and from SJSU (e.g., returning home from break)	233	16.2
Professional development (e.g., conference travel)	225	15.7
Unpaid internships	197	13.7
Cocurricular events or activities	195	13.6
Research activities	120	8.4
Child/family care	99	6.9
Other volunteer opportunities	99	6.9
Travel during mandatory evacuation	54	3.8
A financial hardship not listed here	73	5.1

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship (*n* = 1,437).

Table 17 depicts how students were paying for college. Forty-five percent (*n* = 1,320) of Student respondents depended on family/friend contributions to pay for their education at SJSU. Thirty-nine percent (*n* = 1,147) of Student respondents relied on state and/or federal grants (e.g., Cal Grants, Pell) to pay for their education. Thirty-one percent (*n* = 903) of Student respondents used loans to pay for college.

Table 17. How Student Respondents Were Paying for College

Source of funding	n	%
Family/Friend contribution	1,320	44.8
State and/or federal grants (e.g., Cal Grants, Pell)	1,147	38.9
Loans	903	30.7
Personal contribution/job	709	24.1
Credit card	468	15.9
Campus employment	231	7.8
Non-need-based scholarship (e.g., merit, ROTC)	132	4.5
Need-based scholarship (e.g., Gates)	117	4.0
Military educational benefits (e.g., GI Bill, NGEAP)	72	2.4
Graduate assistantship/research assistantship	33	1.1
Public assistance	29	1.0
Residential Assistant	17	0.6
Fellowship	12	0.4
Home country contribution	10	0.3
Teacher/mentor contribution	6	0.2
A method of payment not listed here	165	5.6

Note: Table reports responses only from Student respondents ($n = 2,946$).

Table 18 illustrates some differences in the ways that student respondents were paying for college based on their income status[45] or first-generation status.

Table 18. How Students Were Paying for College by Income and First-Generation Status

Source of funding	Low-Income Student respondents n	%	Not-Low-Income Student respondents n	%	First-Generation Student respondents n	%	Not-First-Generation Student respondents n	%
Family contribution	564	33.5	698	61.8	537	33.0	775	59.6
State and/or federal grants	901	53.5	216	19.1	859	52.7	286	22.0
Loans	601	35.7	279	24.7	562	34.5	338	26.0

Note: Table reports responses only from Student respondents ($n = 2,946$).

[45] With the CCBC's approval, Low-Income Student respondents were identified as those students whose families earned less than $70,000 annually.

Sixty-two percent ($n = 1,782$) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 38% ($n = 1,097$) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 46% ($n = 755$) of Low-Income Student respondents, 27% ($n = 302$) of Not-Low-Income Student respondents, 45% ($n = 725$) of First-Generation Student respondents, and 29% ($n = 369$) of Not-First-Generation Student respondents were financially independent.

Of the Undergraduate Students completing the survey, 18% ($n = 413$) lived in campus housing, 70% ($n = 1,621$) lived in non-campus housing, and 12% ($n = 281$) identified other forms of housing (Table 19).

Table 19. Undergraduate Student Respondents' Residence

Residence	*n*	%
Campus housing	**413**	**17.8**
Campus Village A	12	3.5
Campus Village B	159	45.8
Campus Village C	49	14.1
Campus Village 2	49	14.1
Washburn-The Bricks	21	6.1
Joe West	57	16.4
Non-campus housing	**1,621**	**69.7**
College-owned housing	8	0.6
Fraternity/Sorority housing	19	1.3
Independently in an apartment/house	673	46.7
Living with family member/guardian	740	51.4
SJSU International House	< 5	---
Other	**281**	**12.1**
Missing	**11**	**0.5**

Note: Table reports responses only from Undergraduate Student respondents ($n = 2,326$)

Of the Graduate Students completing the survey, 1% (*n* = 7) lived in campus housing, 84% (*n* = 521) lived in non-campus housing, and 14% (*n* = 84) identified other forms of housing (Table 20).

Table 20. Graduate Student Respondents' Residence

Residence	*n*	%
Campus housing	**7**	**1.1**
Campus Village A	< 5	---
Campus Village B	< 5	---
Campus Village C	0	0.0
Campus Village 2	0	0.0
Washburn-The Bricks	0	0.0
Joe West	0	0.0
Non-campus housing	**521**	**84.0**
College-owned housing	0	0.0
Fraternity/Sorority housing	0	0.0
Independently in an apartment/house	282	68.0
Living with family member/guardian	133	32.0
SJSU International House	0	0.0
Other	**84**	**13.5**
Missing	**8**	**1.3**

Note: Table reports responses only from Graduate Student respondents (*n* = 620)

For purposes of analysis, housing status was collapsed into four categories. Of those Student respondents completing the survey, 16% (*n* = 420) lived in Campus Housing, 33% (*n* = 873) were Living with a Family Member/Guardian, 36% (*n* = 955) were living Independently in Apartment/House, and 15% (*n* = 392) lived in Other Housing.[46]

Forty-six percent (*n* = 1,344) of Student respondents indicated that they did not participate in any clubs or organizations at SJSU. Eleven percent (*n* = 329) indicated that they participated in culture-specific organizations, and 10% each participated in professional or pre-professional organizations (*n* = 302) and academic and academic honorary organizations (*n* = 295) at SJSU

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[46] Other Housing included respondents who indicated that they lived in college-owned housing, fraternity/sorority housing, SJSU International House, and Other Housing.

(Table 21). Six percent each were involved with social clubs (*n* = 172) and Greek letter
organizations (*n* = 171).

Table 21. Student Respondents' Participation in Clubs/Organizations at SJSU

Club/organization	*n*	%
I do not participate in any clubs or organizations at SJSU	1,344	45.6
Culture-specific organization (e.g., Native American Student Organization, Vietnamese Student Association, Black Student Union, Queers Thoughtfully Interrupting Prejudice, M.E.Ch.A de SJSU)	329	11.2
Professional or pre-professional organization (e.g., Society for Human Resource Management, South Bay Assembly of Nursing, American Society of Mechanical Engineers)	302	10.3
Academic and academic honorary organizations (e.g., Tau Beta Pi, Alpha Kappa Psi, Phi Alpha Theta, Health Science Honor Society)	295	10.0
Social club (e.g., Board Game Club, Pokémon Go Club)	172	5.8
Greek letter organization (e.g., Zeta Phi Beta, Kappa Sigma, Delta Zeta, Alpha Sigma Phi)	171	5.8
Club sport (e.g., Badminton Club, Competitive Dance, Men's Lacrosse, Spartan Quidditch, Club Boxing, Overwatch)	144	4.9
Religious or spirituality-based organization (e.g., Sikh Student Association, International Youth Fellowship)	126	4.3
Recreational organization (e.g., Intramural sports, Spartan Recreation Outdoor Adventures, Fitness)	99	3.4
Health and wellness organization (e.g., Peer Health Educators, Active Minds, Women's Wellness)	77	2.6
Athletic team (e.g., Volleyball, Women's/Men's Basketball, Football, Swim Team)	73	2.5
Performance organization (e.g., Pride of the Pacific Islands, Grupo Folklórico Luna y Sol, Hip Hop Club, Spartan Mambo Salsa Team)	68	2.3
Governance organization (e.g., Associated Students, Residence Hall Association)	64	2.2
Political or issue-oriented organization (e.g., College Republicans, Spartans for Sustainability, Pi Sigma Alpha)	50	1.7
Publication/media organization (e.g., The Spartan Daily)	34	1.2
A student organization not listed above	352	11.9

Note: Table reports responses only from Student respondents (*n* = 2,946)

Table 22 shows that most Student respondents indicated that they earned passing grades. Forty-two percent (*n* = 1,229) indicated that they earned above a 3.5 grade point average (GPA).

Table 22. Student Respondents' Reported Cumulative GPA at the End of Last Semester

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate Student respondents	
	n	%	*n*	%
No GPA at the time – first semester at SJSU	69	3.0	81	13.1
3.75–4.00	443	19.0	305	49.2
3.50–3.74	388	16.7	93	15.0
3.25–3.49	393	16.9	65	10.5
3.00–3.24	374	16.1	49	7.9
2.75–2.99	307	13.2	19	3.1
2.50–2.74	134	5.8	< 5	---
2.25–2.49	80	3.4	< 5	---
2.00–2.24	61	2.6	0	0.0
1.99 and below	65	2.8	< 5	---
Missing	12	0.5	< 5	---

Note: Table reports responses only from Student respondents (*n* = 2,946).

The survey queried respondents about their commute to campus. Table 23 indicates that most respondents (24%, *n* = 1,035) commute between 10 minutes or less to campus.

Table 23. Respondents' One-Way Commute Time to Campus

Minutes	Student respondents		Faculty/Staff respondents	
	n	%	*n*	%
10 or less	922	31.3	113	8.4
11–20	602	20.4	320	23.7
21–30	508	17.2	325	24.0
31–40	278	9.4	160	11.8
41–50	150	5.1	111	8.2
51–60	159	5.4	91	6.7
60–90	193	6.6	156	11.5
90 or more	88	3.0	62	4.6
Missing	46	1.6	14	1.0

Table 24 indicates that 42% (*n* = 1,240) of Student respondents and 75% (*n* = 1,007) of Faculty/Staff respondents indicated that their personal vehicles were their primary method of

transportation to campus. Thirty-three percent (*n* = 985) of Student respondents and 11% (*n* = 146) of Faculty/Staff respondents walked to SJSU.

Table 24. Method of Transportation to SJSU

Method of Transportation	Student respondents		Faculty/Staff respondents	
	n	%	*n*	%
Personal vehicle	1,240	42.1	1,007	74.5
Walk	985	33.4	146	10.8
VTA	764	25.9	188	13.9
Carpool	268	9.1	62	4.6
Public bus	246	8.4	48	3.6
Bicycle/skateboard/scooter	198	6.7	94	7.0
Public transportation	207	7.0	44	3.3
Ride-sharing services (e.g., Lyft, Uber, Waze Carpool)	113	3.8	21	1.6
Caltrain	58	2.0	52	3.8
BART	77	2.6	23	1.7
Ride-sharing bicycles/scooters	59	2.0	6	0.4
Highway 17 Express	22	0.7	30	2.2
ACE	27	0.9	22	1.6
AC Transit	33	1.1	7	0.5
Amtrak	12	0.4	25	1.8
Mobility device	17	0.6	< 5	---
Ferry	< 5	---	< 5	---
Greyhound	< 5	---	0	0.0
Other method not listed	156	5.3	45	3.3

Campus Climate Assessment Findings[47]

The following section reviews the major findings of this study.[48] The review explores the climate at SJSU through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

Comfort With the Climate at SJSU

The survey posed questions regarding respondents' levels of comfort with SJSU's campus climate. Table 25 illustrates that 71% ($n = 3,064$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate at SJSU. Seventy-one percent ($n = 961$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. Seventy-eight percent ($n = 2,817$) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 25. Respondents' Comfort With the Climate at SJSU

Level of Comfort	Comfort with overall climate		Comfort with climate in department/ program or work units*		Comfort with climate in class**	
	n	%	n	%	n	%
Very comfortable	801	18.7	448	33.2	893	24.8
Comfortable	2,263	52.7	513	38.1	1,924	53.4
Neither comfortable nor uncomfortable	871	20.3	190	14.1	605	16.8
Uncomfortable	296	6.9	140	10.4	150	4.2
Very uncomfortable	63	1.5	57	4.2	32	0.9

*Responses only from Faculty and Staff respondents ($n = 1,352$).
**Responses only from Faculty and Student respondents ($n = 3,623$).

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[47] Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

[48] The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the number of respondents who answered an individual item).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.[49]

Figure 17 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a higher percentage of Undergraduate Student respondents (57%, $n = 1,318$) than Faculty respondents (46%, $n = 314$), Graduate Student respondents (49%, $n = 306$), and Staff respondents (48%, $n = 325$) felt "comfortable" with the overall climate at SJSU.[i]

Figure 17. Respondents' Comfort With Overall Climate by Position Status (%)

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[49] Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

By undergraduate student status, Figure 18 illustrates the difference in percentages of Transfer Undergraduate Student Respondents (19%, $n = 182$) and Non-Transfer Undergraduate Student respondents (13%, $n = 164$) who were "very comfortable" with the overall climate at SJSU.[ii]

Figure 18. Undergraduate Student Respondents' Comfort With Overall Climate by Student Status (%)

Figure 19 illustrates a higher percentage of Tenure-Track Faculty respondents (55%, $n = 59$) than Non-Tenure-Track Faculty respondents (40%, $n = 73$) were "comfortable" with the overall climate (Tenured Faculty respondents [47%, $n = 182$] were not statistically different from other groups).[iii]

Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty Respondents' Comfort With the Overall Climate by Faculty Status (%)

Figure 20 illustrates a higher percentage of Tenured Faculty respondents (8%, $n = 14$) than Non-Tenure-Track Faculty respondents (3%, $n = 11$) who were "very uncomfortable" with the climate in their department/program or work unit (Tenure-Track Faculty respondents [$n < 5$] were not statistically different from other groups).[iv]

Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Faculty Respondents' Comfort With the Climate in Department/Program or Work Unit by Faculty Status (%)

No significant differences emerged between Non-Exempt and Exempt Staff respondents regarding their comfort levels with the climate in their department/program or work unit.

When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in SJSU classes (Figure 21). A lower percentage of Undergraduate Student respondents (18%, $n = 418$) compared with Graduate Student respondents (36%, $n = 222$) and Faculty respondents (38%, $n = 2553$) was "very comfortable" with the climate in their classes.[v]

Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Faculty, Undergraduate, and Graduate Student Respondents' Comfort With Climate in Classes by Position Status (%)

By undergraduate student status, Figure 22 illustrates the difference in percentages of Transfer Undergraduate Student respondents (23%, $n = 220$) and Non-Transfer Undergraduate Student respondents (14%, $n = 185$) who were "very comfortable" with the climate in their classes.[vi]

Figure 22. Undergraduate Student Respondents' Comfort With Climate Classes by Student Status (%)

No significant differences emerged by faculty status regarding their comfort levels with the climate in their classes.

By gender identity,[50] 17% (*n* = 438) of Women respondents and 11% (*n* = 22) of Trans-spectrum respondents compared with 24% (*n* = 337) of Men respondents felt "very comfortable" with the overall climate at SJSU (Figure 23).[vii]

Figure 23. Respondents' Comfort With Overall Climate by Gender Identity (%)

Lower percentages of Women Faculty and Staff respondents (3%, *n* = 24) and Men Faculty and Staff respondents (5%, *n* = 22) than Trans-spectrum Faculty and Staff respondents (17%, *n* = 8) felt "very uncomfortable" with the climate in their department/program or work unit (Figure 24).[viii]

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[50] With the CCBC's approval, gender identity was recoded into the categories Men (*n* = 2,636), Women (*n* = 1,415), and Trans-spectrum (*n* = 210), where Trans-spectrum respondents included those individuals who marked "transgender," "trans," or "genderqueer" only for the question, "What is your gender/gender identity (mark all that apply)?" Trans-spectrum respondents were occasionally not included to maintain the confidentiality of their responses.

Figure 24. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

Lower percentages of Women Faculty and Student respondents (4%, $n = 90$) and Men Faculty and Student respondents (4%, $n = 42$) compared with Trans-spectrum Faculty and Student respondents (8%, $n = 16$) felt "uncomfortable" in their classes (Figure 25).[ix]

Figure 25. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

Due to recent events surrounding the Black Lives Matter movement, the CCBC requested that Rankin & Associates provide additional context to some of the results from the survey in terms of racial identity (Table 26). Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature.

Table 26. Respondents' Comfort with Climate by Racial Identity

Perception	Very comfortable		Comfortable		Neither comfortable nor uncomfortable		Uncomfortable		Very uncomfortable	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Comfort with overall climate	**801**	**18.7**	**2,263**	**52.7**	**871**	**20.3**	**2,996**	**6.9**	**63**	**1.5**
Asian/South Asian	208	19.6	610	57.4	193	18.2	45	4.2	7	0.7
Black/African/African American	17	13.5	62	49.2	29	23.0	17	13.5	< 5	---
Filipinx	18	13.2	80	58.8	29	21.3	8	5.9	< 5	---
Hispanic/Latinx/ Chicanx	143	16.6	461	53.5	197	22.9	55	6.4	6	0.7
Historically Underserved	57	20.7	139	50.4	53	19.2	24	8.7	< 5	---
Multiracial	102	16.6	325	52.9	135	22.0	35	5.7	17	2.8
White/European American	240	21.5	550	49.3	209	18.7	98	8.8	18	1.6
Comfort with climate in department/ program or work units*	**448**	**33.2**	**513**	**38.1**	**190**	**14.1**	**140**	**10.4**	**57**	**4.2**
Asian/South Asian	76	37.1	84	41.0	22	10.7	19	9.3	< 5	---
Black/African/African American	9	20.0	17	37.8	9	20.0	8	17.8	< 5	---
Filipinx	13	46.4	9	32.1	< 5	---	< 5	---	0	0.0
Hispanic/Latinx/ Chicanx	38	22.6	73	43.5	26	15.5	25	14.9	6	3.6
Historically Underserved	25	25.5	38	38.8	18	18.4	9	9.2	8	8.2
Multiracial	53	32.3	67	40.9	23	14.0	17	10.4	< 5	---
White/European American	221	37.6	211	35.9	79	13.4	54	9.2	23	3.9
Comfort with climate in class**	**893**	**24.8**	**1,924**	**53.4**	**605**	**16.8**	**150**	**4.2**	**32**	**0.9**
Asian/South Asian	203	21.3	544	57.1	164	17.2	37	3.9	5	0.5
Black/African/African American	18	19.8	41	45.1	30	33.0	< 5	---	0	0.0
Filipinx	13	11.7	74	66.7	19	17.1	< 5	---	< 5	---
Hispanic/Latinx/ Chicanx	151	20.5	408	55.4	131	17.8	41	5.6	5	0.7

Table 26. Respondents' Comfort with Climate by Racial Identity

Perception	Very comfortable		Comfortable		Neither comfortable nor uncomfortable		Uncomfortable		Very uncomfortable	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Historically Underserved	67	28.5	124	52.8	33	14.0	9	3.8	< 5	---
Multiracial	124	23.5	279	52.8	89	16.9	27	5.1	9	1.7
White/European American	295	33.6	423	48.2	126	14.4	27	3.1	7	0.8

*Responses only from Faculty and Staff respondents ($n \leq 1,352$).
**Responses only from Faculty and Student respondents ($n \leq 3,623$).

In addition to the above descriptive statistics, for analysis purposes, the CCBC combined the racial identity categories into five groups.[51] By racial identity, a higher percentage of Asian respondents (57%, $n = 610$) than White respondents (49%, $n = 55$) were "comfortable" and a higher percentage of Historically Underserved respondents (9%, $n = 49$) than Asian respondents (4%, $n = 45$) were "uncomfortable" with the overall climate at SJSU (Figure 26) (Hispanic/Latinx/Chicanx respondents [54%, $n = 461$], Historically Underserved respondents [52%, $n = 281$], and Multiracial respondents [53%, $n = 325$] who were "comfortable" with the overall climate were not statistically different from other groups).[x]

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[51] With the CCBC's approval, racial identity was collapsed into five categories (White, Asian, Hispanic/Latinx/Chicanx, Historically Underserved, and Multiracial). For the purposes of some statistical analyses, this report further collapses racial identity into three categories (White, Respondents of Color, and Multiracial), where the Asian, Hispanic/Latinx/Chicanx, and Historically Underserved were collapsed into one Respondents of Color category.

Figure 26. Respondents' Comfort With Overall Climate by Racial Identity (%)

By racial identity, a higher percentage of Asian Faculty and Staff respondents (37%, $n = 76$) and White Faculty and Staff respondents (38%, $n = 221$) than Hispanic/Latinx/Chicanx Faculty and Staff respondents (23%, $n = 38$) were "very comfortable" with the climate in their department/program or work unit at SJSU (Figure 27) (Historically Underserved Faculty and Staff respondents [28%, $n = 47$] and Multiracial Faculty and Staff respondents [32%, $n = 53$] were not statistically different from other groups).[xi]

Note: Responses with *n* < 5 are not presented in the figure.

Figure 27. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Racial Identity (%)

Figure 28 illustrates that a higher percentage of White Faculty and Student respondents (34%, *n* = 295) than Multiracial Faculty and Student respondents (24%, *n* = 124), Asian Faculty and Student respondents (21%, *n* = 203), Historically Underserved Faculty and Student respondents

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(22%, $n = 98$), and Hispanic/Latinx/Chicanx Faculty and Student respondents (21%, $n = 151$) were "very comfortable" with the climate in their classes.[xii]

Note: Responses with $n < 5$ are not presented in the figure.

Figure 28. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

The survey revealed a significant difference in respondents' level of comfort with the overall climate based on sexual identity[52] (Figure 29). Lower percentages of Queer-spectrum respondents (13%, $n = 68$) and Bisexual/Pansexual respondents (12%, $n = 41$) than Heterosexual respondents (20%, $n = 627$) felt "very comfortable" with the overall climate at SJSU.[xiii]

Note: Responses with $n < 5$ are not presented in the figure.

Figure 29. Respondents' Comfort With Overall Climate by Sexual Identity (%)

No significant difference existed for Faculty and Staff Respondents by sexual identity regarding their comfort in their department/program or work unit.

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[52] With the CCBC's approval, sexual identity was collapsed into three categories (Queer-spectrum, Bisexual/Pansexual, and Heterosexual). For the purposes of some analyses, this report further collapses sexual identity into two categories (Heterosexual and Queer-spectrum), where the Bisexual/Pansexual and Queer-spectrum were collapsed into one Queer-spectrum category.

The survey revealed a significant difference in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 30). A lower percentage of Queer-spectrum Faculty and Student respondents (18%, $n = 84$) compared with Heterosexual Faculty and Student respondents (27%, $n = 694$) felt "very comfortable" with the climate in their classes (Bisexual/Pansexual Faculty and Student respondents [20%, $n = 61$] were not statistically different from other groups).[xiv]

Note: Responses with n < 5 are not presented in the figure.

Figure 30. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status.[53] Figure 31 illustrates that lower percentages of Respondents with Multiple Disabilities (41%, $n = 78$) and Respondents with a Single Disability (46%, $n = 155$) compared with Respondents with No Disability (54%, $n = 2,003$) were "comfortable" with the overall climate at SJSU.[xv]

Figure 31. Respondents' Comfort With Overall Climate by Disability Status (%)

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[53] With the CCBC's approval, disability status was collapsed into three categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

Figure 32 illustrates that a higher percentage of Faculty and Staff Respondents with Multiple Disabilities (12%, $n = 6$) compared with Faculty and Staff Respondents with No Disability (5%, $n = 43$) were "very uncomfortable" with the climate in their department/program or work unit (Faculty and Staff Respondents with a Single Disability [5%, $n = 5$] were not statistically different from other groups).[xvi]

Note: Responses with n < 5 are not presented in the figure.

Figure 32. Faculty and Staff Respondents' Comfort With Climate in their Department/Program or Work Unit by Disability Status (%)

Figure 33 illustrates that a lower percentage of Faculty and Student Respondents with a Single Disability (45%, $n = 127$) compared with Faculty and Student Respondents with No Disability (55%, $n = 1,704$) were "comfortable" with the climate in their classes (Faculty and Student Respondents with Multiple Disabilities [45%, $n = 74$] were not statistically different from other groups).[xvii]

Note: Responses with *n* < 5 are not presented in the figure.

Figure 33. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus and comfort with climate in classes, no significant differences existed between groups.

A higher percentage of Not-First-Generation Student respondents (28%, $n = 478$) than First-Generation Student respondents (22%, $n = 407$) felt "very comfortable" with the climate in their classes (Figure 34).[xviii]

Figure 34. Student Respondents' Comfort With Climate in Their Classes by First-Generation Status (%)

By citizenship status,[54] a higher proportion of U.S. Citizen-Naturalized respondents (8%, $n = 91$) than International Student respondents (2%, $n = 5$) were "uncomfortable," a higher percentage of Non-U.S. Citizen respondents (27%, $n = 85$) than U.S. Citizen-Birth respondents (17%, $n = 428$) and U.S. Citizen-Naturalized respondents (19%, $n = 225$) were "very comfortable," and a higher percentage of International Student respondents (27%, $n = 56$) than U.S. Citizen-Birth

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[54] With the CCBC's approval, citizenship status was collapsed into four categories (U.S. Citizen-Birth, U.S. Citizen-Naturalized, Non-U.S. Citizen, and International Student) for all respondents and into three categories for Faculty and Staff respondents (U.S. Citizen-Birth, U.S. Citizen-Naturalized, and Non-U.S. Citizen). For the purposes of some analyses, this report further collapses disability status into two categories (U.S. Citizen and Citizen-Naturalized/Non-U.S. Citizen).

respondents (17%, *n* = 428) were "very comfortable" with the overall campus climate (Figure 35).[xix]

Note: Responses with n < 5 are not presented in the figure.

Figure 35. Respondents' Comfort With Overall Climate by Citizenship Status (%)

A higher proportion of U.S. Citizen-Naturalized Faculty and Staff respondents (19%, *n* = 75) than U.S. Citizen-Birth Faculty and Staff respondents (12%, *n* = 102) were "neither comfortable nor uncomfortable" with the overall climate in their department/program or work unit (Figure 36) (Non-U.S. Citizen Faculty and Staff respondents [9%, *n* = 7] were not statistically different from other groups).[xx]

Note: Responses with *n* < 5 are not presented in the figure.

Figure 36. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Citizenship Status (%)

A higher percentage of Non-U.S. Citizen Faculty and Student respondents (30%, *n* = 149) than U.S. Citizen-Naturalized Faculty and Student respondents (23%, *n* = 223) and U.S. Citizen-Birth Faculty and Student respondents (24%, *n* = 507) felt "very comfortable" with the climate in their classes (Figure 37).[xxi]
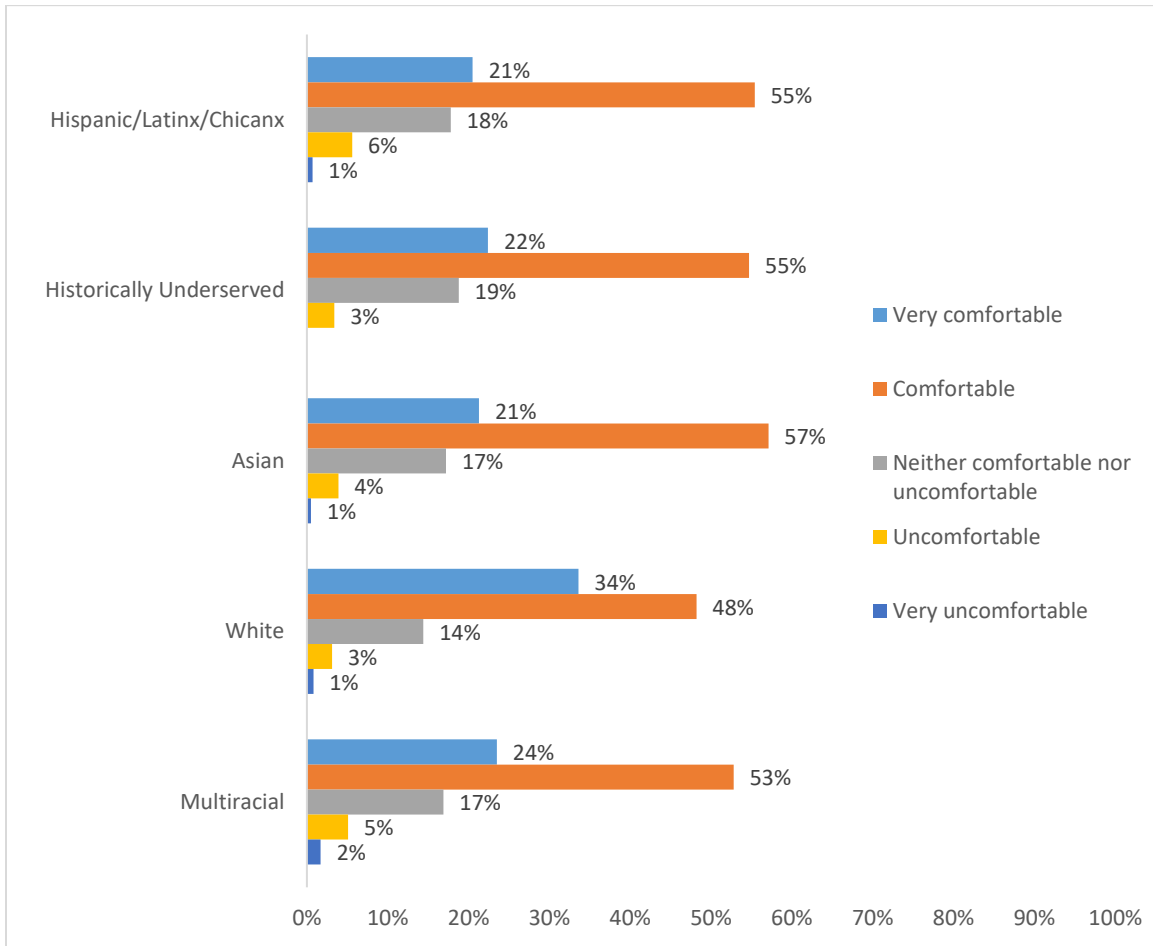
Note: Responses with *n* < 5 are not presented in the figure.

Figure 37. Faculty and Student Respondents' Comfort With Climate in Their Classes Citizenship Status (%)

Even though the CCBC chose to analyze results based on the demographic characteristics shown above, because of recent events related to various religions on campus, SJSU requested that Rankin & Associates include descriptive information for these climate questions based on religious/spiritual affiliation (Table 27). Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature.

Table 27. Respondents' Comfort with Climate by Religious Affiliation

Perception	Very comfortable		Comfortable		Neither comfortable nor uncomfortable		Uncomfortable		Very uncomfortable	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Comfort with overall climate	**801**	**18.7**	**2,263**	**52.7**	**871**	**20.3**	**2,996**	**6.9**	**63**	**1.5**

Table 27. Respondents' Comfort with Climate by Religious Affiliation

Perception	Very comfortable		Comfortable		Neither comfortable nor uncomfortable		Uncomfortable		Very uncomfortable	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Buddhist Affiliation	49	24.9	109	55.3	29	14.7	9	4.6	< 5	---
Christian Affiliation	287	19.1	819	54.5	287	19.1	98	6.5	13	0.9
Hindu Affiliation	58	32.0	93	51.4	27	14.9	< 5	---	< 5	---
Jewish Affiliation	15	25.9	33	56.9	6	10.3	< 5	---	0	0.0
Muslim Affiliation	20	22.2	40	44.4	22	24.4	8	8.9	0	0.0
Many and Diverse Religious Affiliations	24	18.2	57	43.2	39	29.5	11	8.3	< 5	---
No Affiliation	279	16.3	909	53.1	372	21.7	119	7.0	32	1.9
Multiple Affiliations	35	15.3	114	49.8	53	23.1	20	8.7	7	3.1
Comfort with climate in department/ program or work units*	**448**	**33.2**	**513**	**38.1**	**190**	**14.1**	**140**	**10.4**	**57**	**4.2**
Buddhist Affiliation	18	37.5	20	41.7	5	10.4	5	10.4	0	0.0
Christian Affiliation	165	33.9	188	38.6	72	14.8	42	8.6	20	4.1
Hindu Affiliation	10	37.0	8	29.6	< 5	---	< 5	---	< 5	---
Jewish Affiliation	11	34.4	17	53.1	< 5	---	< 5	---	< 5	---
Muslim Affiliation	6	37.5	6	37.5	< 5	---	< 5	---	0	0.0
Many and Diverse Religious Affiliations	13	36.1	12	33.3	7	19.4	< 5	---	0	0.0
No Affiliation	161	30.6	201	38.2	81	15.4	60	11.4	23	4.4
Multiple Affiliations	31	40.3	29	37.7	6	7.8	10	13.0	< 5	---
Comfort with climate in class**	**893**	**24.8**	**1,924**	**53.4**	**605**	**16.8**	**150**	**4.2**	**32**	**0.9**
Buddhist Affiliation	33	19.9	96	57.8	27	16.3	9	5.4	< 5	---
Christian Affiliation	260	21.8	654	54.8	222	18.6	50	4.2	8	0.7
Hindu Affiliation	59	35.1	84	50.0	21	12.5	< 5	---	0	0.0
Jewish Affiliation	18	39.1	22	47.8	6	13.0	0	0.0	0	0.0
Muslim Affiliation	21	24.7	46	54.1	13	15.3	< 5	---	< 5	---
Many and Diverse Religious Affiliations	33	29.2	53	46.9	21	18.6	5	4.4	< 5	---
No Affiliation	373	25.2	800	54.1	231	15.6	57	3.9	17	1.2
Multiple Affiliations	60	29.0	92	44.4	40	19.3	12	5.8	< 5	---

*Responses only from Faculty and Staff respondents ($n \leq 1,352$).
**Responses only from Faculty and Student respondents ($n \leq 3,623$).

Barriers at SJSU for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at SJSU within the past year. The following tables highlight where Respondents with Disabilities most often experienced barriers at SJSU.[55] With regard to campus facilities, 17% of Respondents with Disabilities each noted that they experienced barriers in classroom buildings ($n = 89$) and campus transportation/parking ($n = 87$), and 14% ($n = 69$) experienced temporary barriers because of construction or maintenance, and 13% each experienced barriers with doors ($n = 67$) and office furniture (e.g., chair, desk) ($n = 65$) within the past year (Table 28).

Table 28. Facilities Barriers Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Facilities	*n*	%	*n*	%	*n*	%
Classroom buildings	89	17.2	239	46.1	190	36.7
Campus transportation/parking	87	16.7	221	42.4	213	40.9
Temporary barriers because of construction or maintenance	69	13.6	235	46.2	205	40.3
Doors	67	13.0	243	47.2	205	39.8
Office furniture (e.g., chair, desk)	65	12.8	251	49.3	193	37.9

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 558$).

Table 29 illustrates that, in terms of the technological or online environment, 13% ($n = 63$) of Respondents with Disabilities experienced barriers related to accessible electronic formats, and 10% ($n = 52$) experienced barriers related to Canvas.

Table 29. Technology/Online Barriers Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Technology/Online	*n*	%	*n*	%	*n*	%
Accessible electronic format	63	12.5	294	58.4	146	29.0
Canvas	52	10.4	311	62.0	139	27.7
Computer equipment (e.g., screens, mouse, keyboard)	45	9.0	311	62.2	144	28.8
Website	44	8.9	304	61.7	145	29.4

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[55] See Appendix B, Table B113 for all responses to the question, "As a person who identifies with a disability, have you experienced a barrier in any of the following areas at SJSU in the past year?"

Table 29. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Video/video audio description	42	8.4	278	55.5	181	36.1

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 558).

In terms of identity, 9% (*n* = 45) of Respondents with Disabilities experienced barriers with electronic databases (e.g., MySJSU, PeopelSoft, one.SJSU) (Table 30).

Table 30. Barriers in Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Electronic databases (e.g., MySJSU, PeopleSoft, one.SJSU)	45	9.1	318	64.1	133	26.8
Surveys	34	7.0	319	65.9	131	27.1
Email account	33	6.7	330	66.5	133	26.8
Learning technology	32	6.5	306	61.8	157	31.7
Intake forms (e.g., Student Wellness Center)	31	6.3	276	55.8	188	38.0

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 558).

In terms of instructional and campus materials, 9% of Respondents with Disabilities experienced barriers related to video–closed captioning and text description (*n* = 45) and textbooks/course readers (*n* = 43) (Table 31).

Table 31. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Video–closed captioning and text description	45	9.1	280	56.8	168	34.1
Textbooks/course readers	43	8.7	295	59.7	156	31.6
Food menus	39	7.8	278	55.8	181	36.3
Forms	38	7.7	296	59.8	161	32.5
Syllabi	38	7.7	304	61.3	154	31.0

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 558).

Qualitative comment analyses

One hundred sixty-four Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on their responses regarding accessibility.Five themes emerged: elevators, parking, inaccessible campus, non-physical or invisible disabilities, and resources.

Elevators. One theme that emerged from respondents was the lack of working or available elevators on campus. A respondent shared, "PLEASE, FOR THE LOVE OF GOD, support your disabled students. It is completely unacceptable that the South Garage STILL lacks an elevator – it's been missing one since my PARENTS went to SJSU. Additionally, elevators all over campus are often broken. The SRAC elevator has been broken for MONTHS, as has the Engineering elevator (it doesn't ever go to the second floor). This campus clearly doesn't care at all for its disabled students, and I plan to warn others in my community against this school as a result of that. Two specific issues that MUST be addressed: dining commons elevator is NOT ABLE TO BE OPERATED BY A STUDENT ON THEIR OWN. This is an ADA violation- elevators should be usable without staff assistance. A friend of mine was unable to EAT because of this recently. What would have happened if there was a fire???" Other respondents expressed the same concerns, "The DC is VERY difficult/impossible to get into if you can't take the stairs, there is hostility to students with invisible disabilities taking elevators up one floor, the parking lot does not have an elevator and Disabled parking can fill up on the first floor especially when there are concerts," "Clark Hall will get SJSU into a lawsuit eventually, given its extreme lack of available elevators for people in general and mobility-challenged students in particular. It is SHAMEFUL that students on wheels have to wait for an elevator only to realize that they cannot get in as it is full and the only one available," and "Elevators are always first come first serve, but many try to run and squeeze in-- not giving priority to those who are disabled. Especially in the library-- it would help if one of the elevators was designated for people with disabilities so we don't have to rush our bodies/inflicting more strain just to keep up with the library elevator lines of cutters and people without manners who don't make enough room for people with disabilities," and "MH has the worst elevator. When I had to be in a kneeling scooter it was so difficult to navigate."

Parking. Another theme that emerged from respondents was the lack of available parking. Respondents shared many instances of where they could not access facilities, "The parking lots

even for disabled people are glutted with those dropping off who idle in the handicapped spaces (see 7th street parking lot) I have to wait to park in a spot, or go elsewhere far away from my building because Uber drivers are idling in the spots," and "Parking for faculty has degenerated 100% in past 2 yrs- 10th st garage is very limited and 7th has no elevators (& I do not have a handicapped sticker) - IF not here by 0845 regardless if I teach in afternoon- I can waste 45 minutes search for parking (and yet we keep admitting 300 or more each Fall). The UNIV does not value its faculty (I have been here [redacted] yrs and am [redacted])." Respondents also stated, "I think disabled parking on campus should be free. The CA law is that any driver with a disabled placard can park for free at any meter and park for an unlimited time in any green zone. These laws make it convenient for us to park and reach our destination with ease without the stress of if we can afford it or not," "SJSU campus disabled parking should be the same. It should be free so we can reach classes and events comfortably. Right now I spend at least 30-40 minutes finding some parking on the street so I don't have to pay almost $10 for a 3-hour class every day," and "The only way to pay for street parking is through quarters or card. I cannot pay by phone even though the meters say we can pay by phone. I tried twice and gave up, it is not at all user friendly to pay by phone." Another respondent shared the effect of parking on their condition, "I have clinical depression and generalized anxiety. The lack of campus parking has, in the past, exacerbated my levels of anxiety to almost panic attack levels. My anxiety can also be exacerbated by feeling unsafe when walking around campus or worry about what will happen in case of an emergency. The parking lot 4? (between Engineering and Admin & CL) used to be just disabled parking now there a quite a few R and RP spaces near CL. This makes disabled people have to walk further to get into campus. The R and RP could have been put closer to the street. The strip of lawn in front of ADM between the lot and sidewalk would be better if it was concrete and had ramps like the other side facing ENG. That would allow more entrance to the sidewalk instead of the one big entry…."

Inaccessible Campus. Respondents shared that they found the campus to be inaccessible in multiple ways. Respondents commented, "I have always struggled to find my classes on the first day, wish there was more signage with either on campus or in the related departments to guide students better," "Buildings don't include telecoils and often audio makes it hard to hear even with hearing aids," "The constant construction around south campus has made navigation incredibly challenging," and "Please install handicap door access to all buildings, especially the

older buildings do not have easy access and the doors are very hard/heavy to open. Need more handicap ramps. Please more hand railings on steps and elevators that work (especially in the old buildings)….” Respondents also explained, “Food menus are located in smaller than normal fonts in the Student Union - would appreciate online versions of the FULL menu with descriptions and prices, pamphlets, and/or menus on the sneeze guard or another location that is easily readable,” and “CVB gate is not really handicap accessible, gate is extremely difficult to open for those who aren’t strong enough to open the gate.” One respondents also described specific experiences attending a University event, “I went to a football game and no one knew where the handicap section was located. This included staff at the entrance and other staff within the stadium. Once I found the location, the staff person monitoring the area allowed anyone in (people without a disability) seating in the section was limited. There were only 4 folding chairs available.” Respondents identified challenges within the classroom, “I don’t speak with my voice, so accessibility in Zoom meetings is low due to the lack of knowledge faculty have of how to interact with AAC users. Even my professors who know I use a device to speak will constantly yell into their mic asking if I’m still there and to turn on my mic and they can’t hear me speaking while I’m trying to type a response - even after I’ve told them to wait for me to finish typing,” “I have tried to get a higher chair for when I lecture in a classroom and need to sit rather than stand, but I haven’t been able to get one,” “…Classroom furniture is haphazard. I’m a left handed person, and there are serious deficits in proper desks. And those little fiberglass half desks don’t work for us lefties…,” “The lack of full audio visual capabilities often require me to carry back and forth to classes heavy speakers and other equipment,” “Hand scanners in gym discriminate against people with deformed hands. Staff can buzz you through but there’s always a wait,” and “Many buildings are so old that they either have too much outside airflow and no way to stop it OR no airflow at all. Some classrooms are too noisy due to equipment. Many classrooms have no temperature control. As someone’s who’s disability includes a dog allergy, I am not able to use the [center on campus]....”

Non-physical or Invisible Disabilities. Respondents also stated that they have non-physical or invisible disabilities. Respondents wrote, “My disability is just something internal I have to deal with, so accessibility is not really applicable,” “As someone with an ‘invisible’ disability that is not mainly physical, most of this is not going to be a problem for me. However, there are some subtle things, like having lights that flicker that can set off symptoms,” and “My disability

hinders me when I receive verbal direction. I am not quick enough to process larger amounts of information. So there are times where I will have to ask questions multiple times in order to retain it. It can be frustrating for [some] people." Others shared, "A lot of these are things that affect physical disabilities. A lot of the barriers that affect me is the noise level in the classroom and the lack of quiet spaces that aren't big study rooms like the library," "I don't know if migraines count as a proper disability, but it is a condition that intermittently affects my ability to work. The main thing that affects me on campus are air fresheners in bathrooms can be a trigger. For people with sensitivities to chemical scents these are terrible and it would be far preferable to just have decent ventilation," and "I have a very difficult time following along with powerpoint slides, looking at screens, and reading in general. Due to having a TBI, I feel physically challenged when trying to do the listed activities. I suffer from headaches and sometimes have a hard time keep my eyes open during lectures."

Resources. Other respondents emphasized the need for more resources. Respondents explained, "Not all my professors have captions on video lectures. They really help me, so I get discouraged when I see a video without them. I'm worried I'll miss something important the professor said," "… I do not think the Wellness Center does enough to provide resources [to] students with significant mental health concerns that rely on the wellness center's resources to support them - eight sessions is not enough with a counselor and is ineffective and a misuse of resources," "Many articles are not accessible with SJSU credentials, full text of the article is not available. They are either paid or SJSU does not have access. I am doing my research in [redacted], few of the [redacted] publications are … accessible from SJSU library," and "Being legally blind has presented as quite the obstacle. It usually overwhelms professors/faculty and takes a while to adjust/accommodate to, and by the time we are able to I feel I have missed a lot of information and am playing catch up. Textbooks are not always accessible and that can delay things as well. The AEC has been great at working through problems as best as possible." Respondents also added, "There is NO transportation on campus for the disabled. I have a student on a walker who walks across campus from the library to the engineering building in the rain and every day because the bus access near the engineering building put students OUT INTO THE TRAFFIC…," and "The faculty bathrooms in my building DO NOT ACCOMMODATE DISABLED USERS. I cannot teach at buildings nor conduct peer observations in places other

than my building because I cannot walk across campus and there is no transportation on campus for the disabled."

Barriers at SJSU for Transgender, Genderqueer, Gender Nonbinary Respondents

One survey item asked Transgender, Genderqueer, and Gender Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at SJSU within the past year. Table 32 and Table 33 depict where Transgender, Genderqueer, and Gender Nonbinary respondents most often experienced barriers at SJSU.[56] With regard to campus facilities, 39% ($n = 35$) of Transgender, Genderqueer, and Gender Nonbinary respondents experienced barriers in restrooms and 27% ($n = 24$) experienced barriers in changing rooms/locker rooms.

Table 32. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Facilities	Yes		No		Not applicable	
	n	%	n	%	n	%
Restrooms	35	39.3	35	39.3	19	21.3
Changing rooms/locker rooms	24	27.3	27	30.7	37	42.0
Signage	21	24.4	40	46.5	25	29.1
Athletic and recreational facilities	19	21.6	27	30.7	42	47.7

Note: Table includes responses only from those respondents who self-identified as transgender, genderqueer, nonbinary, or a gender not listed ($n = 90$).

Table 33 illustrates that, in terms of identity accuracy, 26% ($n = 23$) of Transgender, Genderqueer, and Gender Nonbinary respondents had difficulty with communications and marketing.

Table 33. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	n	%	n	%	n	%
Communications and marketing	23	26.1	41	46.6	24	27.3
Electronic databases (e.g., MySJSU, PeopleSoft, one.SJSU)	19	21.8	51	58.6	17	19.5
Email account	18	20.9	48	55.8	20	23.3

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[56] See Appendix B, Table B114 for all responses to the question, "As a person who identifies as transgender/genderqueer/gender nonbinary have you experienced a barrier in any of the following areas at SJSU in the past year?"

Table 33. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

	Yes		No		Not applicable	
Identity accuracy	*n*	%	*n*	%	*n*	%
Learning technology (e.g., Canvas)	14	16.1	52	59.8	21	24.1

Note: Table includes responses only from those respondents who self-identified as transgender, genderqueer, nonbinary, or a gender not listed (*n* = 90).

Qualitative comment analyses

Thirty-Four Undergraduate Student, Graduate Student, and Faculty respondents who identified as Transgender, Genderqueer, or Gender Nonbinary further elaborated on their responses regarding barriers. Two themes emerged: gender-neutral facilities and preferred name and pronouns.

<u>Undergraduate Student, Graduate Student, and Faculty Respondents</u>

Gender-Neutral Facilities. A theme that emerged from respondents was the lack of gender-neutral facilities on campus. Respondents explained, "It's pretty much everywhere. I'm always surprised when someone does take us into account. The campus is like 40 years behind but whatever," "Not enough gender neutral restrooms all over campus. I shouldn't have to run from Duncan Hall to the health center to use the restroom," "I almost always have to decide between Male or Female facilities and I hate it. Makes me so uncomfortable on campus! I wait all day to go to the bathroom when I get home. So unfair," and "There are not enough gender neutral bathrooms. There are none in the dining commons and [none] that I can find easily in the Student Union. I should not have to choose a gendered bathroom and literally misgender myself in public just because you don't want to make changes." Other respondents described challenges even with newer facilities, "Most of the older buildings only have multi-stall, single-sex restrooms. As I'm transitioning, I'm never quite sure if others will 'read' me as a man or a woman, which makes me uncomfortable in either bathroom. The new recreational facility is excellent, with three single-stall changing rooms. The only problem is the only way to access the swimming pool area is to walk through one of the gendered locker rooms," "SJSU needs more unisex bathrooms on campus, especially in their gym. It is unfortunate but San José has a problem with privacy and harassment of people who are different or who look dissimilar in some way. Everyone has a right to feel safe and secure in their person, free from embarrassment, judgment

or invasion by others. Since this is such an overwhelming issue on campus, naturally the unisex bathrooms are ALWAYS occupied, and there are lines to use them, while the larger bathrooms are avoided. This should have been researched better before construction of the new facilities, because it means there is a very boundary violating climate of fear at SJSU that has somehow been normalized," and "Using the gym is difficult as a trans person. You have to change in the non-gendered restrooms, which are limited to about two to floor, and sometimes you end up waiting a while. It's also quite awkward." Another respondent explained how this affected their ability to get involved, "Here is a large lack of gender neutral spaces within restrooms across campus as well as the gendered spaces within sports and extracurriculars such as choir. I would not feel comfortable joining subjects that I enjoy because I know I will be put into a box based on my closeted identity," and "Signing up for housing is extremely difficult, I had to go in in person to be allowed to live on campus and almost lost my spot because of it. The housing site refused to let me choose a space on my own because nonbinary meant I could not have access to the gender assigned rooms. I understand that the site wants the sorting to work a certain way, but you should be able to establish what gender you can room with in advance as a nonbinary person."

Preferred Name and Pronouns. Another theme that emerged from respondents was challenges with preferred name and pronouns within the University system. Respondents stated, "Canvas is nice because you can put in a preferred name without legally changing it, though once I did legally change it there was an annoying number of steps to get it synced on all campus documents, particularly since I'm a [redacted] and had to submit documents both the [redacted] and HR," "There is no option to select multiple sets of preferred pronouns (she/her AND they/them at the same time, for example). However, this may be due to how Canvas is set up to work, and I do not think this reflects SJSU's view toward individuals under the trans umbrella," and "…Please let canvas change your preferred name so it shows on online discussions and the pronouns option being put next to the name is nice and all but cis students don't set their pronouns and it only further singles out the trans students." However, respondents shared that there are still issues with the system. Respondents commented, "There are many problems with databases somehow pulling deadnames. I set my preferred name at SJSU as soon as I got access to Canvas/Email/etc, yet I still find pieces of communication with my deadname on them. It's pretty frustrating. I recommend checking into where the databases of each individual department

are pulling from - it should be the Preferred Name, not whatever 'base name' is being used currently," "I find it difficult to not have my preferred name for my student email address, especially as it is used for so many circumstances, such as emailing classmates or teachers. It is common that a person like me going by a preferred name would rather not have people know their given name. I am not sure if this has been addressed recently but last semester when I joined the SAMMY app it automatically had my given name as my screen name, with no opportunity to change to a preferred name. This was very troubling, particularly as SAMMY is a social networking app where names and identities are very important," and "My name was incorrect on my email for quite a while after I changed it legally and in SJSU's system. Another issue was SJSU didn't have a non-binary option when I went to update my gender even though I'm legally non-binary/intersex (I'm both and see the X marker as related to my sex and gender) in the state of CA. I'm an online student, so I don't use on campus resources/facilities."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[57]

Eighteen percent ($n = 762$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at SJSU within the past year.[58]

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 23% ($n = 176$) indicated that they experienced the conduct only once during the past year (Figure 38). Twenty-eight percent ($n = 210$) revealed that they experienced five or more instances of the conduct within the past year.

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[57] This report uses the phrases "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."

[58] The literature on microaggressions reports that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Figure 38. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 31% ($n = 239$) indicated that the conduct was based on their position status at SJSU. Twenty-two percent ($n = 167$) noted that the conduct was based on their ethnicity, and 20% ($n = 152$) felt that it was based on their gender/gender identity.

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 39). Higher percentages of Faculty respondents (25%, $n = 172$) and Staff respondents (26%, $n = 176$) than Undergraduate Student respondents (14%, $n = 327$) and Graduate Student respondents (14%, $n = 87$) believed that they had experienced this conduct.[xxii] Of those respondents who had experienced this conduct, higher percentages of Staff respondents (46%, $n = 81$) and Faculty respondents (39%, $n = 67$) than Graduate Student respondents (22%, $n = 19$) and Undergraduate Student respondents (22%, $n = 72$) suggested that the conduct was based on their position status.[xxiii]

Figure 39. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

Due to recent events surrounding the Black Lives Matter movement, the CCBC requested that Rankin & Associates provide additional context to some of the results from the survey in terms of racial identity. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. By racial identity, 24% ($n = 30$) of Black/African/African American respondents, 22% ($n = 132$) of Multiracial respondents, 21% ($n = 51$) of Historically Underserved respondents, 20% ($n = 224$) of White respondents, 15% each of Hispanic/Latinx/Chicanx respondents ($n = 129$) and Filipinx respondents ($n = 20$), and 12% ($n = 130$) of Asian/South Asian respondents had experienced exclusionary conduct in the last year (Table 34).

Table 34. Respondents' Who Experienced Exclusionary Conduct by Racial Identity

Racial identity	*n*	%
Black/African/African American	30	23.8
Multiracial	132	21.5
Historically Underserved	51	21.3

Table 34. Respondents' Who Experienced Exclusionary Conduct by Racial Identity

Racial identity	*n*	%
White	224	20.1
Hispanic/Latinx/Chicanx	129	15.0
Filipinx	20	14.7
Asian/South Asian	130	12.2

For analysis purposes, the CCBC approved a five-category racial identity variable. Higher percentages of White respondents (20%, *n* = 224) and Multiracial respondents (22%, *n* = 132) than Asian respondents (12%, *n* = 130) and Hispanic/Latinx/Chicanx respondents (15%, *n* = 129), and a higher percentage of Historically Underserved respondents (20%, *n* = 109) than Asian respondents, indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 40).[xxiv] Higher percentages of Multiracial respondents (33%, *n* = 44), Asian respondents (27%, *n* = 35), Historically Underserved respondents (35%, *n* = 38), and Hispanic/Latinx/Chicanx respondents (25%, *n* = 32) than White respondents (5%, *n* = 11) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their ethnicity.[xxv]

Figure 40. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

By gender identity, a higher percentage of Trans-spectrum respondents (34%, *n* = 71) than Women respondents (18%, *n* = 476) and Men respondents (14%, *n* = 202), along with a higher percentage of Women respondents than Men respondents, indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 41).[xxvi] A higher percentage of Trans-spectrum respondents (45%, *n* = 32) than Women respondents (21%, *n* = 101) and Men respondents (9%, *n* = 18), along with a higher percentage of Women respondents than Men respondents, who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.[xxvii]

Figure 41. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

Because of recent events related to various religions on campus, SJSU requested that Rankin & Associates include descriptive information for this question based on religious/spiritual affiliation. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. Twenty-four percent (*n* = 54) of Respondents with Multiple Affiliations, 22% each of Jewish Affiliation respondents (*n* = 13) and Muslim Affiliation respondents (*n* = 20), 21% (*n* = 28) of Respondents from Many and Diverse Religious Affiliations, 18% (*n* = 308) of No Affiliation respondents, 17% (*n* = 254) of Christian Affiliation respondents, 10% (*n* = 20) of Buddhist Affiliation respondents, and 9% (*n*

= 17) of Hindu Affiliation respondents had experienced exclusionary conduct in the last year (Table 35).

Table 35. Respondents' Who Experienced Exclusionary Conduct by Religious Affiliation

Religious Affiliation	*n*	%
Multiple Affiliations	54	23.5
Jewish Affiliation	13	22.4
Muslim Affiliation	20	22.2
Many and Diverse Religious Affiliations	28	21.2
No Affiliation	308	18.0
Christian Affiliation	254	16.9
Buddhist Affiliation	20	10.1
Hindu Affiliation	17	9.4

Table 36 and Table 37 depict the top four perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by Employee position status. Of the Staff respondents who experienced such conduct, 46% (*n* = 81) indicated that the conduct was based on position status at SJSU (e.g., staff, faculty, student). Twenty-four percent (*n* = 42) noted that the conduct was based on their age, 19% (*n* = 33) did not know the basis of the conduct, and 17% (*n* = 30) felt it was based on racial identity. "Reasons not listed above" included responses such as "do not want to share," "internal politics," and "gossip."

Table 36. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Position status (e.g., staff, faculty, student)	81	46.0
Age	42	23.9
Do not know	33	18.8
Racial identity	30	17.0

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 176). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B48 in Appendix B.

Of the Faculty respondents who experienced such conduct, 39% (*n* = 67) indicated that the conduct was based on position status at SJSU (e.g., staff, faculty, student) (Table 37). Twenty-two percent (*n* = 37) noted that the conduct was based on their gender/gender identity, 17% each did not know the basis of the conduct (*n* = 30), felt that it was based on philosophical views (*n* =

29), or felt it was based on education credentials (e.g., BS, MS, PhD, MD) (*n* = 29). "Reasons

not listed above" included responses such as "department politics," "bullying and harassment,"

and "jealousy."

Table 37. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Position status (e.g., staff, faculty, student)	67	39.0
Gender/gender identity	37	21.5
Do not know	30	17.4
Philosophical views	29	16.9
Education credentials (e.g., BS, MS, PhD, MD)	29	16.9

Note: Table reports responses only from Faculty respondents who indicated on the survey that they exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 172). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B48 in Appendix B.

Of the Student respondents who experienced such conduct, 28% (*n* = 117) indicated that the

conduct was based on ethnicity (Table 38). Twenty-two percent (*n* = 91) noted that the conduct

was based on their position status at SJSU (e.g., staff, faculty, student), 22% (*n* = 90) felt that it

was based on their racial identity, and 21% (*n* = 87) felt that it was based on their gender/gender

identity. "Reasons not listed above" included responses such as "favoritism," "I wanted to

change majors," and "personal reasons/pettiness."

Table 38. Student Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Ethnicity	117	28.3
Position status (e.g., staff, faculty, student)	91	22.0
Racial identity	90	21.7
Gender/gender identity	87	21.0

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 414). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B48 in Appendix B.

Table 39 illustrates the manners in which all respondents experienced exclusionary, intimidating,

offensive, and/or hostile conduct. Forty-six percent (*n* = 349) felt ignored or excluded, 36% (*n* =

274) felt isolated or left out, 30% (*n* = 225) felt intimidated and bullied, and 24% (*n* = 186)

experienced a hostile work environment. Other forms of such conduct included "constant

degrading remarks about lecturers," "expected to perform a task with very little advanced notice," and "I wasn't trusted."

Table 39. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of those who experienced the conduct
I was ignored or excluded.	349	45.8
I was isolated or left out.	274	36.0
I was intimidated/bullied.	225	29.5
I experienced a hostile work environment.	186	24.4
I was the target of derogatory verbal remarks.	172	22.6
I was the target of workplace incivility.	145	19.0
My position on campus was questioned	131	17.2
I felt others staring at me.	119	15.6
I experienced a hostile classroom environment.	107	14.0
I received a low or unfair performance evaluation.	107	14.0
The conduct made me fear that I would get a poor grade.	96	12.6
I was the target of racial/ethnic profiling.	71	9.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 762). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B50 in Appendix B.

Figure 42 and Figure 43 depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-four percent ($n = 75$) of Faculty respondents felt ignored or excluded, 36% ($n = 61$) experienced a hostile work environment, 33% ($n = 57$) felt isolated or left out, and 32% ($n = 55$) felt intimidated or bullied. Forty-six percent ($n = 81$) of Staff respondents felt ignored or excluded, 46% ($n = 81$) experienced a hostile work environment, 35% ($n = 62$) felt intimidated and bullied, and 33% ($n = 58$) felt isolated or left out (Figure 42).

Figure 42. Employee Respondents' Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Forty-seven percent (*n* = 152) of Undergraduate Student respondents felt ignored or excluded, 40% (*n* = 132) felt isolated or left out, 26% each felt intimidated and bullied (*n* = 85) or felt others staring (*n* = 84), and 23% (*n* = 74) were the target of derogatory verbal remarks (Figure 43). Forty-seven percent (*n* = 41) of Graduate Student respondents felt ignored or excluded, 31% (*n* = 27) felt isolated or left out, 26% (*n* = 23) each felt intimidated and bullied or were the target of derogatory verbal remarks.

Figure 43. Student Respondents' Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at an SJSU job (26%, *n* = 196), in a class/laboratory (24%, *n* = 179), and in a meeting with a group of people (23%, *n* = 174). Some respondents who marked "a location not listed above" identified, "bathroom," "department hall," and "places in general" as the location where the conduct occurred.

Table 40 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at an SJSU job (53%, n = 94), in an SJSU staff/administrative office (42%, n = 73), in a meeting with a group of people (27%, n = 47), in a meeting with one other person (26%, n = 45), and on phone calls/text messages/email (19%, n = 33).

Table 40. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Staff respondents who experienced the conduct
While working at an SJSU job	94	53.4
In an SJSU staff/administrative office	73	41.5
In a meeting with a group of people	47	26.7
In a meeting with one other person	45	25.6
On phone calls/text messages/email	33	18.8

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 176). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B51 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often while working at an SJSU job (42%, n = 72), in a meeting with a group of people (38%, n = 66), on phone calls/text messages/email (27%, n = 47), in a faculty office (25%, n = 43), and in a meeting with one other person (23%, n = 39) (Table 41).

Table 41. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Faculty respondents who experienced the conduct
While working at an SJSU job	72	41.9
In a meeting with a group of people	66	38.4
On phone calls/text messages/email	47	27.3
In a faculty office	43	25.0
In a meeting with one other person	39	22.7

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 172). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B51 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (39%, $n = 161$), while walking on campus (23%, $n = 95$), in other public spaces at SJSU (19%, $n = 78$), in a meeting with a group of people (15%, $n = 61$), and 13% each in campus housing ($n = 53$) or on phone calls/text messages/email ($n = 53$) (Table 42).

Table 42. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Student respondents who experienced the conduct
In a class/laboratory	161	38.9
While walking on campus	95	22.9
In other public spaces at SJSU	78	18.8
In a meeting with a group of people	61	14.7
In campus housing	53	12.8
On phone calls/text messages/email	53	12.8

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 414$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B51 in Appendix B.

Thirty-one percent ($n = 237$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 29% ($n = 219$) identified faculty members/other instructional staff, and 19% each identified staff members ($n = 142$) and coworkers/colleagues ($n = 141$) as the source of the conduct (Table 43). Respondents who marked a "source not listed above" (7%, $n = 54$) wrote examples such as "former friends," "homeless," and "I am not comfortable with answering for fear of retaliation."

Table 43. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	n	% of respondents who experienced the conduct
Student	237	31.1
Faculty member/other instructional staff	219	28.7
Staff member	142	18.6
Coworker/colleague	141	18.5

Table 43. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	*n*	% of respondents who experienced the conduct
Supervisor or manager	127	16.7
Stranger	87	11.4
Department/program chair	82	10.8
Senior administrator (e.g., dean, vice president, provost, associate vice president)	68	8.9
Academic advisor	46	6.0
Friend	36	4.7
Student staff	36	4.7
Off-campus community member	29	3.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 762). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B52 in Appendix B.

Figure 44 and Figure 45 display the perceived sources of experienced exclusionary conduct by position status. Undergraduate Student respondents (51%, *n* = 167) and Graduate Student respondents (38%, *n* = 33) indicated that other students were their greatest source of exclusionary conduct. Along with other students, Graduate Student respondents also indicated that faculty (38%, *n* = 33) were the greatest source of exclusionary conduct.

Figure 44. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited faculty members/instructional staff members (48%, $n = 83$) and coworker/colleague (35%, $n = 60$) as the source of the exclusionary conduct. Staff respondents most often identified supervisors/managers (47%, $n = 83$) and coworkers/colleagues (34%, $n = 60$) as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 45).

Figure 45. Employee Respondents' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 61% ($n = 468$) of respondents felt angry, 59% ($n = 449$) felt distressed, 48% ($n = 366$) felt sad, 37% ($n = 279$) felt embarrassed, 26% ($n = 200$) felt afraid, and 15% ($n = 117$) felt somehow responsible (Table 44). Of respondents who indicated that their emotional response was not listed, several added comments that they felt "annoyed," "anxious," "confused," "devastated," and "not valued."

Table 44. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who experienced conduct
Angry	468	61.4
Distressed	449	58.9
Sad	366	48.0
Embarrassed	279	36.6
Afraid	200	26.2

Table 44. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who experienced conduct
Somehow responsible	117	15.4
A feeling not listed above	178	23.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 762$). Percentages may not sum to 100 as a result of multiple response choices.

Additionally, in response to experiencing the conduct, 40% ($n = 304$) of respondents told a friend, 34% ($n = 262$) avoided the person/venue, 32% ($n = 240$) told a family member, and 29% ($n = 219$) did not do anything (Table 45). Of the 15% ($n = 111$) of respondents who sought support from an SJSU resource, 26% ($n = 29$) sought support from the Counseling and Psychological Services (CAPS) and 25% ($n = 28$) sought help from a faculty member. Some "response not listed above" comments were "contacted a lawyer," "I contacted our Union Rep," "I sought advice from mentors," and "personal therapist."

Table 45. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	n	% of respondents who experienced conduct
I told a friend.	304	39.9
I avoided the person/venue.	262	34.4
I told a family member.	240	31.5
I did not do anything.	219	28.7
I told a coworker.	216	28.3
I did not know to whom to go.	131	17.2
I contacted an SJSU resource.	111	14.6
Counseling and Psychological Services (CAPS)	*29*	*26.1*
Faculty member	*28*	*25.2*
Senior administrator (e.g., dean, vice president, provost, associate vice president)	*19*	*17.1*
Department/program chair	*18*	*16.2*
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	*17*	*15.3*
I confronted the person(s) at the time.	95	12.5

Table 45. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	*n*	% of respondents who experienced conduct
I confronted the person(s) later.	95	12.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 762). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B54 in Appendix B.

Table 46 illustrates that 84% (*n* = 622) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 16% (*n* = 118) of respondents did report the incident. Of the respondents who reported the incident, 38% (*n* = 27) felt it was not addressed appropriately, 22% (*n* = 16) shared that the outcome was still pending, 19% (*n* = 14) replied that the outcome of their complaint was not shared with them, 13% (*n* = 9) felt that the complaint was addressed appropriately, and 7% (*n* = 5) were satisfied with the outcome.

Table 46. Respondents' Reporting in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting in response to conduct	*n*	% of respondents who experienced conduct
No, I did not report it.	622	84.1
Yes, I reported it.	118	15.9
Yes, I reported the conduct but felt that it was not addressed appropriately.	*27*	*37.5*
Yes, I reported the conduct and the outcome is still pending.	*16*	*22.2*
Yes, I reported the conduct, but the outcome was not shared.	*14*	*19.4*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*9*	*12.5*
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*6.9*
Yes, I reported the conduct, but chose not to pursue.	*< 5*	*---*

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 762). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Three hundred seventy-three Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on any exclusionary, intimidating, offensive, and/or hostile conduct that they personally experienced. For Undergraduate Student and Graduate Student respondents, two themes emerged: offensive conduct in academic courses and opportunities, and hostile behavior and assault on campus. For Staff respondents, one theme emerged: lack of accountability. For Faculty respondents, themes included gender-based misconduct and exclusion of non-tenure-track faculty.

<u>Undergraduate and Graduate Student respondents</u>

Offensive Conduct in Academic Courses and Opportunities. Undergraduate Student and Graduate Student respondents indicated that they personally experienced offensive conduct within the classroom. Respondents explained, "Teacher laughed and told class that when she was a nurse everyone called urine collection bins 'Mexican's hat'…," "One professor made a sexual assault joke on the very first day of class…," "Professor [redacted] yelled at a student for bringing her children to class and created a hostile classroom environment that showed complete disregard and disrespect for the student...," and "There were racial slurs and jokes being thrown around in the Health Department by students. They particularly were targeting African Americans." Student respondents also shared instances that specifically occurred among peers. Respondents commented, "…My major had a group chat, and then some men made a new group chat with everyone except the democrats and called it 'without the stupids'," "I have been discluded in group projects when students knew that I was hard of hearing, as well as teachers made me uncomfortable for asking for cooperation with accommodations," and "… not living on campus is nearly never brought into consideration by faculty asking you to attend on campus or in city events. This has lowered my grade and or status in a student group because I am one of many students that simply cannot afford the outrageous price of living on or near campus." Other respondents stated, "It was a group project. A team mate (white male) OUT OF NOWHERE accused me and another female team mate (both of us [redacted]) of not contributing enough to the project, when ironically it was him that did the least work. I called him out, and it turned into an ugly exchange on Canvas… he started talking about us in the third person and implying to another (white male) team mate that SJSU 'system has deteriorated into this', implying that

certain people who don't deserve to be here are here because of said 'system'," and "I applied for a short-term study abroad and I was asked questions about who would take care of my children while I was away for the 3-week duration. I was also told that my former volunteer work (which was affiliated with my church) was not aligned with the beliefs in the country in which the program would be visiting. Last, I was reminded that the majority of students who would be attending the trip would be younger than me."

Student respondents also described instances of hostile behavior when receiving advising or working with their advisor. They shared, "I went to Student Service Center for a drop in advice. An advisor told me he only did appointment advice. He threatened me he would call the police because I didn't make an appointment and he saw me cut in line. He could just tell me he doesn't do drop-in service…," and "I went to a group advising for nursing program last year, and the advisor was cheerful as doing her jobs, she eagerly answered the questions of some of the attendees' questions, and even engaged in long conversation with them. However, when she talked to the Asian group, she acted like out of patience, and even gave out some harsh words. This experience has ever made me give up the thought of studying on campus because of her disgusting attitude…," and "My academic advisor recommended me to take some writing courses and three year track instead of two just because the advisor generalized that like most students from the undergrad major and the country, I am from, do not have good writing skills. Moreover, I am performing equivalent, and even better, than most students in my courses regarding writings. Due to this, I have to spend another year to complete my masters."

Hostile Behavior and Assault on Campus. Undergraduate Student and Graduate Student respondents shared instances where they personally experienced intimidating and hostile behavior on campus. Respondents explained, "Police thought I wasn't a student even though I presented my room key to temporary housing unit at SJSU [redacted]. I fell asleep on lounge chair while reading a book," "There was three people in the elevator, myself, this man and what appeared to be either his date or his friend (a woman). They got off at the fifth floor and the man made a comment as he got off …I had an amazing night out and really felt comfortable in San José expressing my gender. That was until this young man left the elevator and gently laughed after slightly whispering the words, 'What a crossdressing tranny'. This night has been in the back of mind ever since." Others shared experiences with strangers on campus, "… A homeless

person waved his penis at me in the SJSU library bathroom… A homeless person said he was going to kill me while I crossed paths with him on campus," "Some of the incidents involve being catcalled off campus, being constantly harassed by campus religious organizations, having a threat written on my car at home and roofing tacks left next to my tires on multiple occasions, and being mistreated by staff," "A man stalked me in the library and cornered me so I couldn't leave. He told me I was very beautiful and I felt threatened and fearful, so I said thanks to avoid any potential harm," and "I was walking back to the West Parking Garage with a female friend after a student organization meeting… A strange white male came up to us and walked into me, bumping his shoulder into mine. He asked if we were trying to fight or shoot. He physically confronted us and kept repeatedly telling us to put a bullet in his head. We were confused and scared…."

Some respondents shared experiences occurring at work and home, "I was physically and verbally assaulted at work… She was not a student from campus, or at all probably had mental issues or so, she didn't seem like she was fine. As she was talking to me she was accusing me of things that never happened and scratched me and broke the computer in front of me before she ran away…," and "I was a [redacted] for SJSU [redacted]. Another [person] who was a friend and significant other of another friend at the time sexually assaulted me. I told my supervisors and reported the incident to Title IX. I lived with the [redacted]friend and friend of the person who sexually assaulted me. They knew about the situation but sided with the [person] who sexually assaulted me... This was during the Title IX investigation and I was distraught and it was affecting my ability to work [redacted]. I spoke with [redacted] about the situation and they told me it would be simple to move the other roommates out of the room. I met with the [redacted] within [redacted], but [they] made the situation seem as if it was not a big deal and tried to justify that the roommates were simply trying to communicate with me. [They] knew about the Title IX situation but did not attribute it as a factor in the incident. I felt like I didn't have support. I was forced to move to another room and another [redacted] announced it to our whole staff, making me feel embarrassed and making me worry that people would question why. This also made my job more difficult because I had to start over with residents who did not know me. The Title IX office was amazing and supportive, but I felt so alone and hurt and unsupported by [redacted].

Staff respondents

Lack of Accountability. Staff respondents explained that even though exclusionary behavior occurred at work, there was a lack of accountability due to power imbalances, workplace hierarchy, and fear of retaliation. Respondents explained that these behaviors were enacted by either supervisors or their supervisor who did not report them on their behalf. Respondents commented, "My supervisor continues to gaslight me and the VP supports this individual's efforts. I do not feel like I have anyone to turn to without retaliation or getting fired," "I was told by my direct manager that it was nothing and reporting it would be go nowhere because a supervisor can remind their employee their rank and status," "I felt I could not go to my supervisor or University Personnel based on their relationships with the senior administrator," and "I am MPP, person decided I was inept, evaluates my work which is unrelated to their work and routinely submits 'lists' of everything I do wrong and of my incompetence to my boss, gaslighting. Boss is not supportive and is friends with this person so I walk on eggshells... Annual evals focused on conflict and all accomplishments given little to no value." One respondent elaborated further on their experiences with their supervisor, "My former supervisor on campus is a heterosexual white male that struggles with huge insecurities and is threatened by any new ideas that are not his own or anyone that reports to him demonstrating initiative or being recognized by others on campus as someone with potential. I was reprimanded by phone, in person, and on my performance evaluation for sending an email to our [redacted] inviting them to participate in a [redacted] concerning their experiences with a particular subject related to our office's services. I had colleagues on campus tell me that he was monitoring my calendar and calling to check to see if I was 'actually going to meetings'… he constantly talked down to me and other female employees in ways that he never interacted with males - and he actually wrote out on paper our binary gender-based dress code in which men were allowed to wear shorts but women could only wear dresses, skirts, or pants which is ridiculously old-fashioned and non-inclusive to folks with differing gender identities and expressions."

Respondents also shared that reporting was pointless. Respondents explained, "Why? Some people on this Campus are considered untouchable. They have done what they do for years and only get slaps on the hand. This allows them and those they bring into positions of authority to continue the vailed [*sic*] abuse towards those beneath them," "When faculty bully, there is

nothing to report at SJSU. If you are not targeted for a government defined reason, the University says its fair game to hurt you," and "I was groped by [redacted] at a co-workers going away party in the [redacted]. She is apparently known for this on campus and no one has done anything about it. I did not come forward out of fear of retaliation and embarrassment...." Other respondents echoed these sentiments, "Over the years this person has gained the trust of his upper managers / VPs etc. In this University a person like them holds more weight and whenever they commit an action that would in other companies that would get them fired. This person is protected by their cronies," "He sends rude emails that are demeaning, I think it is because I am a woman. He demeans students. He is discriminatory to them. He gives add codes to students based on race and signs off on petitions and major forms based on race. He harasses his faculty and staff. And the worst part is that he has been reported to the AD and the Dean and they just keep letting him get away with it," and "I tried to let [my] union know what was happening, but that avenue never came through. I was going to do a formal report but when looking at the form. It asked for witnesses and I felt uncomfortable putting my co-workers on the spot to back me up as credible witnesses because of possible retaliation to anyone one of us."

Faculty respondents

Gender-based Misconduct. Faculty respondents described multiple instances of exclusionary and hostile behavior based on gender identity. Respondents stated, "Women of color faculty are overworked and under recognized if not attacked for the work that they do to address structural inequalities -- therefore creating more emotional and actual labor for us to appease the dominant groups," "A male coworker is trying to pressure me into doing what he wants me to do to benefit his students such as adding his students over the cap, providing time conflict memos, and creating exceptional arrangements that require additional work on my part. Sounds trivial but it's gone from little asks in emails to requests that go way above and beyond. He is not my boss or in any position of authority but is acting like he controls my job." Faculty respondents also stated, "One example, during a faculty meeting I presented a possible solution to a challenge that was dismissed. Immediately following, a male colleague presented the same solution and it was accepted as the best solution to pursue," "A senior, white male colleague essentially undermined me publicly at a meeting attended by all department members, and has done this in multiple department meetings (it is a pattern, and one that attempts to disrupt departmental harmony).

Patronizing comments were made that made me very uncomfortable; also a number of department members felt distressed enough to apologize to me, express concern about the behavior, and reported it to our dean," "In a meeting with the chair of my department, he asked what my husband does. I replied that my husband [redacted], and the chair said, 'Then why are you bothering to be a lecturer? You should be a stay at home wife.',"" and "From older, male, colleagues (fellow faculty members), I am frequently told how 'nurturing' I am, and how that is a strength of my teaching."

Exclusion of Non-Tenure-Track Faculty. Non-Tenure-Track Faculty respondents described instances of exclusionary behavior from others. Respondents stated, "I was in a [redacted] meeting and the tenure-track person refused to let me sit in the one open seat next to them [redacted]. I had to therefore sit behind the other faculty (quite like sitting in the back of the bus). This faculty then during the meeting referred to something I said (actually supporting it) but referred to me as 'lecturer' rather than by my name," and "I am a lecturer who taught the redacted] a course and the tenure track faculty who taught the [redacted] had been treating us the [redacted] instructors poorly, humiliating us in front of students. I then confronted then in an email, which made them very offended. And who would have thought, they happened to be my [redacted] for the [redacted] and they took that experience out on my evaluation by giving me really bad [redacted]… I was told to let go of this event as she will likely stay as I am JUST A [redacted] so I didn't report it to the discrimination office." Other respondents echoed these sentiments and commented, "At a faculty meeting, the chair praised all the T/T faculty for their achievements and service but did not mention mine at all. I emailed him after and asked why--he forgot. How do you forget your [redacted] and [redacted] advisor--not to mention multiple other positions on campus. He did not mention any lecturers," and "All non-tenured and non-tenured track faculty were expressly told via multiple email messages from the [redacted] to not attend two regularly scheduled monthly faculty department meetings during the Spring 2019 semester so that the tenured/tenure-track faculty ONLY could discuss the merits of whether any other faculty could attend, participate, and vote. We were given absolutely no input or information about the discussions, and the result of the two meetings was that non-tenured or tenure-track faculty were only from that point forward given only fractional voting rights. The message was very clear that we were no longer welcome at department meetings or that our opinions were not valued. This was despite the fact that less than 10% of part-time faculty even attended

department meetings and never had other than minimal influence regarding decisions. The new policy basically reduced our effective voting rights from a collective 10% to less than 4% - even though we constitute more than 60% of the department's total teaching faculty. I was one of only a very few part-time faculty members who regularly attended the meetings. Now I will never attend the meetings again - even though my [redacted] years of teaching at the department is much longer than any of the tenure/ tenure track faculty who instigated the new exclusionary policy."

Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Respondents' observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Eighteen percent (n = 773) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) learning or working environment at SJSU[59] within the past year. Twenty-seven percent (n = 206) of respondents who observed such conduct indicated that they witnessed one instance in the past year, 23% (n = 172) observed two instances, 18% (n = 136) observed three instances, 6% (n = 46) observed four instances, and 26% (n = 197) witnessed five or more instances of exclusionary conduct in the past year.

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was believed to be based on ethnicity (25%, n = 192), racial identity (22%, n = 172), gender/gender identity (20%, n = 152), position status (18%, n = 137), religious/spiritual views (18%, n = 135), political views (16%, n = 123), age (13%, n = 97), or philosophical views (11%, n = 86). Twenty percent (n = 157) of respondents indicated that they did not know the basis for the conduct (Table 47).

Table 47. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	n	% of respondents who observed conduct
Ethnicity	192	24.8
Racial identity	172	22.3
Gender/gender identity	152	19.7
Position (e.g., staff, faculty, student)	137	17.7
Religious/spiritual views	135	17.5
Political views	123	15.9
Age	97	12.5
Philosophical views	86	11.1
Gender expression	81	10.5

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[59] This report uses "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working or learning environment at SJSU?"

Table 47. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	n	% of respondents who observed conduct
Sexual identity	69	8.9
Immigrant/citizenship/visa status	59	7.6
Socioeconomic status	58	7.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B96 in Appendix B.

Due to recent events surrounding the Black Lives Matter movement, the CCBC requested that Rankin & Associates provide additional context to some of the results from the survey in terms of racial identity. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. By racial identity, 27% (*n* = 37) of Filipinx respondents, 22% (*n* = 134) of Multiracial respondents, 21% (*n* = 228) of White respondents, 20% each of Black/African/African American respondents (*n* = 25) and Historically Underserved respondents (*n* = 54), 16% (*n* = 139) of Hispanic/Latinx/Chicanx respondents, and 12% (*n* = 125) of Asian/South Asian respondents had observed exclusionary conduct in the last year (Table 48).

Table 48. Respondents' Who Observed Exclusionary Conduct by Racial Identity

Racial identity	n	%
Filipinx	37	27.2
Multiracial	134	21.9
White	228	20.5
Black/African/African American	25	19.8
Historically Underserved	54	19.5
Hispanic/Latinx/Chicanx	139	16.1
Asian/South Asian	125	11.7

Because of recent events related to various religions on campus, SJSU requested that Rankin & Associates include descriptive information for this question based on religious/spiritual affiliation. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. Twenty-three percent each of Muslim Affiliation respondents (*n* = 21) and Respondents with Multiple Affiliations (*n* = 52), 22% (*n* = 29) of Respondents with Many and Diverse Religious Affiliations, 20% (*n* = 341)

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of No Affiliation respondents, 19% (*n* = 11) of Jewish Affiliation respondents, 16% (*n* = 243) of Christian Affiliation respondents, 13% (*n* = 25) of Buddhist Affiliation respondents, and 7% (*n* = 13) of Hindu Affiliation respondents had observed exclusionary conduct in the last year (Table 49).

Table 49. Respondents' Who Observed Exclusionary Conduct by Religious Affiliation

Religious Affiliation	*n*	%
Muslim Affiliation	21	23.3
Multiple Affiliations	52	22.8
Many and Diverse Religious Affiliations	29	22.0
No Affiliation	341	20.0
Jewish Affiliation	11	19.0
Christian Affiliation	243	16.2
Buddhist Affiliation	25	12.7
Hindu Affiliation	13	7.2

Figure 46 and Figure 47 separate by demographic categories (i.e., racial identity, gender identity, position status, and religious affiliation) the responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

For analysis purposes, the CCBC approved a five-category racial identity variable. A higher percentage of Historically Underserved respondents (22%, $n = 116$), Multiracial respondents (22%, $n = 134$), and White respondents (21%, $n = 228$) than Asian respondents (12%, $n = 125$) observed exclusionary, intimidating, offensive, and/or hostile conduct[xxviii] (Figure 46). In addition, a higher percentage of Multiracial respondents (22%, $n = 134$) than Hispanic/Latinx/Chicanx respondents (16%, $n = 139$) observed exclusionary, intimidating, offensive, and/or hostile conduct. A higher percentage of Trans-spectrum respondents (34%, $n = 70$) than Men respondents (17%, $n = 234$) and Women respondents (18%, $n = 461$) observed such conduct.[xxix] The CCBC combined religious/spiritual affiliations into a four-category variable for analysis. A higher percentage of Respondents with No Religious Affiliation (20%, $n = 341$) than Respondents with Christian Affiliation (16%, $n = 243$) observed such conduct (Respondents with Many and Diverse Religious Affiliations [16%, $n = 105$] and Respondents with Multiple Affiliations [22%, $n = 46$] were not statistically different from other groups).[xxx]

Figure 46. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity, Gender Identity, and Religious Affiliation (%)

Significantly higher percentages of Staff respondents (23%, $n = 156$) and Faculty respondents (23%, $n = 155$) than Undergraduate Student respondents (16%, $n = 381$) and Graduate Student respondents (13%, $n = 81$) observed exclusionary, intimidating, offensive, and/or hostile conduct[xxxi] (Figure 47). A higher percentage of Non-Transfer Undergraduate Student respondents (19%, $n = 245$) than Transfer Undergraduate Student respondents (14%, $n = 132$)[xxxii] and higher percentages of Tenured Faculty respondents (31%, $n = 56$) and Tenure-Track Faculty respondents (37%, $n = 40$) than Non-Tenure-Track Faculty respondents (15%, $n = 59$)[xxxiii] observed such conduct.

Figure 47. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Undergraduate Student Status, and Faculty Status (%)

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Table 50 illustrates that respondents most often observed this conduct in the form of a person who was intimidated or bullied (31%, $n = 239$), the target of derogatory verbal remarks (28%, $n = 216$), ignored or excluded (28%, $n = 214$), isolated or left out (23%, $n = 178$), or experiencing a hostile work environment (18%, $n = 137$).

Table 50. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of respondents who observed conduct
Person intimidated or bullied	239	30.9
Derogatory verbal remarks	216	27.9
Person ignored or excluded	214	27.7
Person isolated or left out	178	23.0
Person experienced a hostile work environment	137	17.7
Person was stared at	131	16.9
Racial/ethnic profiling	127	16.4
Person experienced a hostile classroom environment	108	14.0
Person was the target of workplace incivility	103	13.3
Person's position on campus was questioned	88	11.4

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 773$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B97 in Appendix B.

Additionally, 24% ($n = 186$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened while walking on campus (Table 51). Some respondents noted that the incidents occurred in other public spaces at SJSU (23%, $n = 181$), in a class/laboratory (21%, $n = 163$), or in a meeting with a group of people (18%, $n = 138$).

Table 51. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of respondents who observed conduct
While walking on campus	186	24.1
In other public spaces at SJSU	181	23.4
In a class/laboratory	163	21.1
In a meeting with a group of people	138	17.9
While working at an SJSU job	117	15.1
In an SJSU staff/administrative office	101	13.1
In a meeting with one other person	74	9.6

Table 51. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	*n*	% of respondents who observed conduct
On phone calls/text messages/email	60	7.8
Off campus	59	7.6
In a faculty office	50	6.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B98 in Appendix B.

Fifty percent (*n* = 388) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 52). Other respondents identified coworkers/colleagues (15%, *n* = 117), staff members (14%, *n* = 111), faculty members/other instructional staff (14%, *n* = 106), or friends (13%, *n* = 103) as targets.

Table 52. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	*n*	% of respondents who observed conduct
Student	388	50.2
Coworker/colleague	117	15.1
Staff member	111	14.4
Faculty member/other instructional staff	106	13.7
Friend	103	13.3
Stranger	92	11.9
Student staff	55	7.1
Student organization	31	4.0
Supervisor or manager	24	3.1
Department/program chair	19	2.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B93 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 29% (*n* = 221) noted that students were the sources of the conduct (Table 53). Respondents identified additional sources as faculty

members/other instructional staff members (20%, $n = 158$), strangers (16%, $n = 123$), staff

members (13%, $n = 98$), and coworker/colleague (10%, $n = 74$).

Table 53. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	n	% of respondents who observed conduct
Student	221	28.6
Faculty member/other instructional staff	158	20.4
Stranger	123	15.9
Staff member	98	12.7
Coworker/colleague	74	9.6
Supervisor or manager	67	8.7
Student organization	57	7.4
Senior administrator (e.g., dean, vice president, provost, associate vice president)	55	7.1
Off-campus community member	48	6.2
Department/program chair	44	5.7

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 773$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B94 in Appendix B.

In response to this conduct, 58% ($n = 449$) of respondents felt angry, 43% ($n = 335$) felt

distressed, 40% ($n = 309$) felt sad, 23% ($n = 178$) felt embarrassed, 16% ($n = 127$) felt afraid, and

11% ($n = 88$) felt somehow responsible (Table 54). Of respondents who indicated their

emotional response was not listed, several added comments that they felt "annoyed," "confused,"

"disappointed," "frustrated," and "helpless."

Table 54. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who experienced conduct
Angry	449	58.1
Distressed	335	43.3
Sad	309	40.0
Embarrassed	178	23.0
Afraid	127	16.4

Table 54. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who experienced conduct
Somehow responsible	88	11.4
A feeling not listed above	109	14.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 32% (*n* = 245) offered support to the person affected, 29% (*n* = 220) told a friend, 24% (*n* = 186) did not do anything, and 20% (*n* = 151) told a coworker (Table 55). Of the respondents (10%, *n* = 75) who contacted an SJSU resource, 19% (*n* = 14) sought support from the Title IX Coordinator, 16% (*n* = 12) each sought support from a faculty member or senior administrator (e.g., dean, vice president, provost, associate vice president), 11% (*n* = 8) sought support from University Personnel (includes Faculty affairs and Discrimination, Harassment, and Retaliation), and 9% (*n* = 7) each from department/program chair, SJSU University Police Department (UPD) or staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life Staff).

Table 55. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	n	% of respondents who observed conduct
I offered support to the person affected.	245	31.7
I told a friend.	220	28.5
I did not do anything.	186	24.1
I told a coworker.	151	19.5
I avoided the person/venue.	148	19.1
I did not know to whom to go.	114	14.7
I told a family member.	112	14.5
I contacted an SJSU resource.	75	9.7
Title IX Coordinator	*14*	*18.7*
Faculty member	*12*	*16.0*
Senior administrator (e.g., dean, vice president, provost, associate vice president)	*12*	*16.0*

Table 55. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	n	% of respondents who observed conduct
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	8	10.7
Department/program chair	7	9.3
SJSU University Police Department (UPD)	7	9.3
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	7	9.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B100 in Appendix B.

Table 56 illustrates that 89% (*n* = 671) of respondents did not report the incident and that 11% (*n* = 85) of respondents did report the incident. Of the respondents who reported the incident, 26% (*n* = 13) reported the outcome was not shared, and 22% (*n* = 11) were satisfied with the outcome.

Table 56. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	n	% of respondents who observed conduct
No, I didn't report it.	671	88.8
Yes, I reported it.	85	11.2
Yes, I reported the conduct, but the outcome was not shared.	13	26.0
Yes, I reported the conduct and was satisfied with the outcome.	11	22.0
Yes, I reported the conduct but felt that it was not addressed appropriately.	9	18.0
Yes, I reported the conduct and the outcome is still pending.	8	16.0
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	6	12.0
Yes, I reported the conduct, but chose not to pursue.	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Two hundred and seventy-three respondents further elaborated on any exclusionary, intimidating, offensive, and/or hostile conduct that they personally experienced. For Undergraduate Student and Graduate Student respondents, one theme emerged: external groups on campus. For Staff respondents, two themes emerged: bullying and retaliation, and bias. For Faculty respondents, one theme emerged: lack of accountability and action.

Undergraduate Student and Graduate Student respondents

External Groups on Campus. Undergraduate Student and Graduate Student respondents elaborated on intimidating and hostile conduct from external groups on campus. Respondents stated, "… A couple of people (not associated with SJSU) came during what I believe to remember as the Student Organization Fair. They brought a huge poster that said 'They will go to Hell' with a bunch of groups or people under that title (ex. Muslims, Jews, LGBTQ+, etc.). The people affiliated themselves with a religion. They also had cameras and megaphones, which also created the hostile environment," "I didn't see it, but at the beginning of the semester I know someone came out campus and was promoting white supremacy. The school shared limited information on the incident and it made me feel even more insecure about walking around campus because I didn't know the exact details…," and "A particular group on campus was outside of Clark Hall, yelling to vote women out of office, vote out the f*ggots and n*ggers. My friend called the UPD and UPD nearly did not do anything until I took the phone and was hostile towards them." Other respondents elaborated on the religious groups on campus, "One of the things that have always made the climate of SJSU different [for] me and hard sometimes is the constant recruitment of religious-based clubs that don't understand the meaning of no. Religion is something is personal and should be respected. When these individuals confront you, they don't ask you if you are interested in their club, but rather just dig in without even knowing if the person cares. It's irritating to see that you tell these individuals that you don't want to know more but do otherwise…," and "There is a group organization (I'm not entirely sure if they are an on campus org but they are always around 7th street plaza) that approaches students to ask if they want to hear about their organization and ask one's religious standpoint. Whether you say you are religious or uninterested, they are very pushy and try to get your phone number. If they see

you again, they will approach again despite one previously telling them no. I had a friend who let her use her phone and that person called themselves and now have her number. They text insistently as well and will stop people on their way to class or get in front of their line of walking/biking/scootering/etc. and it has made both myself and a few of my other peers that they do not seem to understand personal space and boundaries." Respondents added, "These bible cult followers are always on campus and it's been getting concerning how it's been happening for a while without much change. There's always online posts about these people and some of them have been about physical stalking into the MLK library, physical intimidation, and harassment via phone calls and text messages. Sometimes, I don't feel safe on campus because of this and I get concerned whenever I'm near the MLK library where most of these religious cult recruiters congregate," and "My first interaction with one of these groups occurred during my first week on campus as I sat alone outside. Two young women approached me and complimented me in some way. They chatted about school and campus, and then brought up their 'bible study.'…I was approached on at least 4 or 5 occasions over the last two years, and saw them approach countless students. Notably, they would only approach me when I was alone and appeared to have nothing to do. Even more concerning, they would most frequently approach other students who were alone, looked younger, and were not actively doing something. Though it is not incontrovertible proof, it points to a tendency to target students that are likely more vulnerable to recruitment: young, naive, alone, lonely, away from home for the first time, in need of attention/socialization, and thus more likely to respond to manipulation."

Staff respondents

Bullying and Retaliation. Staff respondents indicated that they witnessed bullying and retaliation at SJSU. Respondents shared, "I constantly hear about discrimination and bullying towards our custodians and groundskeeper however, its pointless to say anything as its an ongoing problem and the university does nothing about it. Number one they should see the areas that have a high turn over," "I have made reports of bullying, drugs being used at work, and BB guns being found at Work. All this at [redacted] department," "Both administrators used retaliation on the faculty member and myself for speaking out so I stopped doing anything more in fear of what they would do," and "In my last department - we were all experienced the hostility. I tried to get us all to report it, but no one wanted to out of fear of retaliation. Instead we all one by one found

different employment. SJSU needs to look at departments to figure out why there is such high turnover. These supervisors and senior administrators know what to say and how to say it so there is no record besides 'he said she said'." Respondents also stated, "Some supervisors (very few, but some) who are not MPPs, rather level IV's, etc. seem emboldened by their job security as well as a resentment for others below them, and take full advantage of their position in power with bullying behavior," "One of the directors here uses intimidation and fear tactics. We all see it and/or have experienced it firsthand. She also has no tact in the things she says sometimes, and singles people out. Nothing ever happens or goes reported because people are afraid to jeopardize their jobs," and "The target's supervisor overheard and lambasted the employee in front of me for her completely appropriate and correct answer. It was extremely uncomfortable as a brand new employee. I found the target crying in her office later. It was suggested that I not bother reporting it by my supervisor because the target's supervisor is notoriously toxic and hostile and she is somehow protected and unfireable. It was suggested that my report would be cause of retaliation against the target."

Bias. Respondents shared that they witnessed instances of bias on-campus. Respondents commented, "Racial remarks were made to a colleague and generalizations about that ethnic group (i.e. 'Your people eat beans.')," "A student worker was racially profiled because of what she was wearing and her hair style," "I heard a group of students making derogatory jokes about transgender individuals and the concept of gender fluidity," and "A senior staff member made derogatory comments to students, targeting who they were as opposed to what they've done. Advised based on mockery, discouragement, and harassment." Staff respondents also shared issues with systematic bias; respondents offered, "Most reports, especially Title IX, are not addressed fairly. There is clear bias in the process and this has been alerted to numerous VPs or higher. Specially if a student is API, they have a vastly different experience with the office," "You would not plan a graduation on Christmas, so for SJSU to plan a commencement on a Muslim most holy day of Ramadan is hypocritical of SJSU's mission for diversity and inclusivity. Our muslim student population and their family should not have to choose between attending graduation or their religion," and "I have many interactions with UPD and the students. Several of which UPD showed bias against my students of color. At one time UPD walked into a room of black men and asked 'Are you on the basketball team' the students replied 'no we are just black'. UPD was investigating a student and when they pulled him out of his room they met

him with aggression and constant yelling at him even though he was calm and were answering all their questions respectfully. Another incident a student of color was randomly attacked while walking to the cafeteria UPD told him not to play pokemon go while walking he needed to pay more attention. Another incident a girl had just experienced an incident where her boyfriend trapped her in her room. UPD made the victim give her a statement by herself in her room where she was just held. UPD at times fails to see the trauma their actions are creating on our students."

Faculty respondents

Lack of Accountability and Action. Faculty respondents explained that they saw a lack of accountability and action for individuals that engage in offensive or hostile conduct. Respondents stated, "The person responsible for the conduct is well-known for this kind of conduct. No one does anything about it," "Nothing will be done by SJSU Administration," and "This faculty member does this all the time and he gets away with being intimidating and inappropriately critical." Respondents also stated concerns about reporting based on identity. Respondents commented, "Reporting actions against someone who is not a racial minority by someone who is a racial minority results in no action being taken," and "In my [redacted] years of experience at SJSU, both as a target and a witness of bullying, I have NEVER seen it take effective action against it. I'm a strong supporter of CFA, but I believe this is because 1) SJSU is frightened of litigious action by accused people, particularly if they have Title IX protected status; 2) CFA has to represent ALL its members, including accursed bullies." Another respondent was unsure of resources to report, "The bullying behavior I observed I did not know how to report. The union was uninterested since it was an issue between two faculty. Since the bullying was not based on sexual discrimination or any other protected group I did not feel Title IX helped. I felt as if there were no resources, and the bully of a Chair, who has so far driven two faculty [out] of SJSU, is now bullying a third…."

Summary

Seventy-one percent (*n* = 3,064) of respondents were "very comfortable" or "comfortable" with the climate at SJSU, and 71% (*n* = 961) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. The findings from investigations at higher education institutions across the country (Rankin &

Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus climate.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At SJSU, 18% ($n = 762$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary conduct was based on position status at SJSU, ethnicity, and gender/gender identity. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Ellis et al., 2018; Harper, 2015; Harper & Hurtado, 2007; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman et al., 2017; Sue, 2010).

Eighteen percent ($n = 773$) of SJSU survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at SJSU that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity, racial identity, and gender/gender identity. Similar to having personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

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[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(12, N = 4{,}294) = 125.3, p < .001$.

[ii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents by degree of comfort with the overall climate by student status: $\chi^2(4, N = 2{,}267) = 21.1, p < .001$.

[iii] A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort with the overall climate by faculty status: $\chi^2(8, N = 676) = 19.7, p < .05$.

[iv] A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort with the climate in their department/work unit by faculty status: $\chi^2(8, N = 675) = 17.3, p < .05$.

[v] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by position status: $\chi^2(8, N = 3{,}604) = 174.3, p < .001$.

[vi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents by degree of comfort with the climate in their classes by student status: $\chi^2(4, N = 2{,}266) = 40.1, p < .001$.

[vii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 4{,}257) = 111.4, p < .001$.

[viii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the department/program or work unit climate by gender identity: $\chi^2 (8, N = 1,326) = 30.8, p < .001$.

[ix] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by gender identity: $\chi^2 (8, N = 3,582) = 39.6, p < .001$.

[x] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2 (16, N = 4,192) = 63.9, p < .001$.

[xi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their department/program or work unit by racial identity: $\chi^2 (16, N = 1,296) = 27.4, p < .05$.

[xii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by racial identity: $\chi^2 (16, N = 3,532) = 65.6, p < .001$.

[xiii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2 (8, N = 4,018) = 32.5, p < .001$.

[xiv] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by sexual identity: $\chi^2 (8, N = 3,403) = 23.9, p < .01$.

[xv] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2 (8, N = 4,243) = 60.1, p < .001$.

[xvi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the department/program or work unit climate by disability status: $\chi^2 (8, N = 1,324) = 16.7, p < .05$.

[xvii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by disability status: $\chi^2 (8, N = 3,566) = 47.3, p < .001$.

[xviii] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by first-generation status: $\chi^2 (4, N = 3,579) = 21.9, p < .001$.

[xix] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: $\chi^2 (12, N = 4,224) = 49.8, p < .001$.

[xx] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the department/program or work unit climate by citizenship status: $\chi^2 (8, N = 1,332) = 16.3, p < .05$.

[xxi] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by citizenship status: $\chi^2 (8, N = 3,542) = 19.1, p < .05$.

[xxii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2 (3, N = 4,295) = 86.6, p < .001$.

[xxiii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on position status by position status: $\chi^2 (3, N = 762) = 39.1, p < .001$.

[xxiv] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2 (3, N = 4,193) = 39.3, p < .001$.

[xxv] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on ethnicity by racial identity: $\chi^2 (3, N = 724) = 60.7, p < .001$.

[xxvi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2 (2, N = 4,258) = 49.3, p < .001$.

[xxvii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on gender/gender identity by gender identity: $\chi^2 (2, N = 749) = 43.6, p < .001$.

[xxviii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2 (4, N = 4,188) = 46.1, p < .001$.

[xxix] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2 (2, N = 4,254) = 36.5, p < .001$.

[xxx] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious affiliation: $\chi^2 (3, N = 4,099) = 13.2, p < .01$.

[xxxi] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2 (3, N = 4,288) = 37.2, p < .001$.

[xxxii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by undergraduate student status: χ^2 $(1, N = 2{,}266) = 9.4, p < .01$.

[xxxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by faculty status: $\chi^2 (2, N = 676) = 30.9, p < .001$.

Unwanted Sexual Experiences

Ten percent (*n* = 420) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,[60] with 2% (*n* = 87) experiencing relationship violence (e.g., pattern of being ridiculed, controlled, physically harmed), 3% (*n* = 121) experiencing gender-based stalking (e.g., following me, on social media, texting, phone calls), 7% (*n* = 287) experiencing unwanted sexual interaction (e.g., sexting, catcalling, repeated sexual advances, sexual harassment), and 2% (*n* = 105) experiencing unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) while a member of the SJSU community (Figure 48).

Figure 48. Respondents' Experiences of Unwanted Sexual Contact/Conduct
by Position Status (*%*)

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[60] The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and defined it as "interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy." -this isn't the definition for this survey.

Relationship Violence

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (3%, $n = 60$) than Graduate Student respondents (2%, $n = 9$), Faculty respondents (1%, $n = 9$), and Staff respondents (1%, $n = 9$) experienced relationship violence (Figure 49).[xxxiv] A higher percentage of Non-Transfer Undergraduate Student respondents (3%, $n = 42$) than Transfer Undergraduate Student respondents (2%, $n = 15$) experienced relationship violence.[xxxv]

Figure 49. Respondents' Experiences of Relationship Violence While at SJSU by Position Status and Undergraduate Student Status (*n*)

Analyses of the data suggested that a higher percentage of Trans-spectrum respondents (5%, $n =$ 11) than Women respondents (3%, $n = 65$), along with a higher percentage of Women respondents than Men respondents (1%, $n = 10$), experienced relationship violence (Figure 50).[xxxvi] Higher percentages of Bisexual/Pansexual respondents (6%, $n = 19$) and Queer-spectrum (3%, $n = 18$) than Heterosexual respondents (2%, $n = 46$) experienced relationship violence.[xxxvii]

Figure 50. Respondents' Experiences of Relationship Violence While at SJSU by Gender Identity and Sexual Identity (*n*)

Analyses of the data suggested that higher percentages of Multiracial respondents (3%, $n = 18$) and Hispanic/Latinx/Chicanx respondents (3%, $n = 26$) than Asian respondents (1%, $n = 11$) experienced relationship violence (Figure 51) (Historically Underserved respondents [2%, $n = 12$] and White respondents [2%, $n = 19$] were not statistically different from other groups).[xxxviii] A higher percentage of Respondents with a Single Disability (5%, $n = 15$) than Respondents with No Disability (2%, $n = 64$) experienced relationship violence (Respondents with Multiple Disabilities [4%, $n = 7$] were not statistically different from other groups).[xxxix]

Figure 51. Respondents' Experiences of Relationship Violence While at SJSU by Racial Identity and Disability Status (n)

Nearly half of respondents (43%, $n = 37$) who indicated that they experienced relationship violence indicated it happened within the past year, and 20% ($n = 17$) noted it happened two to four years ago.

Student respondents[61] were also asked to share what semester in their college career they experienced relationship violence. Of Student respondents who indicated that they experienced relationship violence, 58% ($n = 40$) noted that it occurred in their first year, and 46% ($n = 32$) noted that it occurred in their second year (Table 57).

Table 57. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	n	%
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	16	23.2
First year	40	58.0
Fall semester	*30*	*75.0*
Spring semester	*32*	*80.0*
Summer semester	*11*	*27.5*
Second year	32	46.4
Fall semester	*23*	*71.9*
Spring semester	*21*	*65.6*
Summer semester	*6*	*18.8*
Third year	19	27.5
Fall semester	*13*	*68.4*
Spring semester	*10*	*52.6*
Summer semester	*6*	*31.6*

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B58 in Appendix B.

Seventy-one percent ($n = 62$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified SJSU students (20%, $n = 17$) as perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 71% ($n = 62$) of respondents indicated that they occurred off campus and 47% ($n = 41$) indicated they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as "apartment," "at home," and "my living space." Respondents who experienced

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[61] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

relationship violence on campus stated that the instances happened in "dorm," "in office," and "library, walking on campus."

Asked how they felt in response to experiencing relationship violence, 71% ($n = 62$) felt sad, 67% ($n = 58$) felt distressed, 61% ($n = 53$) felt angry, 53% ($n = 46$) felt afraid, 51% ($n = 44$) felt embarrassed, and 46% ($n = 40$) felt somehow responsible (Table 58).

Table 58. Emotional Reaction to Relationship Violence

Emotional reaction	n	%
Sad	62	71.3
Distressed	58	66.7
Angry	53	60.9
Afraid	46	52.9
Embarrassed	44	50.6
Somehow responsible	40	46.0
A feeling not listed above	14	16.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 87$). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, 32% ($n = 28$) of respondents avoided the person/venue, 29% ($n = 25$) did not do anything, and 24% ($n = 21$) did not know to whom to go (Table 59).

Table 59. Actions in Response to Relationship Violence

Action	n	%
I avoided the person/venue.	28	32.2
I did not do anything.	25	28.7
I did not know to whom to go.	21	24.1
I sought information online.	20	23.0
I confronted the person(s) at the time.	18	20.7
I confronted the person(s) later.	18	20.7
I told a family member.	18	20.7
I told a coworker.	14	16.1
I contacted an SJSU resource.	12	13.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 87$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B62 in Appendix B.

Eleven percent (*n* = 9) of respondents officially reported the relationship violence, and 90% (*n* = 77) did not report the incident(s) (Table 60).

Table 60. Respondents' Reporting of Relationship Violence

Reporting the relationship violence	*n*	%
No, I did not report it.	77	89.5
Yes, I reported it.	9	10.5
Yes, I reported the conduct and was satisfied with the outcome.	*< 5*	*---*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct, but chose not to pursue.	*0*	*0.0*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	*---*

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence (*n* = 87). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Sixty-six Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on why they did not report relationship violence. Two themes emerged from respondents: severity of the incident and retaliation.

Severity of the Incident. Respondents believed that the relationship violence was not severe enough to be reported. Respondents explained, "I did not report the relationship violence because it did not need to be reported. This is because it was mental abuse, you can't convict someone of mental abuse," "I didn't feel like it was reportable and I didn't want them to get in trouble," "Didn't seem drastic enough to report," and "Didn't feel it was as serious at the moment."

Retaliation. Respondents explained that they feared retaliation or received retaliation for reporting, "I attempted to resolve through staff member's HR but that was whistleblowing and I was marginalized, 'benched', informally demoted, that person informally promoted, bad evals, blamed. My boss and the person are friends. I didn't want to lose my job so I stopped trying to resolve the conflict," "The person causing problems was my supervisor. I didn't think that HR would take appropriate action and I was really concerned about it provoking a hostile situation at work. I really needed the job and the salary and I was lacking confidence that my work was satisfactory." Other respondents stated, "Fear of retaliation. The person is a senior ranking

administrator. I've seen what has happened to others who spoke out," and "They smeared behind my back. Made false claims. They were back up by the administration."

Respondents were asked why they thought that their report of relationship violence was not addressed appropriately, but owing to low response numbers, no theme was present.

Gender-Based Stalking

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (4%, $n = 92$) than Graduate Student respondents (2%, $n = 10$), Faculty respondents (2%, $n = 10$), and Staff respondents (1%, $n = 9$) experienced gender-based stalking (Figure 52).[xl] A higher percentage of Non-Transfer Undergraduate Student respondents (6%, $n = 72$) than Transfer Undergraduate Student respondents (2%, $n = 20$) experienced gender-based stalking.[xli]

Figure 52. Respondents' Experiences of Gender-Based Stalking While at SJSU by Position Status and Undergraduate Student Status (n)

Analyses of the data suggested that a higher percentage of Trans-spectrum respondents (8%, $n = 16$) than Women respondents (4%, $n = 94$), along with a higher percentage of Women

respondents than Men respondents (1%, *n* = 11), experienced gender-based stalking (Figure 53).[xlii] Higher percentages of Bisexual/Pansexual respondents (6%, *n* = 21) and Queer-spectrum (6%, *n* = 29) than Heterosexual respondents (2%, *n* = 65) experienced gender-based stalking.[xliii] A higher percentage of U.S. Citizen-Birth respondents (3%, *n* = 86) than Non-U.S. Citizen respondents (1%, *n* = 5) experienced gender-based stalking (U.S. Citizen-Naturalized respondents [2%, *n* = 28] were not statistically different from other groups).[xliv]

Figure 53. Respondents' Experiences of Gender-Based Stalking While at SJSU by Gender, Identity, Sexual Identity, and Citizenship Status (*n*)

Analyses of the data suggested that higher percentage of Multiracial respondents (5%, $n = 28$) than Asian respondents (2%, $n = 19$) experienced gender-based stalking (Hispanic/Latinx/Chicanx respondents [2%, $n = 21$], Historically Underserved respondents [(3%, $n = 15$], and White respondents [3%, $n = 34$] were not statistically different from other groups). (Figure 54).[xlv] Higher percentages of Respondents with Multiple Disabilities (6%, $n = 12$) and Respondents with a Single Disability (5%, $n = 16$) than Respondents with No Disability (3%, $n = 92$) experienced such conduct.[xlvi]

Figure 54. Respondents' Experiences of Gender-Based Stalking While at SJSU by Racial Identity and Disability Status (*n*)

Over half of respondents (60%, $n = 72$) who indicated they experienced gender-based stalking noted that it happened within the past year, and 11% ($n = 13$) noted it happened two to four years ago.

The survey also asked Student[62] respondents to share what semester in their college career they experienced gender-based stalking. Of Student respondents who indicated that they experienced

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[62] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

gender-based stalking, 52% ($n = 53$) noted that it occurred in their first year as a student, and

32% ($n = 33$) noted that it occurred in their second year as a student (Table 61).

Table 61. Year in Which Student Respondents Experienced Gender-Based Stalking

Year stalking occurred	*n*	%
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	8	7.8
First year	53	52.0
Fall semester	*39*	*73.6*
Spring semester	*27*	*50.9*
Summer semester	*< 5*	*---*
Second year	33	32.4
Fall semester	*16*	*48.5*
Spring semester	*16*	*48.5*
Summer semester	*< 5*	*---*
Third year	29	28.4
Fall semester	*19*	*65.5*
Spring semester	*19*	*65.5*
Summer semester	*< 5*	*---*
Fourth year	14	3.7
Fall semester	*10*	*71.4*
Spring semester	*9*	*64.3*
Summer semester	*< 5*	*---*
After my fourth year	14	13.7

Note: Table reports only Student respondents who indicated on the survey that they experienced gender-based stalking ($n = 102$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-six percent ($n = 56$) of the respondents who indicated on the survey that they experienced gender-based stalking identified an SJSU student as the perpetrator of the conduct. Respondents also identified other sources as strangers (41%, $n = 50$), or acquaintances/friends (17%, $n = 21$).

Asked where the gender-based stalking incidents occurred, 54% ($n = 65$) of respondents indicated that they occurred off campus and 56% ($n = 68$) indicated they occurred on campus. Respondents who experienced gender-based stalking off campus indicated that the incidents occurred in places such as "downtown San José," "grocery store," and "on social media." Respondents who experienced gender-based stalking on campus commented that the incidents occurred in "7th street plaza," "classroom," and "housing."

Asked how they felt in response to experiencing gender-based stalking, 52% ($n = 63$) of respondents felt distressed, 48% ($n = 58$) felt afraid, 46% ($n = 56$) felt angry, 29% ($n = 35$) felt embarrassed, 19% ($n = 23$) felt somehow responsible, and 17% ($n = 20$) felt sad (Table 62).

Table 62. Emotional Reaction to Experienced Gender-Based Stalking

Emotional reaction	*n*	%
Distressed	63	52.1
Afraid	58	47.9
Angry	56	46.3
Embarrassed	35	28.9
Somehow responsible	23	19.0
Sad	20	16.5
A feeling not listed above	27	22.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced gender-based stalking (*n* = 121). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing gender-based stalking, 64% ($n = 77$) of respondents told a friend, 48% ($n = 58$) avoided the person/venue, 24% ($n = 29$) told a family member, and 21% (n = 25) did not do anything (Table 63).

Table 63. Actions in Response to Experienced Gender-Based Stalking

Action	*n*	%
I told a friend.	77	63.6
I avoided the person/venue.	58	47.9
I told a family member.	29	24.0
I did not do anything.	25	20.7
I confronted the person(s) at the time.	24	19.8
I told a coworker.	24	19.8
I contacted an SJSU resource.	14	11.6
I contacted a local law enforcement official.	12	9.9
I sought information online.	11	9.1
I confronted the person(s) later.	10	8.3
I did not know to whom to go.	10	8.3
I sought support from off-campus hotline/advocacy services.	7	5.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced gender-based stalking (*n* = 121). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B69 in Appendix B.

Seventeen percent (*n* = 20) of respondents officially reported the gender-based stalking, and 83% (*n* = 100) did not report the incident(s) (Table 64). Of the respondents who reported the incident(s), 39% (*n* = 7) were satisfied with the outcome and 33% (*n* = 6) felt that their complaint was not addressed appropriately.

Table 64. Respondents' Reporting of Gender-Based Stalking

Reporting the stalking	*n*	%
No, I did not report it.	100	83.3
Yes, I reported it.	20	16.7
Yes, I reported the conduct and was satisfied with the outcome.	7	38.9
Yes, I reported the conduct, but felt that it was not addressed appropriately.	6	33.3
Yes, I reported the conduct, but the outcome was not shared.	< 5	---
Yes, I reported the conduct, but chose not to pursue.	< 5	---
Yes, I reported the conduct and the outcome is still pending.	< 5	---
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced gender-based stalking (*n* = 121). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Ninety Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on why they did not report the gender-based stalking. Two themes emerged from Undergraduate Student respondents: severity of the incident and not being taken seriously. No theme emerged for Graduate Student, Staff, and Faculty respondents.

Undergraduate Student respondents

Severity of the Incident. Respondents believed that the gender-based stalking was not severe enough to be reported and happened frequently, "It was not hindering aspects of my lifestyle in any substantial way, it was annoying but it didn't really cause me any serious distress. I felt uncomfortable being followed but being a woman, you experience this often; at least once a week I experience some kind of unwanted advance from a person of the opposite sex," and "I felt it wasn't significant enough. I have also had bad experiences with reporting sexual assault and gender based violence in the past." Respondents added, "Because, she did not seem like a threat. I also confronted her and told her to leave me alone. She also told me she dropped out of school so I would no longer see her. She was a woman in her 40s claiming to be in the SJSU [redacted].

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I also, told a staff member at the [redacted] who told the director of the [redacted] that I was met the stalker at the center," "I didn't think it was a big enough deal to report. I didn't think anything could be done," and "It wasn't violent, every now and then when taking the bus, a random guy [will] chat up a conversation asking my name and where i live but i give fake answers in one severe case the guy got off at me and my friend's stop he kept following us into the mall and cat called my friend, we passed by a security guy and he just looked and smiled and did nothing."

Not Taken Seriously. Undergraduate Student respondents stated that they did not believe that they would be taken seriously if reported, "I tried to but someone from UPD told me that it was just boys messing around," "I didn't think they would take it seriously and would try to defend the person instead of me. I was scared that if I told someone too, it would get worse…," and "I did not feel like any resources would help me because I didn't think the stalking would be considered an issue because of stories I'd heard from a classmate of UPD not taking sexual harassment and stalking seriously." Respondents shared similar experiences, as one respondent summarized, "I did not feel comfortable reporting the stalking because I did not feel like I would be taken seriously, I did not want this information in my student file, and I did not want to have to converse with the person or see them at any time to explain the situation to the authorities."

Respondents were asked why they thought that their report of gender-based stalking was not addressed appropriately, but owing to low response numbers, no theme was present.

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (9%, $n = 216$) than Graduate Student respondents (4%, $n = 27$), Faculty respondents (3%, $n = 22$), and Staff respondents (3%, $n = 22$) experienced unwanted sexual interaction (Figure 55).[xlvii] A higher percentage of Non-Transfer Undergraduate Student respondents (13%, $n = 66$) than Transfer Undergraduate Student respondents (5%, $n = 49$) experienced unwanted sexual interaction.[xlviii]

Figure 55. Respondents' Experiences of Unwanted Sexual Interaction While at SJSU by Position Status and Undergraduate Student Status (*n*)

A higher percentage of Trans-spectrum respondents (17%, $n = 36$) than Women respondents (9%, $n = 233$), along with a higher percentage of Women respondents than Men respondents (1%, $n = 17$), experienced unwanted sexual interaction (Figure 56).[xlix] Higher percentages of Bisexual/Pansexual respondents (17%, $n = 55$) and Queer-spectrum respondents (14%, $n = 75$) than Heterosexual respondents (5%, $n = 150$) experienced such conduct.[1]

Figure 56. Respondents' Experiences of Unwanted Sexual Interaction While at SJSU by Gender Identity and Sexual Identity (*n*)

Analyses of the data suggested that 9% ($n = 217$) of U.S. Citizen-Birth respondents, 5% ($n = 62$) of U.S. Citizen-Naturalized respondents, and 1% ($n = 7$) of Non-U.S. Citizen respondents experienced unwanted sexual interaction (Figure 57).[li] Eight percent ($n = 66$) of Hispanic/Latinx/Chicanx respondents, 8% ($n = 84$) of White respondents, and 8% ($n = 49$) of Multiracial respondents compared with 4% ($n = 47$) of Asian respondents experienced unwanted sexual interaction (Historically Underserved respondents [7%, $n = 37$] were not statistically different from other groups).[lii] Higher percentages of Respondents with Multiple Disabilities (13%, $n = 24$) and Respondents with a Single Disability (13%, $n = 42$) than Respondents with No Disability (6%, $n = 220$) experienced unwanted sexual interaction.[liii]

Figure 57. Respondents' Experiences of Unwanted Sexual Interaction While at SJSU by Citizenship Status, Racial Identity, and Disability Status (n)

Analyses of the data suggested that a higher percentages of Respondents with No Religious Affiliation (8%, $n = 143$) and Respondents with Multiple Religious Affiliations (11%, $n = 23$) than Respondents with Many and Diverse Religious Affiliations (5%, $n = 34$) and Respondents with a Christian Affiliation (5%, $n = 81$) experienced unwanted sexual interaction (Figure 58).[liv] A higher percentage of Student Respondents Living Independently in Apartment/House (10%, $n = 96$) than Student Respondents Living with Family Member/Guardian (6%, $n = 56$) experienced unwanted sexual interaction (Student Respondents in Campus Housing [10%, $n = 40$] and Student Respondents in Other Housing [7%, $n = 26$] were not statistically different from other groups).[lv]

Figure 58. Respondents' Experiences of Unwanted Sexual Interaction While at SJSU by Religious Affiliation and Housing Status (*n*)

Sixty-eight percent of respondents ($n = 193$) who indicated that they experienced unwanted sexual interaction indicated it happened within the past year, and 14% ($n = 39$) noted it happened two to four years ago.

The survey also asked Student[63] respondents to share what semester in their college career they experienced an unwanted sexual interaction. Of Student respondents who indicated that they experienced an unwanted sexual interaction, 56% ($n = 137$) noted that it occurred in their first year of college, 42% ($n = 103$) noted that it occurred in their second year, 33% ($n = 79$) noted that it occurred in their third year, and 16% ($n = 38$) noted that it occurred during their fourth year (Table 65). Of note, the highest occurrence occurred during the fall semester.

Table 65. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	n	%
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	30	12.3
First year	137	56.4
Fall semester	*102*	*74.5*
Spring semester	*91*	*66.4*
Summer semester	*10*	*7.3*
Second year	103	42.4
Fall semester	*76*	*73.8*
Spring semester	*67*	*65.0*
Summer semester	*9*	*8.7*
Third year	79	32.5
Fall semester	*50*	*63.3*
Spring semester	*46*	*58.2*
Summer semester	*< 5*	*---*
Fourth year	38	15.6
Fall semester	*28*	*73.7*
Spring semester	*24*	*63.2*
Summer semester	*< 5*	*---*
After my fourth year	11	4.5

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 243$). Percentages may not sum to 100 as a result of multiple response choices.

Sixty-four percent ($n = 184$) of the respondents who indicated on the survey that they experienced an unwanted sexual interaction identified a stranger as the perpetrator of the

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[63] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

conduct. Respondents also identified other sources as SJSU students (31%, $n = 89$) and acquaintances/friends (13%, $n = 36$).

Asked where the unwanted sexual interaction incidents(s) occurred, 62% ($n = 179$) of respondents indicated that they occurred off campus and 58% ($n = 167$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as "11th street," "a party," and "at a nearby bar." Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as "by the Student Union," "between or in class," and "dorms."

Asked how they felt in response to experiencing unwanted sexual interaction, 59% ($n = 168$) felt angry, 51% ($n = 145$) felt distressed, 46% ($n = 132$) felt embarrassed, 44% ($n = 126$) felt afraid, 24% ($n = 68$) felt somehow responsible, and 22% ($n = 64$) felt sad (Table 66).

Table 66. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	*n*	%
Angry	168	58.5
Distressed	145	50.5
Embarrassed	132	46.0
Afraid	126	43.9
Somehow responsible	68	23.7
Sad	64	22.3
A feeling not listed above	55	19.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 287$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 56% ($n = 162$) of respondents told a friend (Table 67). Other respondents avoided the person/venue (41%, $n = 118$), did not do anything (36%, $n = 104$), told a family member (14%, $n = 41$), confronted the person(s) at the time (12%, $n = 33$), and did not know to whom to go (12%, $n = 33$). Of those respondents who

contacted an SJSU resource (8%, $n = 22$), 27% ($n = 6$) contacted Counseling and Psychological Services (CAPS).

Table 67. Actions in Response to Unwanted Sexual Interaction

Action	*n*	%
I told a friend.	162	56.4
I avoided the person/venue.	118	41.1
I did not do anything.	104	36.2
I told a family member.	41	14.3
I confronted the person(s) at the time.	33	11.5
I did not know to whom to go.	33	11.5
I told a coworker.	30	10.5
I contacted an SJSU resource.	22	7.7
Counseling and Psychological Services (CAPS)	*6*	*27.3*
I confronted the person(s) later.	17	5.9
I sought information online.	12	4.2
I contacted a local law enforcement official.	11	3.8
I sought support from off-campus hotline/advocacy services.	7	2.4
I sought support from an off-campus community-based organization.	5	1.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 287$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B76 in Appendix B.

Eleven percent ($n = 30$) of respondents officially reported the incident(s) (Table 68). Eight of those respondents (29%) who reported the incident(s) felt that their complaint was not addressed appropriately, seven of those respondents (25%) who reported the incident(s) felt that while the outcome was not what they had hoped for, they thought that the complaint was addressed appropriately, and 6 of those respondents (21%) who reported the conduct were satisfied with the outcome.

Table 68. Respondents' Reporting of Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	*n*	%
No, I did not report it.	256	89.5
Yes, I reported it.	30	10.5
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*8*	*28.6*

Table 68. Respondents' Reporting of Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	*n*	%
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*7*	*25.0*
Yes, I reported the conduct and was satisfied with the outcome.	*6*	*21.4*
Yes, I reported the conduct, but chose not to pursue.	*< 5*	*---*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 287). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Two hundred and twenty-one Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on why they did not report unwanted sexual interaction. Two themes emerged from respondents: catcalling and perpetrated by a stranger.

Catcalling. Respondents explained that they were catcalled frequently and did not believe that it could be reported, "Cat-calling happens to everyone. There is no point in reporting a guy who yelled 'How much? Hey, how much do you want? You're looking fine!' out his car window. No one would bother looking for him," "I specifically experienced cat-calling and as a woman, I have unfortunately accepted that it is a common occurrence that I've come to expect. I also feel that nothing would happen if I did report it," and "Catcalling unfortunately is just regular...not seen as punishable." Others added that they did not have enough information to report, "You really think that me reporting 'some student athlete cat called me and my friends no I didn't catch their names' would have really helped anyone? It would have been a waste of time," and "It's hard to report things that you have no information about. There was one week where I was cat called 5 separate times. I don't wear a lot of sexually suggestive clothing. It was cold during that time Aside from wearing makeup I usually wear pants and jacket. Almost all of these advances have been in broad daylight. I have had everything from a guy ask me if I want his 'big [redacted]' from a car to a man ask me if I was a minor outside of work and then follow me onto a bus. But I don't know these people and the incidents aren't connected so it's hard to really rationalize why I should report it." Respondents further elaborated, "Should I report cat-calling to campus officials? Often this is perpetrated by an individual in a moving vehicle," "Cat calling from homeless people would happen to me at least once a week. I stopped walking downtown by

myself (even during the day) because it is so frequent and uncomfortable," and "I didn't report it because it's just been strangers cat calling me while walking home. I'm a commuter student, so I take the bus and have often had this happen. It's annoying and disgusting, but instead of making scene I try to ignore it and carry pepper spray in case the situation were to escalate."

Perpetrated by a Stranger. Respondents explained that they weren't able to identify the individual to report the incident, "It involved a homeless person who are able to do whatever they want unless you inflict punishment on them yourself," "I did not think it was enough to report and did not think that it would make sense since it intersected with my identities. And people did not get it," and "I didn't know who the guy was. It was some guy hanging out in front of CVB. I think he was asking every girl who passed if she liked having sex with her kids." Respondents emphasized that it's difficult if they are not connected to the institution, "If it's a stranger/ person who does not go to the school/ it makes it more difficult for the school to actually do anything," and "The person was clearly not a student and they didn't physically touch me so I didn't see the point in reporting it as I doubt it would be investigated."

Respondents were asked why they thought that their report of unwanted sexual interaction was not addressed appropriately, but owing to low response numbers, no theme was present.

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (3%, $n = 79$) than Faculty respondents ($n < 5$) experienced unwanted sexual contact (Staff respondents [2%, $n = 12$] and Graduate Student respondents [2%, $n = 10$] were not statistically different from other groups) (Figure 59).[lvi] A higher percentage of Non-Transfer Undergraduate Student respondents (5%, $n = 66$) than Transfer Undergraduate Student respondents (1%, $n = 12$) experienced unwanted sexual contact (Figure 59).[lvii]

Note: Responses with $n < 5$ are not presented in the figure.

Figure 59. Respondents' Experiences of Unwanted Sexual Contact While at SJSU by Position Status and Undergraduate Student Status (n)

Higher percentages of Trans-spectrum respondents (4%, $n = 9$) and Women respondents (3%, $n = 83$) than Men respondents (1%, $n = 12$) experienced unwanted sexual contact (Figure 60).[lviii] Higher percentages of Bisexual/Pansexual respondents (7%, $n = 24$) and Queer-spectrum respondents (5%, $n = 26$) than Heterosexual respondents (2%, $n = 50$) experienced unwanted sexual contact.[lix]
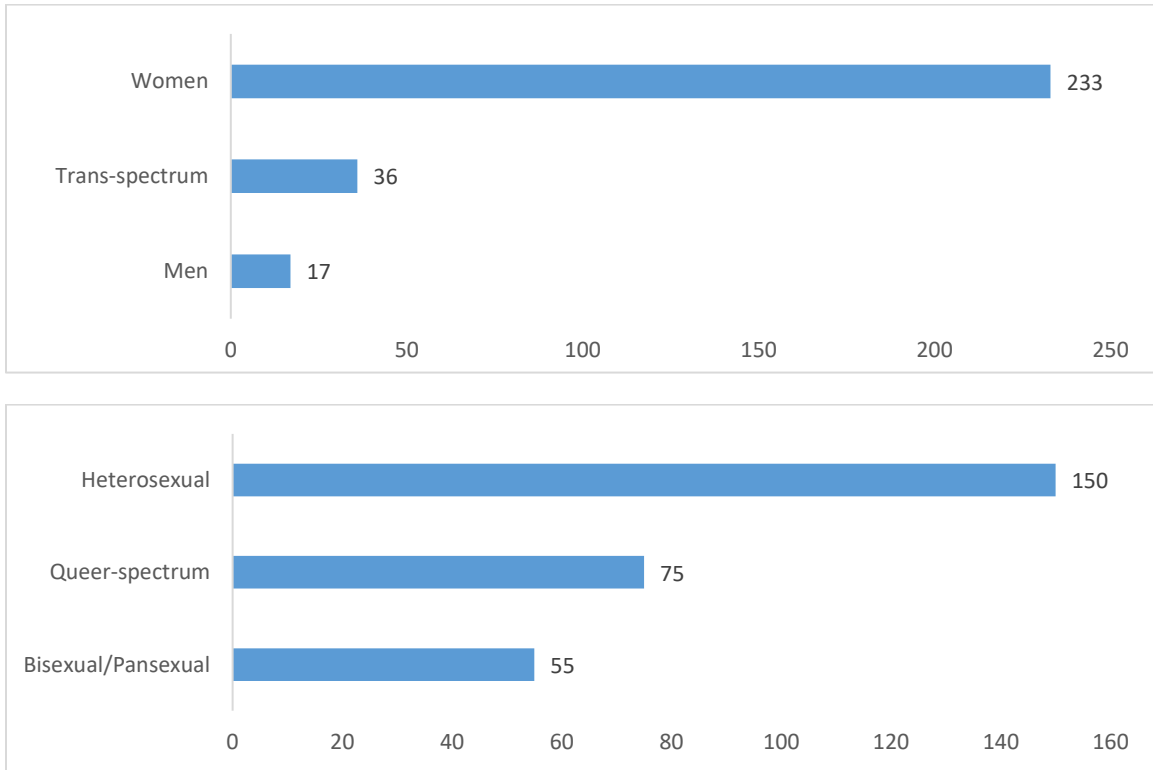

Figure 60. Respondents' Experiences of Unwanted Sexual Contact While at SJSU by Gender Identity and Sexual Identity (n)

Analyses of the data suggested that higher percentages of U.S. Citizen-Birth respondents (3%, $n = 71$) and U.S. Citizen-Naturalized respondents (3%, $n = 29$) than Non-U.S. Citizen respondents ($n < 5$) experienced unwanted sexual contact (Figure 61).[lx] Three percent ($n = 27$) of Hispanic/Latinx/Chicanx respondents and 4% ($n = 25$) of Multiracial respondents compared with 1% ($n = 11$) of Asian respondents experienced unwanted sexual contact (Historically Underserved respondents [3%, $n = 14$] and White respondents [2%, $n = 26$] were not statistically different from other groups).[lxi] A higher percentage of Respondents with a Single Disability (5%, $n = 16$) than Respondents with No Disability (2%, $n = 84$) experienced unwanted sexual contact (Respondents with Multiple Disabilities [3%, $n = 5$] were not statistically different from other groups).[lxii]

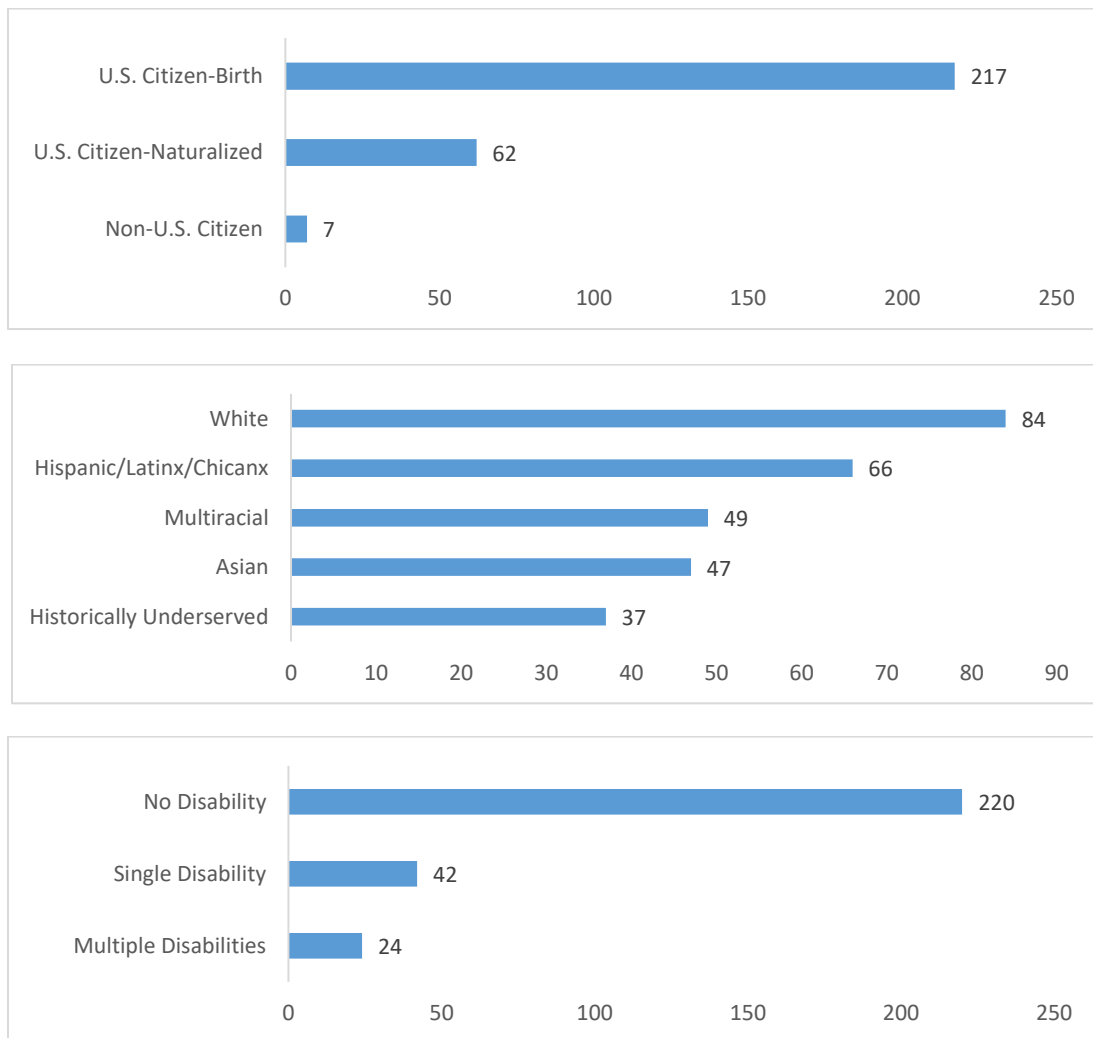*Figure 61.* Respondents' Experiences of Unwanted Sexual Contact While at SJSU by Citizenship Status, Racial Identity, and Disability Status (*n*)

Of respondents who indicated they had experienced unwanted sexual contact, 30% (*n* = 31) said it happened less than six months ago and 27% (*n* = 28) noted it happened two to four years ago.

Student[64] respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of Student respondents who indicated that they experienced unwanted sexual contact, 45% (*n* = 40) noted that it occurred in their first year, 26%

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[64] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

($n = 23$) noted that it occurred in their second year, and 26% ($n = 23$) noted that it occurred in their third year (Table 69).

Table 69. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	n	%
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	6	6.7
First year	40	44.9
Fall semester	*28*	*70.0*
Spring semester	*19*	*47.5*
Summer semester	*< 5*	*---*
Second year	23	25.8
Fall semester	*13*	*56.5*
Spring semester	*9*	*39.1*
Summer semester	*< 5*	*---*
Third year	23	25.8
Fall semester	*7*	*30.4*
Spring semester	*12*	*52.2*
Summer semester	*< 5*	*---*
Fourth year	9	10.1

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact ($n = 89$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B79 in Appendix B.

Thirty-five percent ($n = 37$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified SJSU students (33%, $n = 35$) and strangers (20%, $n = 21$).

Asked where the unwanted sexual contact incidents occurred, 64% ($n = 67$) of respondents indicated that they occurred off campus and 41% ($n = 43$) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as "at a party," "home," and "night club." Respondents who experienced unwanted sexual contact on campus indicated that the incidents occurred in places such as "dorm," "my office," and "parking garage stairs."

Asked how they felt in response to experiencing unwanted sexual contact, 63% ($n = 66$) felt angry, 58% ($n = 61$) felt distressed, 56% ($n = 59$) felt embarrassed, 54% ($n = 57$) felt somehow responsible, 49% ($n = 51$) felt afraid, and 48% ($n = 50$) felt sad (Table 70).

Table 70. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	n	%
Angry	66	62.9
Distressed	61	58.1
Embarrassed	59	56.2
Somehow responsible	57	54.3
Afraid	51	48.6
Sad	50	47.6
A feeling not listed above	25	23.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 105$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 51% ($n = 54$) told a friend, 42% ($n = 44$) avoided the person/venue, 32% ($n = 34$) did not do anything, and 19% ($n = 20$) confronted the person(s) later (Table 71). Of those respondents who contacted an SJSU resource (16%, $n = 17$), 35% ($n = 6$) contacted Counseling and Psychological Services (CAPS).

Table 71. Actions in Response to Unwanted Sexual Contact

Action	n	%
I told a friend.	54	51.4
I avoided the person/venue.	44	41.9
I did not do anything.	34	32.4
I confronted the person(s) later.	20	19.0
I confronted the person(s) at the time.	18	17.1
I contacted an SJSU resource.	17	16.2
Counseling and Psychological Services (CAPS)	*6*	*35.3*
I told a coworker.	13	12.4
I told a family member.	13	12.4
I did not know to whom to go.	12	11.4
I sought information online.	10	9.5

Table 71. Actions in Response to Unwanted Sexual Contact

Action	n	%
I contacted a local law enforcement official.	8	7.6
I sought support from off-campus hotline/advocacy services.	7	6.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 105). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B83 in Appendix B.

Eighty-five percent (*n* = 86) of respondents did not report the unwanted sexual contact and 15% (*n* = 15) reported the incident(s) (Table 72).

Table 72. Respondents' Reporting of Unwanted Sexual Contact

Reporting the unwanted sexual contact	n	%
No, I did not report it.	86	85.1
Yes, I reported it.	15	14.9
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*5*	*38.5*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	---
Yes, I reported the conduct and was satisfied with the outcome.	*< 5*	---
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	---
Yes, I reported the conduct, but chose not to pursue.	*< 5*	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 105). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Seventy-eight Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on why they did not report unwanted sexual contact. Two themes emerged from respondents: lack of knowledge and embarrassment.

Lack of Knowledge. One theme that emerged from respondents was not knowing if the conduct was unwanted sexual contact or about the resources to report it. Respondents explained, "I did not realize what had happened to me until about six months later, and when I realized I thought it was too late to report it," "Because I didn't know that what he was doing was wrong at the time, I felt it was my responsibility to have sex whether I wanted to or not," and "At the time, I did not know that I had the ability to do so. That an unwanted touch was considered inappropriate in spite of the fact that it was unwanted." Respondents also shared, "I did not know where to go to, and i was afraid that it would threaten the organization I was participating with and that they

would kick me out of it," "I wasn't sure what to do or if anyone would help me," and "At the time it was to traumatic and could not even realize what i went through, i couldn't tell my family about it or know who to report to."

Embarrassment. Another theme that emerged embarrassment. Respondents explained, "It was not worth the humiliation of going to court for something that, at the time, did not feel 'severe' or 'serious' enough to report. I wasn't raped, but it was sexual assault in that the sexual act was consensual until the counterpart violated a boundary that he knew had been there," "I was embarrassed. Felt like no one would believe me," and "I understand that this is considered unwanted sexual contact but I do not think it is as bad as other cases that would need to be reported like groping, molesting, rape, etc. I am very embarrassed talking about this situation even with two of my close friends, so I don't know how I would feel telling someone higher in authority." Respondents also explained that the combination of embarrassment and retaliation were barriers to reporting: "Embarrassed. afraid of retaliation, since SJSU has a history of retaliation against victims," "I was embarrassed, and thought I was to blame, or had misunderstood/exaggerated the situation. Again, I had also seen what happened to others who spoke out," and "I was afraid that my parents would find out. I was afraid that he was going to come after me and hurt me or that his friends would come after me and hurt me. He knew where I lived, so I felt like it would be dangerous for me to report him."

Respondents were asked why they thought that their report of unwanted sexual contact was not addressed appropriately, but owing to low response numbers, no theme was present.

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at SJSU (Table 73). Ninety-three percent (n = 3,958) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent, and 89% (n = 3,781) of respondents "strongly agreed" or "agreed" that they generally were aware of the role SJSU Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-three percent (n = 3,089) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents.

Eighty-two percent (*n* = 3,488) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 76% (*n* = 3,248) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources listed on the SJSU Title IX website.

Ninety-two percent (*n* = 3,903) of respondents "strongly agreed" or "agreed" that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Seventy-nine percent (*n* = 3,350) of respondents "strongly agreed" or "agreed" that they understood that SJSU standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Seventy-two percent (*n* = 3,069) of respondents "strongly agreed" or "agreed" that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the SJSU Annual Safety Report. Ninety-two percent (*n* = 3,935) of respondents "strongly agreed" or "agreed" that they knew that SJSU sends a campus safety alert to the campus community when such an incident occurs.

Table 73. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of what Affirmative Consent means.	2,621	61.3	1,337	31.3	216	5.0	72	1.7	32	0.7
I am generally aware of the role of SJSU Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,032	47.6	1,749	40.9	299	7.0	159	3.7	33	0.8
I know how and where to report such incidents.	1,419	33.3	1,670	39.2	645	15.1	456	10.7	75	1.8
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,658	39.0	1,830	43.0	474	11.1	248	5.8	45	1.1

Table 73. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am generally aware of the campus resources listed on the SJSU Title IX website.	1,465	34.4	1,783	41.9	624	14.7	328	7.7	55	1.3
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	2,303	54.0	1,600	37.5	293	6.9	41	1.0	24	0.6
I understand that SJSU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,644	38.6	1,706	40.1	651	15.3	209	4.9	48	1.1
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the SJSU Annual Safety Report at http://www.sjsu.edu/police/crime_reporting/clery_act/index.html.	1,482	34.9	1,587	37.4	669	15.8	416	9.8	92	2.2
I'm aware that when there is an imminent safety threat that SJSU sends a campus safety alert.	2,355	55.3	1,580	37.1	228	5.4	72	1.7	26	0.6

Summary

Ten percent (*n* = 420) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 2% (*n* = 87) experiencing relationship violence (e.g., pattern of being ridiculed, controlled, physically harmed), 3% (*n* = 121) experiencing gender-based stalking (e.g., following me, on social media, texting, phone calls), 7% (*n* = 287) experiencing unwanted sexual interaction (e.g., sexting, catcalling, repeated sexual advances, sexual harassment), and 2% (*n* = 105) experiencing unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) while a member of the SJSU community.

[xxxiv] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced relationship violence by position status: $\chi^2(3, N = 4,298) = 7.9, p < .05$.
[xxxv] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced relationship violence by undergraduate student status: $\chi^2(1, N = 2,269) = 6.0, p < .05$.
[xxxvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: $\chi^2(2, N = 4,261) = 26.0, p < .001$.
[xxxvii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2(2, N = 4,022) = 32.3, p < .001$.
[xxxviii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by racial identity: $\chi^2(4, N = 4,196) = 12.6, p < .05$.
[xxxix] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by disability status: $\chi^2(2, N = 4,247) = 14.5, p < .001$.
[xl] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced gender-based stalking by position status: $\chi^2(3, N = 4,298) = 24.2, p < .001$.
[xli] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced gender-based stalking by undergraduate student status: $\chi^2(1, N = 2,269) = 16.4, p < .001$.
[xlii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(2, N = 4,261) = 44.2, p < .001$.
[xliii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(2, N = 4,022) = 34.6, p < .001$.
[xliv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by citizenship status: $\chi^2(2, N = 4,228) = 10.6, p < .01$.
[xlv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by racial identity: $\chi^2(4, N = 4,196) = 11.8, p < .05$.
[xlvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(2, N = 4,247) = 14.8, p < .001$.
[xlvii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(1, N = 4,298) = 56.2, p < .001$.
[xlviii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by undergraduate student status: $\chi^2(1, N = 2,269) = 36.4, p < .001$.
[xlix] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 4,261) = 124.2, p < .001$.
[l] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(2, N = 4,022) = 113.1, p < .001$.
[li] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by citizenship status: $\chi^2(2, N = 4,228) = 41.9, p < .001$.
[lii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2(4, N = 4,196) = 12.9, p < .05$.
[liii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 4,247) = 32.5, p < .001$.
[liv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious affiliation: $\chi^2(3, N = 4,106) = 20.2, p < .001$.
[lv] A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by housing status: $\chi^2(3, N = 2,640) = 10.2, p < .05$.
[lvi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(3, N = 4,298) = 21.7, p < .001$.
[lvii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated on the survey that they had experienced unwanted sexual contact by undergraduate student status: $\chi^2(1, N = 2,269) = 23.7, p < .001$.

lviii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: χ^2 (2, $N = 4{,}261$) = 23.6, $p < .001$.

lix A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: χ^2 (2, $N = 4{,}022$) = 54.0, $p < .001$.

lx A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by citizenship status: χ^2 (2, $N = 4{,}228$) = 9.1, $p < .05$.

lxi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had experienced unwanted sexual interaction by housing status: χ^2 (3, $N = 2{,}640$) = 10.2, $p < .05$.

lxii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: χ^2 (2, $N = 4{,}247$) = 8.1, $p < .05$.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at SJSU (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unjust at SJSU (Table 74. Employee Respondents Who Observed Employment Practices That Were Unjust).

Table 74. Employee Respondents Who Observed Employment Practices That Were Unjust

Response		Hiring practices		Procedures or practices related to promotion, tenure, reappointment, or reclassification		Employment-related discipline or action	
		n	%	n	%	n	%
No		**1,045**	**77.6**	**1,003**	**75.1**	**1,134**	**84.7**
	Faculty	529	78.1	494	73.4	591	88.1
	Staff	516	77.1	509	76.8	543	81.3
Yes		**301**	**22.4**	**333**	**24.9**	**205**	**15.3**
	Faculty	148	21.9	179	26.6	80	11.9
	Staff	153	22.9	154	23.2	125	18.7

Note: Table reports responses only from Faculty and Staff respondents (n = 1,352).

Twenty-two percent (n = 301) of Faculty and Staff respondents indicated that they had observed hiring practices at SJSU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at SJSU, 27% (n = 81) noted it was based on nepotism/cronyism, 21% (n = 62) on racial identity, and 18% (n = 54) on ethnicity.

Subsequent analyses[65] revealed the following statistically significant differences:

- By faculty status, 31% ($n = 57$) of Tenured Faculty respondents, 21% ($n = 23$) of Tenure-Track Faculty respondents, and 18% ($n = 68$) of Non-Tenure-Track respondents indicated that they had observed discriminatory hiring practices.[lxiii]

- By gender identity, 22% ($n = 182$) of Women Employee respondents, 19% ($n = 88$) of Men Employee respondents, and 46% ($n = 22$) of Trans-spectrum Employee respondents indicated that they had observed discriminatory hiring practices.[lxiv]

- By racial identity, a higher percentage of Hispanic/Latinx/Chicanx Employee respondents (29%, $n = 49$) than White Employee respondents (18%, $n = 105$) indicated that they had observed discriminatory hiring practices (Historically Underserved Employee respondents [25%, $n = 43$], Asian Employee respondents [19%, $n = 39$], and Multiracial Employee respondents [27%, $n = 43$] were not statistically different from other groups.[lxv]

- By sexual identity, 30% ($n = 35$) of Queer-spectrum Employee respondents, 28% ($n = 17$) of Bisexual/Pansexual Employee respondents, and 21% ($n = 216$) of Heterosexual Employee respondents indicated that they had observed discriminatory hiring practices.[lxvi]

Qualitative comment analyses

One hundred and sixteen Staff and Faculty respondents further elaborated on their observations of unjust hiring practices. For Staff and Faculty respondents, three themes emerged: bias in hiring, nepotism and cronyism, and reverse discrimination.

Bias in Hiring. Respondents observed multiple instances of bias in hiring processes at the University. Respondents shared observations of bias related to racism and sexism, "I was once told that if I had dreadlocks that I would not have been hired because the hiring official thought they were unprofessional…," "Critiquing multilingual candidates for 'not being able to speak English well'," "My department makes any excuse in the book to avoid hiring native born Black

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[65] Chi-square analyses were conducted by position status, faculty status, staff status, gender identity, racial identity, sexual identity, first-generation status, and citizenship status; only significant differences are reported.

men and instead prefers to hire non-native non-white faculty instead for diversity purposes," and "All gatekeeper positions in SJSU seem to hire people who are white or perceived as 'white'… I would be very interested in seeing how many Deans, Chairs of Departments, and other key administrators are white or perceived as white… Is there diversity in hiring--yes, but not in the key positions." Other respondents further elaborated on their experiences, "The committee almost didn't interview him even though he was the most qualified applicant. I had to push to get him on our list of interviewees. Then, when it came down to two candidates, one had much less experience (straight out of an [redacted] program, and the other had [redacted] experience. There was hesitation to hire the more experienced Latino candidate because they wanted someone who could 'grow into the position'," "Bias towards white, heterosexual men, in faculty hiring and people who went to elite universities, even though they have not taught and are less qualified. Once, I was asked by my department chair [redacted] to reorder preferences for a faculty hire to give the white male a higher rating than a white female who had much more experience in teaching and research," and "After a senior member of our team retired, one of our longer-serving team members applied for the job. She had about 10 years of experience in the field and likely 1-2 years of specialized experience, plus a master's degree. She was denied the job on the grounds that she lacked the networking contacts needed and that she did not yet have enough experience. She later accepted a job elsewhere. About a year later, our team hired a man who had about half as many years of experience." Another respondent echoed these experiences, "We had recruitment committees for two faculty positions at our department in [redacted]. In both cases, four common faculty members, including the department chair, on both committees unfairly influenced the hiring process. They exercised bias in selecting and inviting candidates on campus mainly based on race/ ethnicity, and inappropriately influenced candidates invited to campus on the respective days of the interviews…." Respondents also witnessed instances of ageism and ableism, "I was on a hiring committee that discounted a candidate's application based on his age," and "I wanted to hire a wheelchair bound student. I was told not a good idea."

Nepotism and Cronyism. One theme that emerged from respondents was nepotism and cronyism in hiring processes. Respondents commented on instances of nepotism, "Straight white married couples seem to have no problem getting spouses hired. They seem entitled to it, in fact. One explained it to me as 'grandfathering in' their spouse. It seems like nepotism to me," "Hiring qualified family members within the same department can allows for unfair reporting of time

off," and "There is a lot of hiring of spouses and partners in the department because they are related or romantically connected to someone in the department." Respondents also shared cronyism in filling vacancies, "My boss hired this person as a favor to another coworker. This person had zero qualifications for the job and didn't even care about working in our department. He slacked off and was never at his desk or even at work. He would not show up for his front counter shifts. He was a complete waste of time," "New lecturers that have been brought in were hired because they were good friends with the tenure track person who was doing the hiring. Assignment of classes and opportunities for advancement have been based on whether or not lecturers are close buddies with the tenure track person in a position to offer these opportunities," "I have seen many, many instances over the years where managers hire unqualified friends for positions and/or promotion. This is to the detriment of qualified staff and to the services we are able to provide to students," and "This was mentioned before. In our department, for many years, there has been too much socializing outside of work with some (not all) managers and staff/faculty. And those people tend to get better opportunities than other qualified staff. I know one staff person went from a specific [redacated] classification to a new classification with a salary over $100,000." Respondents add that there are challenges with cronyism at the upper levels of the university, "Even staff understand that it more important for them to display loyalty to the current administration than to follow university guidelines for hiring. Staff members lied to me, supported by the administration, when I led a committee to fill an administrative position occupied by a loyal but unqualified faculty member," and "A lot of off-campus administrators being hired based on who they know at the top."

Reverse Discrimination. Another theme that emerged from respondents was reverse discrimination. Respondents stated, "For some hiring for staff, faculty or administrators, it seems like the candidate selected is not always the most qualified, but the one that has a racial identity that the hiring candidate feels is needed in the college. I'm not sure that qualifies as 'unjust hiring practices' but it seems like reverse discrimination, or an affirmative action/diversity directive that gets the less qualified candidate the position," and "I have observed reverse unconscious bias in admissions committees under the banner of diversity." Other respondents added, "We had a search where we could hire two candidates. One of our top candidates, who was internal, was a white woman. A member of the search committee with me ([redacted]) said she would not consider hiring a white woman as the second candidate. She only wanted to hire a

person of color," "In hiring women were given priority over males. Also, Caucasian applicants were given lower priority," and "As one occasionally sees in the Bay Area, a boss from another country sometimes hires and favors people from his/her own region of the world. That eventually plays out in search committee decisions. I've seen that happen very obviously in at least two searches in my department. So the prejudice is being enacted by other cultural groups, not Americans. The people discriminated against are anyone not from the culture in power."

Twenty-five percent ($n = 333$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and reclassification practices at SJSU that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 25% ($n = 82$) noted that they believed the unjust practices were based on nepotism/cronyism, 17% ($n = 57$) on gender/gender identity, and 16% ($n = 53$) on position status.

Subsequent analyses[66] revealed the following statistically significant differences:

- By faculty status, 41% ($n = 75$) of Tenured Faculty respondents, 20% ($n = 76$) of Non-Tenure-Track Faculty respondents, and 26% ($n = 28$) of Tenure-Track Faculty respondents indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.[lxvii]

- By gender identity, 24% ($n = 196$) of Women Employee respondents, 24% ($n = 107$) of Men Employee respondents, and 48% ($n = 23$) of Trans-spectrum Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.[lxviii]

- By racial identity, 27% ($n = 46$) of Hispanic/Latinx/Chicanx Employee respondents, 25% ($n = 41$) of Historically Underserved Employee respondents, 19% ($n = 39$) of Asian Employee respondents, 32% ($n = 52$) of Multiracial Employee respondents, and 22% ($n = 128$) of White Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.[lxix]

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[66] Chi-square analyses were conducted by position status, faculty status, staff status, gender identity, racial identity, sexual identity, first-generation status, and citizenship status; only significant differences are reported.

Qualitative comment analyses

One hundred twenty-four Staff and Faculty respondents further elaborated on their observations of unjust promotion, tenure, reappointment, and/or reclassification practices. For Staff respondents, one theme emerged: inequity in promotions. For Faculty respondents, two themes emerged: retention, tenure, and promotion and university administration.

Staff Respondents

Inequity in Promotions. Respondents shared observations of inequity in promotions. Respondents explained, "People working in FD&O departments moving up without any education at all into a better paying position," and "I witnessed the promotion of a faculty member whose behavior was consistently exclusionary and uninclusive from the perspective of multiple students." Respondents also added, "Position descriptions are over inflated to make it appear that an individual is doing more, and they are not. Same work, but are given a raise," and "One of the people in our unit was promoted to a job that didn't exist so she could be paid more. I had to complete two credential programs (that I paid for out of my own pocket) to get the same promotional pay. But then, I'm not young, cute and blond." Another respondent identified problematic practices in the promotion process, noting, "In my department, the only people that have been promoted are those who are the administrator's favorites or white people never anyone of color. If you're a person of color promotion does not exist." In addition, respondents shared challenges with reclassifications, commenting, "Of the three people who applied for reclassification in our unit only one got reclass. [Redacted] is a union rep and the colleagues in the unit believe that and a combination of [redacted] close ties to the director may explain why everyone else's paperwork was 'lost'," and "In my previous position, my department was given more and more work every year I was there. It was never compensated even though we were working outside of our original job classification. We made requests and pleas with our boss and she would not reclassify us at all. She was adamant about keeping us the same classification while piling more and more projects, assignments, and work."

Faculty respondents

Retention, Tenure, and Promotion. Faculty respondents elaborated on their observations of unjust behavior, procedures, or employment practices during RTP reviews. Respondents

expressed concerns about bias in tenure denials, noting, "For years we had one of the lowest rates of CSU grievances over tenure and promotion. Now we have one of the highest," "The high number of faculty who were not successful in the RTP process last year is both questionable and concerning. I do not know any details, but I know that there is more skepticism among faculty...," and "Although I wasn't on the committees, last year's mass rejection of women of color's bids for tenure and promotion raise serious questions, particularly given that they were given positive reviews all the way up the chain until the Provost's office." Other Faculty respondents shared, "I know at least two colleagues, with long teaching records at SJSU, and very good SOTE performance, who have been denied range elevation. I do not know the details of the basis of these decisions, but in both cases I believe the denial was both mistaken and unjust," "There is little to no communication to lecturers in our area as to what to provide for range elevation. As a consequence, a colleague was recently rejected for not providing enough information. I showed him my successful application materials after that and he had never been told or shown what to provide, just to bring in a cv. He would have easily qualified had he know what to provide. This happened to another colleague a couple years earlier as well," and "I have been denied promotion to full professor that violates university policy. I feel that all factors were not considered in my case and was ignored by administration. The university expects that you must have nearly perfect student evaluations in order to obtain tenure or promotion. In fact the data is a bit disturbing on this campus with averages of 4.2 on a 5.0 scale.

Respondents also describe bias among faculty and committees in the review process, "I have many times observed faculty on RTP committees who arrive at a judgment as to whether or not to vote for tenure or promotion based on their personal preferences and not based upon the criteria laid down in policy," "The bully who was on my RTP committee made negative and FALSE statements in my review, which I had to call out and rebut. Simply because she does not want me in the department. She has told other faculty members that she wants to get me fired/failed in the RTP process," "Certain members of RTP committees can push their own agendas and neglect guidelines," and "I'll just say that I think the campus needs to give some thought to requiring all RTP committees to provide reason for any dissenting opinions. The senior faculty who diminish their colleagues' teaching and research need to justify their votes." One respondent described their own experience, commenting, "I have experienced unfair and unjust evaluation during my tenure process in [redacted] at both department and college

committee levels because of particular members of faculty and the department chair being in leadership positions on both committees. The tone and content of one of the letters was extremely disturbing - I was also accused of excluding vital information from my dossier when in fact the information was duly included in my packet."

University Administration. Faculty respondents describe unjust practices in tenure and promotion from the university administration. Respondents commented, "Interim provost and president denying tenure and promotion without specifying reasons, overturning recommendations of dept, chair, college, dean, and university," and "As previously mentioned, what was unjust was the President or Provost promoting a faculty member who did not deserve promotion. This is unjust, in my opinion, because by 'rewarding' someone who was undeserving, the value of others' contributions and hard work is diminished." Faculty respondents expressed concern about bias against faculty of color, noting, "It is no secret that the President rejected ten faculty members who were up for tenure at the recommendation of their departments, colleges, and the provost. For the president to presume she knows more than all of those people is professional malpractice. The fact that most of the candidates were women of color is a disgrace," "7 out of 9 tenure-line faculty being denied tenure or promotion last year were women of color," "Faculty of color and faculty women of color have been disproportionately given unfavorable evaluations in the RTP process. This tended to be from the Administration and not from the Dept or college," and "… My POC colleagues have a much harder time getting tenure and when you break it down it is very strange -- lots of microaggressions. Death by a thousand cuts kind of thing. Then you bring in gender and it's even weirder. My WOC colleagues do so much more than anyone else in my department and they get public praise but behind the scenes they are not supported. And by supported I mean promoted, paid fairly, and so on. I mean every single one of my POC colleagues. No exceptions come to mind. It's really terrible. And then my transgender colleagues... they are invisible. How do you promote someone who doesn't exist? Or who the majority secretly think is crazy?"

Fifteen percent ($n = 205$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at SJSU that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 22% ($n = 44$)

noted that they believed the discrimination was based on position status, 15% ($n = 30$) on length of service at SJSU, and 13% ($n = 26$) on philosophical views.

Subsequent analyses[67] revealed the following statistically significant difference:

- By position status, 12% ($n = 80$) of Faculty respondents and 19% ($n = 125$) of Staff respondents indicated that they had observed unjust employment-related discipline or action.[lxx]
- By faculty status, 20% ($n = 36$) of Tenured Faculty respondents, 10% ($n = 37$) of Non-Tenure-Track Faculty respondents, and 7% ($n = 7$) of Tenure-Track Faculty respondents indicated that they had observed unjust employment-related discipline or action.[lxxi]
- By racial identity, 21% ($n = 35$) of Hispanic/Latinx/Chicanx Employee respondents, 15% ($n = 25$) of Historically Underserved Employee respondents, 9% ($n = 19$) of Asian Employee respondents, 20% ($n = 32$) of Multiracial Employee respondents, and 13% ($n = 76$) of White Employee respondents indicated that they had observed unjust employment-related discipline or action.[lxxii]
- By first-generation status, 18% ($n = 105$) of First-Generation Employee respondents and 12% ($n = 91$) of Not-First-Generation Employee respondents indicated that they had observed unjust employment-related discipline or action.[lxxiii]
- By citizenship status, 17% ($n = 141$) of U.S. Citizen-Birth Employee respondents and 12% ($n = 57$) of Non-U.S. Citizen/U.S. Citizen-Naturalized Employee respondents indicated that they had observed unjust employment-related discipline or action.[lxxiv]

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[67] Chi-square analyses were conducted by position status, faculty status, staff status, gender identity, racial identity, sexual identity, first-generation status, and citizenship status; only significant differences are reported

Qualitative comment analyses

Ninety-two Staff and Faculty respondents further elaborated on their observations of employment-related discipline or action. Two themes emerged: lack of clarity in firing and lack of accountability for employees.

Lack of Clarity in Firing. One theme that emerged from respondents was the lack of clarity and information provided when firing an employee. Respondents shared that several employees were fired for unclear reasons. Respondents wrote, "About [redacted] years ago the full-time Title IV-E faculty coordinator was suddenly dismissed for no reason right after the end an academic semester when no other faculty were around," "Administrators have been dismissed seemingly without reason or cause…," "One of our top [redacted] who was the only black women was fired in our department after having a great annual review," "The [redacted] Advisor was let go during probationary period in [redacted] for reasons that seem unclear," "A few years back, I was informed about the dismissal of a dept manager with just notification that he was no longer working on campus. I learned a lot from this person while he was here and didn't understand why he was gone. A short time later, the interim replacement was also let go without cause. Both are gay men, but I don't know if that was the reason."

 Respondents explained how these experiences influenced their future experiences of campus, "You're here and then you're dismissed. I asked four of the people why they were dismissed and only one of the four knew why, or only one of the four would admit why and I didn't see it as a firing offense, but the supervisor wanted to get rid of them" and "A tenured faculty member in my department was removed from teaching. From what I learned, she continued to show up to her classes. It was unclear her role with respect to teaching and service, and when I asked my Chair for clarity on this matter his response did not address my question. In fact, the entire matter is very 'hush hush' and in the meantime other faculty members and instructional staff are shouldering the work (e.g., teaching, advising, committee assignments and work, department-internal and external), that remains from the tenured professor's absence." Respondents shared how the unclear incidents affected their experience as employees. They wrote, "I have seen many employees get fired without cause and/or explanation which creates a very unsettling and chaotic environment. This also negatively affects trust within departments and among workers," and "This involved an MPP [redacted] who was asked to retire (she was fired) because she would not

release an employee/ staff member who was doing a satisfactory job. That employee is still at SJSU but the manager is not. This manager was very well respected across campus by all her peers. No one understood how this could have happened. It certainly made the rest of us in that group anxious about our position and if we were valued."

Lack of Accountability for Employees. Another theme that emerged from respondents was the lack of accountability for employees. Respondents explained, "Non-MPP I worked with didn't do a good a job, cost me lots of time, and frustration, and didn't get any repercussions at all. Who wants to work in a place where the good employee gets fired and the bad one gets to keep their job," and "Full professor not being punished for actions that they were found to have committed that went against SJSU policy. This has perpetuated their poor actions," and "Our department's [redacted] was reassigned after conflict with a faculty member. I believe the conflict was the result of unprofessional conduct on the part of the faculty member, but they suffered no consequence that I know of and the [redacted] was reassigned to another department as a resolution. Respondents also shared, "We have had faculty removed from office and some that should have been removed from office not removed," and "Other professor should have been fired given the hostile conditions we were working under; however, the Chancellor's Office thought that person should continue to teach online and refrain from coming onto campus." Respondents explained that in addition to the lack of accountability that the university was slow to take action, "One of our guys was suspended for taking [redacted] home. He brought it back and we know it was wrong. The thing that bothers me is that he was disciplined approx. 4 months after the fact. 4 months. Seriously? There are other incidents where this employee was 'called on the carpet' and he very well had a part in these instances but it sure appears to be targeting," and "The unjust disciplinary actions are actually unjust because not only have they dragged on without any resolution (some have been ongoing for multiple years) but they have allowed faculty who have clearly violated conduct procedures to remain under investigation (for 3+ years) and/or be hired back to the dept."

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 677$) about their opinions regarding various issues specific to workplace climate and faculty work. Question 34 queried Tenured and Tenure-Track Faculty respondents ($n = 292$), Question 36 addressed Non-Tenure-Track Faculty respondents ($n = 385$), and Question 38 addressed Faculty respondents ($n = 377$). Chi-square analyses were conducted by faculty status (Tenured, Tenure-Track, Non-Tenure-Track), gender identity, racial identity,[68] sexual identity, citizenship status, and first-generation status.[69]

Table 75 illustrates that 55% ($n = 159$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear. A higher percentage of Tenured Faculty respondents (49%, $n = 90$) than Tenure-Track Faculty respondents (28%, $n = 30$) "agreed" with the statement. Twenty-three percent ($n = 24$) of Men Tenured and Tenure-Track Faculty respondents compared with 11% ($n = 19$) of Women Tenured and Tenure-Track Faculty respondents "neither agreed nor disagreed" that the criteria for tenure were clear.

Forty-nine percent ($n = 142$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for promotion were clear. A higher percentage of Tenured Faculty respondents (43%, $n = 79$) than Tenure-Track Faculty respondents (30%, $n = 32$) "agreed" with the statement.

Sixty percent ($n = 174$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the process for obtaining tenure was clear. A higher percentage of Tenured Faculty respondents (48%, $n = 88$) than Tenure-Track Faculty respondents (32%, $n = 35$) "agreed" with the statement.

Fifty-three percent ($n = 154$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the process for obtaining promotion was clear. A higher percentage of Heterosexual Tenured and Tenure-Track Faculty respondents (41%, $n = 92$) than Queer-

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[68] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color, White, and Multiracial.
[69] With the CCBC's approval, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

spectrum Tenured and Tenure-Track Faculty respondents (20%, $n = 9$) "agreed" with the statement.

Thirty-five percent ($n = 102$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to faculty in their college. A higher percentage of Queer-spectrum Tenured and Tenure-Track Faculty respondents (31%, $n = 14$) than Heterosexual Tenured and Tenure-Track Faculty respondents (8%, $n = 19$) "strongly disagreed" with the statement.

Forty-nine percent ($n = 140$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years. A higher percentage of Tenure-Track Faculty respondents (41%, $n = 44$) than Tenured Faculty respondents (24%, $n = 44$) "agreed" with the statement.

Thirty-one percent ($n = 88$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that SJSU faculty who qualify for delaying their tenure-clock felt empowered to do so. No statistically significant differences were found between groups.

Table 75. Tenured and Tenure-Track Faculty Respondents' Perceptions of Tenure and Promotion Processes

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
The criteria for tenure are clear.	39	13.4	120	41.2	46	15.8	69	23.7	17	5.8
Faculty status[lxxv]										
Tenured	29	15.8	90	49.2	23	12.6	32	17.5	9	4.9
Tenure-Track	10	9.3	30	27.8	23	21.3	37	34.3	8	7.4
Gender identity[lxxvi]										
Men	15	14.3	39	37.1	24	22.9	19	18.1	8	7.6
Women	20	12.0	76	45.8	19	11.4	44	26.5	7	4.2
The criteria for promotion are clear.	31	10.7	111	38.3	60	20.7	68	23.4	20	6.9
Faculty status[lxxvii]										
Tenured	23	12.6	79	43.4	35	19.2	33	18.1	12	6.6
Tenure-Track	8	7.4	32	29.6	25	23.1	35	32.4	8	7.4

Table 75. Tenured and Tenure-Track Faculty Respondents' Perceptions of Tenure and Promotion Processes

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The process for obtaining tenure is clear.	**51**	**17.5**	**123**	**42.3**	**45**	**15.5**	**53**	**18.2**	**19**	**6.5**
Faculty status[lxxviii]										
Tenured	38	20.8	88	48.1	24	13.1	21	11.5	12	6.6
Tenure-Track	13	12.0	35	32.4	21	19.4	32	29.6	7	6.5
The process for obtaining promotion is clear.	**48**	**16.6**	**106**	**36.7**	**52**	**18.0**	**63**	**21.8**	**20**	**6.9**
Sexual identity[lxxix]										
Heterosexual	33	14.7	92	40.9	37	16.4	51	22.7	12	5.3
Queer-Spectrum	11	24.4	9	20.0	11	24.4	8	17.8	6	13.3
The tenure standards/promotion standards are applied equally to faculty in my college.	**35**	**12.1**	**67**	**23.1**	**74**	**25.5**	**77**	**26.6**	**37**	**12.8**
Sexual identity[lxxx]										
Heterosexual	25	11.1	51	22.6	64	28.3	67	29.6	19	8.4
Queer-Spectrum	7	15.6	10	22.2	6	13.3	8	17.8	14	31.1
Supported and mentored during the tenure-track years	**52**	**18.1**	**88**	**30.6**	**70**	**24.3**	**54**	**18.8**	**24**	**8.3**
Faculty status[lxxxi]										
Tenured	36	20.0	44	24.4	49	27.2	31	17.2	20	11.1
Tenure-Track	16	14.8	44	40.7	21	19.4	23	21.3	< 5	---
SJSU faculty who qualify for delaying their tenure-clock feel empowered to do so.	**32**	**11.2**	**56**	**19.6**	**154**	**54.0**	**31**	**10.9**	**12**	**4.2**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 292).

Table 76 illustrates that 22% (*n* = 63) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. Higher percentages of U.S. Citizen-Birth Tenured and Tenure-Track Faculty respondents (24%, *n* = 43) and U.S. Citizen-Naturalized Tenured and Tenure-Track Faculty respondents (33%, *n* = 26) than Non-U.S. Citizen Tenured and Tenure Track Faculty respondents (*n* < 5) "neither agreed nor disagreed" with the statement.

Table 76. Tenured and Tenure-Track Faculty Respondents' Perceptions of SJSU's Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	**28**	**9.6**	**35**	**12.0**	**72**	**24.7**	**92**	**31.6**	**64**	**22.0**
Citizenship status[lxxxii]										
U.S. Citizen-Birth	16	9.0	22	12.4	43	24.3	56	31.6	40	22.6
U.S. Citizen-Naturalized	7	8.8	6	7.5	26	32.5	27	33.8	14	17.5
Non-U.S. Citizen	< 5	---	7	25.0	< 5	---	7	25.0	9	32.1

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 292).

Forty-five percent (*n* = 132) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 77). A higher percentage of Women Tenured and Tenure-Track Faculty respondents (22%, *n* = 37) than Men Tenured and Tenure-Track Faculty respondents (8%, *n* = 8) "strongly agreed" with the statement.

Fifty-one percent (*n* = 149) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. No statistically significant differences were found between groups.

Forty-one percent (*n* = 116) of Tenured and Tenure-Track Faculty respondents "strongly disagreed" or "disagreed" that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. No statistically significant differences were found between groups.

Table 77. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations	**52**	**17.8**	**80**	**27.4**	**69**	**23.6**	**64**	**21.9**	**27**	**9.2**
Gender identity[lxxxiii]										
Men	8	7.6	25	23.8	31	29.5	28	26.7	13	12.4
Women	37	22.3	52	31.3	32	19.3	33	19.9	12	7.2
I perform more work to help students than do my colleagues.	**73**	**25.1**	**76**	**26.1**	**82**	**28.2**	**41**	**14.1**	**19**	**6.5**
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion /tenure.	**< 5**	**---**	**11**	**3.9**	**153**	**53.9**	**69**	**24.3**	**47**	**16.5**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 292).

Thirty-two percent (*n* = 93) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were taken seriously by senior administrators (Table 78). A higher percentage of Tenure-Track Faculty respondents (35%, *n* = 37) than Tenured Faculty respondents (20%, *n* = 36) "agreed" with the statement.

Forty-nine percent (*n* = 141) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were valued within SJSU committees. A higher percentage of Queer-spectrum Tenured and Tenure-Track Faculty respondents (22%, *n* = 10) than Heterosexual Tenured and Tenured Faculty respondents (6%, *n* = 14) "strongly disagreed" with the statement. A higher percentage of White Tenured and Tenure-Track Faculty respondents (46%, *n* = 66) than Tenured and Tenure-Track Respondents of Color (including Multiracial) (34%, *n* = 44) "agreed" that faculty opinions were valued within SJSU committees.

Twenty-two percent (*n* = 64) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they would like more opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Sixty percent ($n = 176$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments. A higher percentage of Tenured Faculty respondents (25%, $n = 46$) than Tenure-Track Faculty respondents (11%, $n = 12$) "strongly agreed" with the statement.

Table 78. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty opinions are taken seriously by senior administrators.	**20**	**6.9**	**73**	**25.2**	**78**	**26.9**	**63**	**21.7**	**56**	**19.3**
Faculty status[lxxxiv]										
Tenured	11	6.0	36	19.7	47	25.7	46	25.1	43	23.5
Tenure-Track	9	8.4	37	34.6	31	29.0	17	15.9	13	12.1
Faculty opinions are valued within SJSU committees.	**30**	**10.4**	**111**	**38.4**	**81**	**28.0**	**39**	**13.5**	**28**	**9.7**
Racial identity[lxxxv]										
Respondents of Color/Multiracial	10	7.7	44	33.8	48	36.9	14	10.8	14	10.8
White	17	11.7	66	45.5	31	21.4	22	15.2	9	6.2
Sexual identity[lxxxvi]										
Heterosexual	23	10.3	91	40.6	66	29.5	30	13.4	14	6.3
Queer-spectrum	< 5	---	13	28.3	12	26.1	7	15.2	10	21.7
I would like more opportunities to participate in substantive committee assignments.	**12**	**4.1**	**52**	**17.9**	**132**	**45.5**	**69**	**23.8**	**25**	**8.6**
I have opportunities to participate in substantive committee assignments.	**58**	**19.9**	**118**	**40.5**	**80**	**27.5**	**29**	**10.0**	**6**	**2.1**
Faculty status[lxxxvii]										
Tenured	46	25.1	69	37.7	45	24.6	20	10.9	< 5	---
Tenure-Track	12	11.1	49	45.4	35	32.4	9	8.3	< 5	---

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ($n = 292$).

Qualitative comment analyses

One hundred and five Tenured and Tenure-Track Faculty respondents further elaborated on their responses to previous statements. Three themes emerged from responses: retention, tenure, and promotion process; university administration and shared governance; and service.

Retention, Tenure, and Promotion. Faculty respondents identified challenges with retention, tenure, and promotion at SJSU. In explaining the clarity in the process, respondents commented, "The process for achieving tenure has been very unclear since my start at SJSU. There are no departmental standards, and no mentorship has been provided. There have been unclear remarks made to me by colleagues (faculty with tenure) who have said that achieving tenure is going to be 'different' for me (apparently referring to the investment by Pres. Papazian in RSCA Assigned Time), but without any information about what those new standards are," and "The criteria for tenure are stated more clearly here than at other universities at which I have worked. Part of the issue is that standards evolve over time, which is important to keep current. So there is rarely a firm playbook to follow." Respondents emphasized that the lack of clear guidance can lead to bias, explaining, "Partly because the criteria/process for tenure/promotion is not clearly defined, it seems that personal conflicts can play a more significant role than they should," "The criteria for tenure/promotion are unclear. Due to this ambiguity, there are promotions or tenure-denial based more on alliances than merit," "I achieved tenure & promotion but it was an absolute shit show at the department level. There should be some level of oversight by the college to ensure consistency in the process across dept. chairs," and "RTP criteria is clear, what is not clear is how committees evaluate, and the value of those committees. I have not had good experiences with RTP - even when I have positive reviews." Respondents also added, "In my experience support is given to favorite people, everyone else must fend for themselves. When there are errors I have been told it is my fault - even if it was a committee, a chair, someone else who did something wrong in my evaluations," and "Sometimes faculty are supported, but I have seen this as an uneven experience. When I thought something was wrong and complained I was punished. Being outspoken is dangerous. I stood up for my colleagues and was chastised. I never received an apology for being dragged through those meetings with that interim dean. The other two have been rewarded over and over. and over. I expect my junior colleague will be denied tenure...it is criminal. They had it out for [redacted] from the beginning. I feel so bad about that."

Respondents also noted challenges with senior administration changing the tenure process. Respondents wrote, "The departmental criteria may be clear for tenure, but it does not seem to make a difference if the higher administration can overlook our guidelines to the tenure and promotion process. It also is not fair or supportive for the higher administration to be able to overlook the other reviewers' recommendations and only count their recommendations to the tenure process. It is very disempowering to have all the various committees review the dossier if one person can override all the recommendations already provided," "It has been difficult to understand the requirements for tenure especially as a non-traditional tenure member (counselor faculty). When changes are made from the university administration on tenure requirements, I believe they need to be communicated and decided together with the department…," and "Departments set standards for tenure and promotion, then the provost and president ignore them. This is not an R-1 university, so department standards should be respected."

University Administration and Shared Governance. Faculty respondents identified challenges with the university administration and, specifically, with shared governance. Respondents commented, "There has been an increasing lack of trust, lack of collaboration and lack of inclusion in decision making by higher level administrators," "The idea of shared governance in my opinion is not understood the same way by faculty and administrators. Often time as a faculty member I feel that the administration is paying lip service to shared governance. Many of the ideas that have been put forward by administration over the past couple years are good ones, however the process by which these were implemented have been less than ideal," and "I also want to express concern about university-level service. The SJSU administration - VP level and up - does not want to share governance. I believe this President has squandered an enormous amount of goodwill and alienated faculty for no reason. I have resigned from all my university committee service because the committees were all toothless. We would make progress on something only to see it stall at the President's office. Or whole semesters floated by with nothing to show - no decisions, no actions of any kind. I really wanted to be involved. It was so disillusioning." Respondents also shared that the lack of retention within the administration affects their experiences. Respondents noted, "While I have received primarily positive feedback on my progress toward tenure, the constantly changing leadership at every level (department, college, university) makes it difficult to know how what kinds of scholarship and service are valued. Service at the university level has been unrewarding due to the constant changes at the

administrative level. It makes it challenging to get anything done. I also feel there is a consistent message that the top level administration is entirely uninterested in faculty experience or perspective, so that adds to the feeling that time is being wasted on these committees."

Service. Another theme that emerged from Faculty respondents was the expectation of service. Respondents shared, "Service at the department level counts for essentially nothing. RTP guidelines are not yet approved for my department. There is no support for clinical practice (something that is required for faculty to maintain the ability to teach by governing boards of nursing) in the tenure guidelines and thus we have teachers who have NO recent clinical experience teaching students who end up not being ready for practice," and "I have done excessive, excellent service on multiple levels. This service has often impeded my time to write and publish, however I am scored only as 'good' in this area, excellent in teaching, and not meeting requirements in publishing. The requirements for publishing are very unclear, and I feel my service is seriously undervalued by the RSCA process." Another respondent stated, "The service load at this institution is much higher than at my previous institution, which makes it very hard to conduct research about anything other than one's teaching. That said, the service load seems high for everyone, not just me," and "When I was hired, I understood that the focus for faculty was teaching and service, over research....the recent change to emphasize research, while being matched by the balancing of teaching loads, is not matched by the reduced emphasis on service. I have colleagues that I graduated with who now work at other universities and they are shielded from service obligations (or they are kept to a minimum) so they can have a better chance of achieving tenure. Not so here...while the administration is emphasizing research, the colleges and departments keep heaping on the service obligations." Respondents discussed inequity within the division of service, noting, "I believe there is a large gender disparity in who does service work in my department," "White faculty in my department produce less research and often have less service obligations than faculty of color," and "Men, especially men with tenure DO NOT pull their weight in advising graduate students or doing their service work. They often do such a terrible job that no one wants them to serve on key committees -- thereby making more work for women and other marginalized people."

Survey Question 36 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by gender identity, racial identity, sexual identity, citizenship status, and first-generation status.

Table 79 indicates that 52% (n = 198) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear. A higher percentage of Non-U.S. Citizen Non-Tenure-Track Faculty respondents (39%, n = 10) than U.S. Citizen-Naturalized Non-Tenure-Track Faculty respondents (11%, n = 11) "disagreed" with the statement (U.S. Citizen-Birth Non-Tenure-Track Faculty respondents [21%, n = 52] were not statistically different from other groups).

Thirty-eight percent (n = 144) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were applied equally within classifications. No statistically significant differences were found between groups.

Sixty-five percent (n = 249) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that expectations of their responsibilities were clear. No statistically significant differences were found between groups.

Table 79. Non-Tenure-Track Faculty Respondents' Perceptions of Contract Renewal and Expectations of Responsibilities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
The criteria for contract renewal are clear.	**54**	**14.2**	**144**	**37.9**	**93**	**24.5**	**74**	**19.5**	**15**	**3.9**
Citizenship status[lxxxviii]										
U.S. Citizen-Birth	34	13.5	97	38.6	55	21.9	52	20.7	13	5.2
U.S. Citizen-Naturalized	18	18.2	37	37.4	31	31.3	11	11.1	< 5	---
Non-U.S. Citizen	< 5	---	9	34.6	5	19.2	10	38.5	0	0.0
The criteria used for contract renewal are applied equally within classifications.	**39**	**10.3**	**105**	**27.8**	**162**	**42.9**	**58**	**15.3**	**14**	**3.7**
Clear expectations of my responsibilities exist.	**68**	**17.8**	**181**	**47.5**	**65**	**17.1**	**49**	**12.9**	**18**	**4.7**

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (n = 385).

Twenty-one percent (*n* = 78) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 80). A higher percentage of U.S. Citizen-Birth Non-Tenure-Track Faculty respondents (17%, *n* = 42) than U.S. Citizen-Naturalized/Non-U.S. Citizen Non-Tenure-Track Faculty respondents (8%, *n* = 10) "strongly disagreed" with the statement.

Thirty-five percent (*n* = 134) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. A higher percentage of U.S. Citizen-Birth Non-Tenure-Track Faculty respondents (7%, *n* = 18) than U.S. Citizen-Naturalized/Non-U.S. Citizen Non-Tenure-Track Faculty respondents (*n* < 5) "strongly disagreed" with the statement.

Thirty-two percent (*n* = 121) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated. A higher percentage of Queer-spectrum Non-Tenure-Track Faculty respondents (31%, *n* = 16) than Heterosexual Non-Tenure-Track Faculty respondents (18%, *n* = 55) "agreed" with the statement.

Thirty percent (*n* = 114) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their opinions were taken seriously by senior administrators. A higher percentage of White Non-Tenure-Track Faculty respondents (27%, *n* = 56) than Non-Tenure-Track Faculty Respondents of Color (including Multiracial) (17%, *n* = 27) "disagreed" with the statement.

Forty-four percent (*n* = 216) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their opinions were taken seriously by tenured or tenure-track faculty in their unit. A higher percentage of White Non-Tenure-Track respondents (21%, *n* = 43) than Respondents of Color (including Multiracial) (10%, *n* = 16) "disagreed" with the statement.

Twenty-six percent (*n* = 97) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they had job security. No statistically significant differences were found between groups.

Table 80. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments)	**25**	**6.6**	**53**	**14.1**	**122**	**32.4**	**124**	**33.0**	**52**	**13.8**
Citizenship status[lxxxix]										
U.S. Citizen-Birth	15	6.0	37	14.9	69	27.8	85	34.3	42	16.9
U.S. Citizen-Naturalized/Non-U.S. Citizen	9	7.3	15	12.1	51	41.1	39	31.5	10	8.1
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	**48**	**12.6**	**86**	**22.6**	**141**	**37.0**	**86**	**22.6**	**20**	**5.2**
Citizenship status[xc]										
U.S. Citizen-Birth	27	10.8	47	18.8	95	38.0	63	25.2	18	7.2
U.S. Citizen-Naturalized/Non-U.S. Citizen	19	15.0	37	29.1	46	36.2	23	18.1	< 5	---
Pressured to do extra work that is uncompensated	**45**	**11.8**	**76**	**20.0**	**93**	**24.5**	**109**	**28.7**	**57**	**15.0**
Sexual identity[xci]										
Heterosexual	32	10.7	55	18.4	68	22.7	94	31.4	50	16.7
Queer-spectrum	9	17.6	16	31.4	14	27.5	9	17.6	< 5	---
Non-tenure-track faculty opinions are taken seriously by senior administrators.	**31**	**8.2**	**83**	**22.0**	**130**	**34.4**	**86**	**22.8**	**48**	**12.7**
Racial identity[xcii]										
Respondents of Color/Multiracial	11	6.9	33	20.6	68	42.5	27	16.9	21	13.1
White	19	9.1	49	23.4	61	29.2	56	26.8	24	11.5
Non-tenure-track faculty opinions are taken seriously by other tenured or tenure-track faculty in my unit.	**48**	**12.6**	**120**	**31.5**	**116**	**30.4**	**61**	**16.0**	**36**	**9.4**
Racial identity[xciii]										

Table 80. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Respondents of Color/Multiracial	20	12.3	51	31.3	60	36.8	16	9.8	16	9.8
White	27	12.9	65	31.1	55	26.3	43	20.6	19	9.1
I have job security.	**25**	**6.6**	**72**	**18.9**	**103**	**27.0**	**89**	**23.4**	**92**	**24.1**

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 385).

Qualitative comment analyses

One hundred and thirty-seven Non-Tenure-Track Faculty respondents further elaborated on their responses to previous statements. Two themes emerged from responses: Lack of job security and faculty inequity.

Lack of Job Security. One theme that emerged from respondents was the overall lack of job security. Respondents stated, "Lecturers do not have job security and are underemployed. There is no ability to negotiate teaching a variety of classes or to secure those we prefer to teach. Classes we have been offered can be taken away from us before or within the first weeks of school and given to full time professors, which can reduce our salaries and threaten our benefits, and we are not compensated for any new courses we create if the course is cut due to under-enrollment," and "Every semester for the last 2 years looks like it will be my last semester at SJSU because of full time faculty taking classes from lecturers, grad students having priority over lecturers, opaque decision making by the Chair as far as scheduling classes…." In addition to course cuts, respondents shared challenges with compensation, noting, "…we don't have job security. I have not seen any job opening in my department for full-time lecturer positions. If a lecturer is the head of a family and no other family member is working, s/he would not be able to support the family with the part-time salary," and "I am still paying student loans from my time as a graduate student at SJSU, and sadly I have turned down many lecturer opportunities at SJSU because I simply cannot live on the wages alone and/or shift my full-time work to part-time work on a semester by semester basis to take whatever classes are available. The only lecturers I know who have been able to do this have flexible service industry work to compensate for precarious lecturer opportunities… I would love to teach more, but I'd have to quit my other higher paying job [redacted], which it only available on a full time basis. Unfortunately, the precariousness

involved in lecture work is what makes working at SJSU challenging." Other respondents shared that longer-term contracts still do not provide security, stating, "As a lecturer with [redacted] yr. entitlement, I still have little job security. It's always a guessing game whether I'll get the sections I request and if those sections will fill. This limits my ability to commit to other work options. Also, I do not get rewarded for going above and beyond in my professional training or course improvements…," and "Unsure of what has become or will become of my 3 year appointment evaluation that was turned in early February and I have still not heard anything back yet. Not sure if this Covid19 crisis will affect enrollment enough to cancel underenrolled classes and leave me with less than 2 classes to teach in the Fall and not qualify for medical insurance through SJSU."

Respondents also discussed evaluations and job security, stating, "I have been on campus [redacted] years. However, I am temporary/part-time. The chair always has to find something wrong no matter how wonderful my in class evaluation is…," and "Been teaching, winning teaching and service provider awards for [redacted]. My classes are cut, my pay withheld, benefits cut, job threatened over pregnancy, falling out with faculty who viewed me as competition, and issues related to pivot to online learning with some students' complaints not following chain of command and immediate within 3 days threats to fire me with no opportunity to redress issues. It feels like they want some excuse to fire me."

Faculty Inequity. Respondents described their experience as second-class citizens at SJSU, sharing, "…We are viewed as second-class employees, our opinions don't matter, our input is not needed, and that we should let the 'real professionals' decide what the department needs are. It's frustrating because often, lecturers feel that we put in just as much, if not more, into our work as T and TT faculty," "Lecturers are marginalized in every aspect. IN [redacted] years, there has never been a lecturer dept survey of conditions. Lecturers regularly do extra unpaid work...many for years. Many do it to keep their jobs in case of cuts...so many feel they have to work free, take any class given them, no matter how late...," and "Even though I have been teaching at SJSU for [redacted] years, I feel as though my position as a lecturer is considered to be lower class. We are 70% of the teaching faculty in my department, and we have zero input on important issues; we have to use our own computers and pay for software, etc. (even though I regularly teach an online class or two); there is no compensation for classroom supplies; there is

no money available for professional training, workshops, or conferences unless we pay it ourselves out of pocket; our names are not posted in hallways (but tenure track are); we have to bring in our own furniture for our offices; the list goes on...."

Respondents shared multiple instances of exclusion and inequity, stating, "My curriculum design initiatives have been put down because I'm not a tenured faculty," "Leadership in [department name redacted] have referred to masters as 'half degrees.'," and "…There seems to be an attitude that lecturers are disposable and it seems to trickle down from the top all the way to our Dean and Chair." Faculty respondents also shared frustration about their lack of choice in their classes, "In my dept, Lecturers are hired to teach what the 10yr [*sic*] don't want to do. If a Lecturer ask for a change of schedule, is sick more than a few days, or is complaining about the number of students in his/her class, the reply is quick to come: you are free to leave," and "I am unable to teach the courses I would like and am constantly denied the classes that students ask me to teach. I have excellent SOTES and have been named a [redacted] every year for a decade, but this counts for nothing because I am not tenure track. I understand that research is important and brings in funding, but CSU's mandate is for TEACHING (UC's mandate is research). We need to put good teachers in the most important classes, and not give courses to faculty just because they are tenured, if their teaching ratings do not support it." Respondents also felt inequity in shared governance. Respondents noted, "Faculty votes for Chair. Temporary Faculty gets 3/5 of a vote that is only an advisory vote. Tenured and Temporary faculty overwhelmingly approved the hiring of a beloved F/T faculty for Chair, but it was denied as only F/T faculty votes are counted. We are pre-reconstruction Negroes working on the plantation, we figure," and "Recently, lecturers have been excluded from meetings about curriculum and pedagogy that we teach. I am often not invited to meetings about courses I teach. I have happened upon such meetings by chance and been purposely excluded with other lecturers from some."

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 81 to Table 83). Chi-square analyses were conducted by faculty status (Tenured, Tenure-Track, Non-Tenure-Track), gender identity, racial identity, sexual identity, citizenship status, and first-generation status.

Table 81 illustrates that 74% ($n = 496$) of Faculty respondents "strongly agreed" or "agreed" that research was valued by SJSU. Higher percentages of Tenured Faculty respondents (34%, $n = 62$) and Tenure-Track Faculty respondents (43%, $n = 46$) than Non-Tenure-Track Faculty respondents (23%, $n = 89$), along with a higher percentage of Women Faculty respondents (35%, $n = 136$) than Men Faculty respondents (22%, $n = 54$), "strongly agreed" with the statement (Trans-spectrum Faculty respondents [20%, $n = 6$] were not statistically different from other groups). A higher percentage of Queer-spectrum Faculty respondents (9%, $n = 9$) than Heterosexual Faculty respondents (4%, $n = 21$) "disagreed" that research was valued by SJSU.

Seventy-eight percent ($n = 520$) of Faculty respondents "strongly agreed" or "agreed" that teaching was valued by SJSU. A higher percentage of U.S. Citizen-Birth Faculty respondents (13%, $n = 54$) than U.S. Citizen-Naturalized/Non-U.S. Citizen Faculty respondents (5%, $n = 11$) "disagreed" with the statement.

Sixty-four percent ($n = 430$) of Faculty respondents "strongly agreed" or "agreed" that their service was valued by SJSU. A higher percentage of Tenured Faculty respondents (18%, $n = 33$) than Non-Tenure-Track Faculty respondents (7%, $n = 27$) "disagreed" and a higher percentage of Tenure-Track Faculty respondents (9%, $n = 10$) than Non-Tenure-Track Faculty respondents (3%, $n = 10$) "strongly disagreed" that their service was valued by SJSU (Tenure-Track Faculty respondents [12%, $n = 13$] who "disagreed" and Tenured Faculty respondents [6%, $n = 10$] who "strongly disagreed" were not statistically different from other groups). A higher percentage of Trans-spectrum Faculty respondents (17%, $n = 5$) than Men Faculty respondents (3%, $n = 7$) and Women Faculty respondents (4%, $n = 17$) "strongly disagreed" with the statement.

Thirty-eight percent ($n = 253$) of Faculty respondents "strongly agreed" or "agreed" that shared governance was valued by SJSU. A higher percentage of Tenured Faculty respondents (25%, $n = 45$) than Non-Tenure-Track Faculty respondents (10%, $n = 37$) "disagreed" with the statement (Tenure-Track Faculty respondents [17%, $n = 18$] were not statistically different from other groups). Twenty-seven percent ($n = 8$) of Trans-spectrum Faculty respondents compared with 9% ($n = 21$) of Men Faculty respondents and 6% ($n = 22$) of Women Faculty respondents "strongly disagreed" that shared governance was valued by SJSU. A higher percentage of Queer-spectrum Faculty respondents (17%, $n = 11$) than Heterosexual Faculty respondents (7%, $n = 36$)

"strongly disagreed" that shared governance was valued by SJSU (Bisexual/Pansexual Faculty respondents [$n < 5$] were not statistically different from other groups).

Table 81. Faculty Respondents' Perceptions of SJSU's Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by SJSU.	**197**	**29.4**	**299**	**44.6**	**122**	**18.2**	**37**	**5.5**	**15**	**2.2**
Faculty status[xciv]										
Tenured	62	34.1	80	44.0	21	11.5	11	6.0	8	4.4
Tenure-Track	46	42.6	50	46.3	6	5.6	5	4.6	< 5	---
Non-Tenure-Track	89	23.4	169	44.5	95	25.0	21	5.5	6	1.6
Gender identity[xcv]										
Women	136	35.1	166	42.9	63	16.3	19	4.9	< 5	---
Men	54	22.0	119	48.6	50	20.4	13	5.3	9	3.7
Trans-spectrum	6	20.0	12	40.0	6	20.0	< 5	---	< 5	---
Sexual identity[xcvi]										
Heterosexual	160	30.5	241	45.9	95	18.1	21	4.0	8	1.5
Queer-spectrum	27	27.6	43	43.9	13	13.3	9	9.2	6	6.1
Teaching is valued by SJSU.	**201**	**30.0**	**319**	**47.6**	**58**	**8.7**	**68**	**10.1**	**24**	**3.6**
Citizenship status[xcvii]										
U.S. Citizen-Birth	123	28.7	200	46.7	34	7.9	54	12.6	17	4.0
U.S. Citizen-Naturalized/Non-U.S. Citizen	76	32.8	116	50.0	22	9.5	11	4.7	7	3.0
Service is valued by SJSU.	**117**	**17.4**	**313**	**46.6**	**138**	**20.6**	**73**	**10.9**	**30**	**4.5**
Faculty status[xcviii]										
Tenured	24	13.2	84	46.2	31	17.0	33	18.1	10	5.5
Tenure-Track	24	22.4	47	43.9	13	12.1	13	12.1	10	9.3
Non-Tenure-Track	69	18.1	182	47.6	94	24.6	27	7.1	10	2.6
Gender identity[xcix]										
Women	70	18.0	180	46.4	77	19.8	44	11.3	17	4.4
Men	44	18.0	121	49.4	51	20.8	22	9.0	7	2.9
Trans-spectrum	< 5	---	9	30.0	7	23.3	6	20.0	5	16.7
Shared governance is valued by SJSU.	**64**	**9.7**	**189**	**28.5**	**256**	**38.7**	**100**	**15.1**	**53**	**8.0**
Faculty status[c]										
Tenured	14	7.7	51	28.2	43	23.8	45	24.9	28	15.5

Table 81. Faculty Respondents' Perceptions of SJSU's Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Tenure-Track	11	10.2	33	30.6	38	35.2	18	16.7	8	7.4
Non-Tenure-Track	39	10.5	105	28.2	175	46.9	37	9.9	17	4.6
Gender identity[ci]										
Women	39	10.2	106	27.7	163	42.7	52	13.6	22	5.8
Men	21	8.7	79	32.6	81	33.5	40	16.5	21	8.7
Trans-spectrum	< 5	---	< 5	---	9	30.0	7	23.3	8	26.7
Sexual identity[cii]										
Heterosexual	49	9.5	154	29.8	198	38.4	79	15.3	36	7.0
Queer-spectrum	10	15.4	11	16.9	20	30.8	13	20.0	11	16.9
Bisexual/Pansexual	< 5	---	13	40.6	10	31.3	< 5	---	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 677).

Thirteen percent (*n* = 88) of Faculty respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive (Table 82). Higher percentages of Tenured Faculty respondents (44%, *n* = 80) and Tenure-Track Faculty respondents (42%, *n* = 45) than Non-Tenure-Track Faculty respondents (6%, *n* = 23) "strongly disagreed" with the statement.

Ten percent (*n* = 65) of Faculty respondents "strongly agreed" or "agreed" that salaries for non-tenure-track faculty were competitive. Higher percentages of Tenured Faculty respondents (38%, *n* = 67) and Tenure-Track Faculty respondents (44%, *n* = 47) than Non-Tenure-Track Faculty respondents (26%, *n* = 100) "strongly disagreed" with the statement. Fifteen percent (*n* = 15) of Queer-spectrum Faculty respondents compared with 7% (*n* = 34) of Heterosexual Faculty respondents "agreed" that salaries for non-tenure-track faculty were competitive.

Seventy-two percent (*n* = 478) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of Tenure-Track Faculty respondents (37%, *n* = 40) than Non-Tenure-Track Faculty respondents (23%, *n* = 88) "strongly agreed." In addition, a high percentage of Tenured Faculty respondents (53%, *n* = 96) than Non-Tenure-Track Faculty respondents (40%, *n* = 151) "agreed" with the statement.

Ten percent (*n* = 64) of Faculty respondents "strongly agreed" or "agreed" that child care benefits were competitive. Higher percentages of Tenured Faculty respondents (12%, *n* = 20)

and Tenure-Track Faculty respondents (22%, $n = 23$) than Non-Tenure-Track Faculty respondents (4%, $n = 13$) "strongly disagreed" with the statement. A higher percentage of Faculty Respondents of Color (11%, $n = 23$) than Multiracial Faculty respondents ($n < 5$) "disagreed" that child care benefits were competitive (White Faculty respondents [7%, $n = 23$] were not statistically different from other groups).

Fifty-seven percent ($n = 375$) of Faculty respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. Higher percentages of Tenured Faculty respondents (35%, $n = 64$) and Tenure-Track Faculty respondents (27%, $n = 29$) than Non-Tenure-Track Faculty respondents (11%, $n = 42$) "strongly agreed" with the statement.

Table 82. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Salaries for tenure-track faculty positions are competitive.	**10**	**1.5**	**78**	**11.7**	**298**	**44.9**	**130**	**19.6**	**148**	**22.3**
Faculty status[ciii]										
Tenured	0	0.0	13	7.2	33	18.3	54	30.0	80	44.4
Tenure-Track	< 5	---	21	19.4	14	13.0	27	25.0	45	41.7
Non-Tenure-Track	9	2.4	44	11.7	251	66.8	49	13.0	23	6.1
Salaries for non-tenure-track faculty are competitive.	**13**	**2.0**	**52**	**7.8**	**197**	**29.6**	**189**	**28.4**	**214**	**32.2**
Faculty status[civ]										
Tenured	< 5	---	10	5.6	52	29.2	46	25.8	67	37.6
Tenure-Track	< 5	---	7	6.5	35	32.4	17	15.7	47	43.5
Non-Tenure-Track	8	2.1	35	9.2	110	29.0	126	33.2	100	26.4
Sexual identity[cv]										
Heterosexual	12	2.3	34	6.6	164	31.7	148	28.6	160	30.9
Queer-spectrum	< 5	---	15	15.3	20	20.4	27	27.6	35	35.7
Health insurance benefits are competitive.	**183**	**27.4**	**295**	**44.1**	**148**	**22.1**	**26**	**3.9**	**17**	**2.5**

Table 82. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
Faculty status[cvi]										
Tenured	55	30.2	96	52.7	22	12.1	5	2.7	< 5	---
Tenure-Track	40	37.0	48	44.4	14	13.0	< 5	---	< 5	---
Non-Tenure-Track	88	23.2	151	39.8	112	29.6	17	4.5	11	2.9
Child care benefits are competitive.	**21**	**3.2**	**43**	**6.6**	**484**	**74.2**	**48**	**7.4**	**56**	**8.6**
Faculty status[cvii]										
Tenured	6	3.5	9	5.2	124	71.7	14	8.1	20	11.6
Tenure-Track	< 5	---	9	8.5	62	58.5	8	7.5	23	21.7
Non-Tenure-Track	11	2.9	25	6.7	298	79.9	26	7.0	13	3.5
Racial identity[cviii]										
Respondents of Color	11	5.4	18	8.9	135	66.8	23	11.4	15	7.4
White	8	2.3	16	4.6	271	78.3	23	6.6	28	8.1
Multiracial	< 5	---	7	8.6	62	76.5	< 5	---	9	11.1
Retirement/supplemental benefits are competitive.	**135**	**20.5**	**240**	**36.4**	**236**	**35.8**	**33**	**5.0**	**15**	**2.3**
Faculty status[cix]										
Tenured	64	35.4	70	38.7	39	21.5	< 5	---	< 5	---
Tenure-Track	29	27.4	45	42.5	23	21.7	6	5.7	< 5	---
Non-Tenure-Track	42	11.3	125	33.6	174	46.8	23	6.2	8	2.2

Note: Table reports responses only from Faculty respondents ($n = 677$).

Sixteen percent ($n = 110$) of Faculty respondents "strongly agreed" or "agreed" that SJSU provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 83). Higher percentages of Tenured Faculty respondents (24%, $n = 44$) and Tenure-Track Faculty respondents (26%, $n = 28$) than Non-Tenure-Track Faculty respondents (9%, $n = 35$) "strongly disagreed" with the statement.

Fifty percent ($n = 337$) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position. A higher percentage of Tenure-Track Faculty respondents (53%, $n = 57$) than Non-Tenure-Track Faculty respondents (34%, $n = 130$) "agreed" with the statement (Tenured Faculty

respondents [39%, $n = 70$] were not statistically different from other groups). A higher percentage of Trans-spectrum Faculty respondents (24%, $n = 7$) than Women Faculty respondents (6%, $n = 23$) and Men Faculty respondents (6%, $n = 14$) "strongly disagreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position.

Fifty-seven percent ($n = 380$) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Tenure-Track Faculty respondents (18%, $n = 19$) than Non-Tenure-Track Faculty respondents (6%, $n = 24$) and Tenured Faculty respondents (7%, $n = 13$), along with a higher percentage of U.S. Citizen-Birth Faculty respondents (10%, $n = 41$) than U.S. Citizen-Naturalized Faculty respondents (3%, $n = 6$) "strongly disagreed" with the statement (Non-U.S. Citizen Faculty respondents [11%, $n = 6$] were not statistically different from other groups).

Thirty-four percent ($n = 228$) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. A higher percentage of White Faculty respondents (28%, $n = 100$) than Faculty Respondents of Color/Multiracial respondents (18%, $n = 53$) "disagreed" with the statement.

Forty-six percent ($n = 306$) of Faculty respondents "strongly agreed" or "agreed" that SJSU provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). Higher percentages of Tenured Faculty respondents (40%, $n = 72$) and Tenure-Track Faculty respondents (53%, $n = 57$) than Non-Tenure-Track Faculty respondents (30%, $n = 113$) "agreed" with the statement. Twenty-six percent ($n = 92$) of White Faculty respondents compared with 15% ($n = 31$) of Faculty Respondents of Color "disagreed" that SJSU provided them with the resources to pursue professional development (Multiracial Faculty respondents [15%, $n = 12$] were not statistically different from other groups).

Table 83. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
SJSU provides adequate resources to help me manage work-life balance.	**29**	**4.3**	**81**	**12.1**	**302**	**45.2**	**149**	**22.3**	**107**	**16.0**
Faculty status[cx]										
Tenured	10	5.5	13	7.2	73	40.3	41	22.7	44	24.3
Tenure-Track	6	5.6	11	10.2	31	28.7	32	29.6	28	25.9
Non-Tenure-Track	13	3.4	57	15.0	198	52.2	76	20.1	35	9.2
My colleagues include me in opportunities that will help my career as much as they do others in my position.	**80**	**11.9**	**257**	**38.4**	**208**	**31.0**	**80**	**11.9**	**45**	**6.7**
Faculty status[cxi]										
Tenured	21	11.5	70	38.5	60	33.0	21	11.5	10	5.5
Tenure-Track	16	14.8	57	52.8	22	20.4	5	4.6	8	7.4
Non-Tenure-Track	43	11.3	130	34.2	126	33.2	54	14.2	27	7.1
Gender identity[cxii]										
Women	55	14.2	141	36.3	121	31.2	48	12.4	23	5.9
Men	23	9.4	106	43.3	74	30.2	28	11.4	14	5.7
Trans-spectrum	< 5	---	8	27.6	9	31.0	< 5	---	7	24.1
The performance evaluation process is clear.	**72**	**10.7**	**308**	**45.9**	**125**	**18.6**	**110**	**16.4**	**56**	**8.3**
Faculty status[cxiii]										
Tenured	18	9.9	77	42.3	38	20.9	36	19.8	13	7.1
Tenure-Track	7	6.5	37	34.3	24	22.2	21	19.4	19	17.6
Non-Tenure-Track	47	12.3	194	50.9	63	16.5	53	13.9	24	6.3
Citizenship status[cxiv]										
U.S. Citizen-Birth	42	9.8	204	47.7	66	15.4	75	17.5	41	9.6
U.S. Citizen-Naturalized	22	12.3	79	44.1	47	26.3	25	14.0	6	3.4
Non-U.S. Citizen	6	11.1	23	42.6	10	18.5	9	16.7	6	11.1
The performance evaluation process is productive.	**47**	**7.1**	**181**	**27.2**	**203**	**30.5**	**159**	**23.9**	**76**	**11.4**
Racial identity[cxv]										
Respondents of Color/Multiracial	21	7.3	90	31.1	95	32.9	53	18.3	30	10.4
White	25	7.1	88	24.9	100	28.2	100	28.2	41	11.6

Table 83. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
SJSU provides me with resources to pursue professional development.	**64**	**9.6**	**242**	**36.3**	**153**	**22.9**	**140**	**21.0**	**68**	**10.2**
Faculty status[cxvi]										
Tenured	19	10.6	72	40.2	28	15.6	40	22.3	20	11.2
Tenure-Track	13	12.0	57	52.8	19	17.6	17	15.7	< 5	---
Non-Tenure-Track	32	8.4	113	29.7	106	27.9	83	21.8	46	12.1
Racial identity[cxvii]										
Respondents of Color	19	9.2	85	41.1	50	24.2	31	15.0	22	10.6
White	35	9.9	124	34.9	70	19.7	92	25.9	34	9.6
Multiracial	8	9.9	27	33.3	27	33.3	12	14.8	7	8.6

Note: Table reports responses only from Faculty respondents (*n* = 677).

As noted in Table 84, 46% (*n* = 308) of Faculty respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at SJSU. Higher percentages of Tenured Faculty respondents (17%, *n* = 31) and Tenure-Track Faculty respondents (17%, *n* = 18) than Non-Tenure-Track Faculty respondents (6%, *n* = 23) "strongly agreed" with the statement. A higher percentage of Trans-spectrum Faculty respondents (43%, *n* = 13) than Women Faculty respondents (8%, *n* = 31) and Men Faculty respondents (11%, *n* = 26), along with a higher percentage of Queer-spectrum Faculty respondents (23%, *n* = 15) than Heterosexual Faculty respondents (9%, *n* = 47) "strongly disagreed" that they felt positive about their career opportunities at SJSU (Bisexual/Pansexual Faculty respondents [*n* < 5] were not statistically different from other groups). Finally, a higher percentage of Non-U.S. Citizen Faculty respondents (20%, *n* = 11) than U.S. Citizen-Birth Faculty respondents (9%, *n* = 40) "strongly agreed" with the statement (U.S. Citizen-Naturalized [11%, *n* = 20] were not statistically different from other groups).

Fifty-seven percent (*n* = 385) of Faculty respondents "strongly agreed" or "agreed" that they would recommend SJSU as a good place to work. Higher percentages of Tenure-Track Faculty respondents (50%, *n* = 54) and Non-Tenure-Track Faculty respondents (46%, *n* = 176) than Tenured Faculty respondents (34%, *n* = 63), along with a higher percentage of Heterosexual Faculty respondents (46%, *n* = 240) than Queer-spectrum Faculty respondents (35%, *n* = 34)

"agreed" with the statement. Thirty-three percent ($n = 10$) of Trans-spectrum Faculty respondents compared with 4% ($n = 17$) of Women Faculty respondents and 5% ($n = 11$) of Men Faculty respondents "strongly disagreed" that they would recommend SJSU as a good place to work. A higher percentage of Not-First-Generation Faculty respondents (48%, $n = 209$) than First-Generation Faculty respondents (36%, $n = 82$) "agreed" with the statement. Finally, 32% ($n = 57$) of U.S. Citizen-Naturalized Faculty respondents compared with 15% ($n = 8$) of Non-U.S. Citizen Faculty respondents "neither agreed nor disagreed" that they would recommend SJSU as a good place to work (U.S. Citizen-Birth Faculty respondents [25%, $n = 109$] were not statistically different from other groups).

Fifty percent ($n = 333$) of Faculty respondents "strongly agreed" or "agreed" that they had job security. Forty-six percent ($n = 85$) of Tenured Faculty respondents, 16% ($n = 17$) of Tenure-Track Faculty respondents, and 7% ($n = 25$) of Non-Tenure-Track Faculty respondents "strongly agreed" with the statement.

Table 84. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Positive about my career opportunities at SJSU	**72**	**10.7**	**236**	**35.1**	**195**	**29.0**	**95**	**14.1**	**74**	**11.0**
Faculty status[cxviii]										
Tenured	31	16.9	63	34.4	49	26.8	19	10.4	21	11.5
Tenure-Track	18	16.8	51	47.7	27	25.2	9	8.4	< 5	---
Non-Tenure-Track	23	6.0	122	31.9	119	31.2	67	17.5	51	13.4
Gender identity[cxix]										
Women	45	11.6	137	35.2	114	29.3	62	15.9	31	8.0
Men	25	10.2	91	37.1	75	30.6	28	11.4	26	10.6
Trans-spectrum	< 5	---	6	20.0	6	20.0	< 5	---	13	43.3

Table 84. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Sexual identity[cxx]										
Heterosexual	60	11.4	196	37.3	153	29.1	70	13.3	47	8.9
Queer-Spectrum	5	7.6	18	27.3	16	24.2	12	18.2	15	22.7
Bisexual/Pansexual	< 5	---	9	28.1	12	37.5	5	15.6	< 5	---
Citizenship status[cxxi]										
U.S. Citizen-Birth	40	9.3	162	37.8	111	25.9	61	14.2	55	12.8
U.S. Citizen-Naturalized	20	11.2	54	30.2	67	37.4	23	12.8	15	8.4
Non-U.S. Citizen	11	20.4	18	33.3	14	25.9	10	18.5	< 5	---
I would recommend SJSU as a good place to work.	**92**	**13.7**	**293**	**43.7**	**179**	**26.7**	**66**	**9.8**	**41**	**6.1**
Faculty status[cxxii]										
Tenured	32	17.5	63	34.4	48	26.2	21	11.5	19	10.4
Tenure-Track	16	14.8	54	50.0	30	27.8	5	4.6	< 5	---
Non-Tenure-Track	44	11.6	176	46.3	101	26.6	40	10.5	19	5.0
Gender identity[cxxiii]										
Women	51	13.1	178	45.8	105	27.0	38	9.8	17	4.4
Men	39	16.0	106	43.4	65	26.6	23	9.4	11	4.5
Trans-spectrum	< 5	---	8	26.7	7	23.3	< 5	---	10	33.3
First-Generation status[cxxiv]										
First-Generation	31	13.8	82	36.4	72	32.0	23	10.2	17	7.6
Not-First-Generation	61	14.0	209	47.8	105	24.0	42	9.6	20	4.6
Sexual identity[cxxv]										
Heterosexual	78	14.8	240	45.6	137	26.0	47	8.9	24	4.6
Queer-Spectrum	11	11.2	34	34.7	26	26.5	15	15.3	12	12.2
Citizenship status[cxxvi]										
U.S. Citizen-Birth	54	12.6	196	45.7	109	25.4	39	9.1	31	7.2
U.S. Citizen-Naturalized	25	14.0	69	38.8	57	32.0	22	12.4	5	2.8
Non-U.S. Citizen	12	22.2	27	50.0	8	14.8	5	9.3	< 5	---

Table 84. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have job security.	**127**	**19.0**	**206**	**30.7**	**128**	**19.1**	**102**	**15.2**	**107**	**16.0**
Faculty status[cxxvii]										
Tenured	85	46.4	82	44.8	13	7.1	< 5	---	< 5	---
Tenure-Track	17	15.9	48	44.9	26	24.3	12	11.2	< 5	---
Non-Tenure-Track	25	6.6	76	20.0	89	23.4	89	23.4	101	26.6

Note: Table reports responses only from Faculty respondents (*n* = 677).

Qualitative comment analyses

One hundred and seventy-four Faculty respondents further elaborated on their responses to previous statements. Three themes emerged from all Faculty respondents: benefits and pay, evaluation, and research. One theme emerged among Non-Tenure-Track Faculty respondents: job security.

<u>All Faculty Respondents</u>

Benefits and Pay. One theme that emerged from Faculty respondents was the benefits and pay at the University. A respondent explained, "$53k is not quite enough. I teach 250 students in four classes, write 15-20 recommendations every year, and informally advice dozens or students every semester. If I earned another $20k, I could devote all my time to helping my students here at SJSU." Other respondents explained how the low salary hurts recruitment, "Tenure-line faculty also need to be paid more considering the cost of living in the Bay Area. We have reached the point where candidates won't even apply for our positions or if they come, they stay for only a couple of years and leave to work for local companies…," "Assistant professor salaries are competitive, but salaries of associate professors and full professors appear to fall behind. My experience from chatting with our lecturers/non-tenure-track faculty is that the salaries are not competitive. Financially speaking, these individuals would be better off teaching at community colleges or as K12 teachers…," and "My [redacted] who is a visiting assistant professor at a community college in Southern California, makes $15,000 more than I do, and [redacted] lives in a much cheaper place. I know that faculty salaries are limited by collective bargaining, but it seems a bit ridiculous that a professor at Chico receives similar pay to a

professor who lives and works in the Bay Area. I feel that a salary that better reflected the cost of living in this area would make SJSU much more attractive to prospective hires."

Respondents specifically shared concerns about benefits and pay relative to the cost of living, explaining, "While faculty salaries are competitive when compared with the national average, they are absolutely not competitive when compared with industry salaries for researchers with similar qualifications, which makes it difficult to live in the Bay Area (and especially in and right around San José). There are also not enough resources to find affordable housing and/or provide suitable transportation to areas outside of San José (as I understand it, there are plenty of benefits for transportation right in San José, but since I can't afford to live there, I'm forced to commute by car because there is no reasonable public transit support to more affordable areas)," and "SJSU and CSU do not have anything in place to help lecturers advance up the pay scale. We do not receive SSIs on a regular basis so we may not advance to the next range. Living costs are too [high] in the Bay Area and I would [not] recommend any faculty to work here because they would not be paid enough to live here." Respondents expressed additional concerns about benefits, noting, "SJSU DOES NOT provide adequate resources to manage work-life balance (e.g., child care, elder care, housing location assistance, transportation)," "WE NEED FREE or SUBSIDIZED CHILDCARE ON / NEAR CAMPUS. I've been on the waiting list for the campus child care program for a year with no word back and no indication when my child would be able to attend," "SJSU should do more re: parking and transportation- i.e., subsidize Caltrain, BART etc."

Evaluation Criteria. The next theme that emerged from responses was the evaluation process with noted differences based on tenure status. Non-Tenure-Track Faculty respondents explained, "In my department, the performance evaluation is actively destructive. It is capricious, petty, and totally opaque," "The evaluation process is ludicrous. Too much emphasis placed on SOTES and little emphasis placed other factors. SOTES also make no sense as I get multiple ones for the same sections due to the course scheduling and listing…," "The over-reliance on SOTES as part of the evaluation process makes it easy for students to get revenge on faculty and encourages faculty to take short cuts and not enforce strict criteria. It also doesn't make sense to average SOTES and compare individual SOTES against that, when the topic areas are not the same, or the level (undergraduate vs graduate vs other) of students is not the same. It's a flawed process,

but we continue to use it. And students know, so they absolve themselves of the opportunity to learn, knowing they will get revenge in the end." Non-Tenured-Track Faculty Respondents also shared, "Overall, I LOVE SJSU. With that said, the performance evaluation was one of the most stressful, poorly run, and confusing processes I have ever encountered here. I know there are many reasons for this, but please go back to a paper system if this is how bad it will be in the future…," and "Annual review process has become a way, using SOTES, to 'whip' lecturers into compliance. The quality of education is not important - only important thing is how many students you push through the system. No longer any rigor in the classroom. Students aren't expected to do anything. Students may as well attend University of Phoenix or National University."

Tenured and Tenure-Track Faculty respondents also explained their thoughts on the performance evaluation process. Respondents stated, "The performance evaluation process is sloppy. It does not provide a way for faculty to adequately communicate their work to evaluators. The university's use of Interfolio is also an embarrassment," "Evaluating faculty based on research (by denying tenure, promotion, or salary increase), and giving them no time to do it, is basically forcing people to work for free. I do not understand how this system has persisted for as long as it has. I think that people are afraid of being labeled as whiners or slackers," and "Teaching is not as valued in tenure consideration as research is. Teaching is evaluated based on student feedback, which is counterproductive and leads to lowering of standards in education and ultimately harms student learning and success. More time is spent on paperwork/forms/dossiers for tenure/promotion than reasonable. We would be more productive if we spent that time on actual meaningful work than on meaningless filling of forms and building of dossiers."

Tenured and Tenure-Track Faculty Respondents also shared concern about their evaluations, specifically how research is measured, "…SJSU claims to value many of the above (teaching, service, shared governance) but in practice, it's very different. Over the years, the value metric for research has narrowed from a wide range of activities to now being only (or primarily) peer reviewed journal articles. 'Impact metrics' are also biased, unfair, demeaning, short-sighted, and structurally designed to undermine rather than improve motivation/morale of faculty most in need of support. Even when academic research in the area of motivation is cited along with suggestions to change these structures, they remain, and in so doing serve as a reminder that the

academic culture at SJSU is not designed to support faculty who don't already come in with resources, grants, privileges, and/or preferential treatments," and "Meaningful engagement and research-to-practice initiatives within our communities appear to be worth nothing in the RTP process as they are crowded out by a fixation on impact metrics related to peer-reviewed journal articles. Ironically, we say we support our communities, but we don't actually support faculty work that supports our communities. Greater alignment between our stated values and actions (or even a basic acknowledgement that there's a mismatch) would strengthen the research and academic climates at SJSU."

Research. Another theme that emerged was research. Respondents explained, "The university values the fact that we DO research, but until recently has NOT made it possible for many of us to do it. Now that we have RSCA release time, the inequalities remain in place, as faculty serving in departments with lower teaching loads and grading support STILL get the release time relief and in fact are PRIORITIZED in the application process because they are already so-called 'RSCA productive'," and "I think research and service are valued in theory, but not sure how I have experienced this in practice as a lecturer, until maybe just recently, after a lot of personal investment. It takes a lot of work to have your research and service taken seriously and not be dismissed out of hand. I have had to rely a lot upon my own personal resources and drive - which leads to inequitable access and support for innovation and research. I think there are the best intentions but my sense is both my colleagues and the administration are overloaded. Innovation suffers as a result because there is a lot of affective labor that is not acknowledged or made visible. Even when the research is supported and valued, it's at the level of material costs and doesn't acknowledge or value the labor involved. I know tenure-track faculty who have done amazing projects but they have been personally unsustainable and so have burned out and will not do [it] again. Beyond compensation, it would be helpful to have more clear guidelines on how to seek support for your research as a lecturer."

Non-Tenure-Track Faculty Respondents

Job Security. Non-Tenure-Track Faculty respondents discussed job security. Respondents stated, "As mentioned in the previous comment, job security is weak semester to semester…," "CTA union has done a good job to negotiate competitive salary and benefits. I don't have any

visibility as to what my career future could be since each semester is a semester by semester contract renewal with no long term communication of career possibilities or department level long term planning," "As a part-time retiree, my rights to appointment and re-appointment are very weak. I also am limited to no more than 30% appointments per academic year," and "Even with entitlement - if SJSU opens a full-time tenure track position - we can get let go. Colleagues don't really know me- they do not offer me any opportunities to engage in professional work such as presentations or papers/research." Another respondent added, "As lecturers, we do not have job security per se (even though many of us have continuity in our work over long periods of time)…."

Faculty Respondents' Feelings of Support and Value at SJSU

Seventy-five percent ($n = 503$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program (Table 85). A higher percentage of Trans-spectrum Faculty respondents (23%, $n = 7$) than Women Faculty respondents (1%, $n = 5$) and Men Faculty respondents (4%, $n = 9$) "strongly disagreed" with the statement.

Seventy-five percent ($n = 501$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department/program chairs. A higher percentage of Tenured Faculty respondents (13%, $n = 23$) than Tenure-Track Faculty respondents ($n < 5$) and Non-Tenure-Track Faculty respondents (4%, $n = 14$), along with a higher percentage of Trans-spectrum Faculty respondents (23%, $n = 7$) than Women Faculty respondents (5%, $n = 18$) and Men Faculty respondents (5%, $n = 12$) "strongly disagreed" with the statement. A higher percentage of U.S. Citizen-Naturalized Faculty respondents (19%, $n = 33$) than U.S. Citizen-Birth Faculty respondents (8%, $n = 35$) "neither agreed nor disagreed" that they felt valued by their department/program chairs (Non-U.S. Citizen Faculty respondents [9%, $n = 5$] were not statistically different from other groups).

Seventy percent ($n = 463$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by other faculty at SJSU. A higher percentage of Tenured Faculty respondents (33%, $n = 60$) than Non-Tenure-Track Faculty respondents (23%, $n = 88$) "strongly agreed" with the statement (Tenure-Track Faculty respondents [31%, $n = 33$] were not statistically different from other groups). A higher percentage of Trans-spectrum Faculty respondents (17%, $n = 5$) than

Women Faculty respondents (5%, *n* = 21) "disagreed" that they felt valued by other faculty at SJSU (Men Faculty respondents [9%, *n* = 21] were not statistically different from other groups).

Eighty-six percent (*n* = 570) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by students in the classroom. A higher percentage of Queer-spectrum Faculty respondents (8%, *n* = 8) than Heterosexual Faculty respondents (2%, *n* = 11) "disagreed" with the statement.

Thirty-seven percent (*n* = 247) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president). A higher percentage of Tenure-Track Faculty respondents (22%, *n* = 23) than Non-Tenure-Track Faculty respondents (12%, *n* = 45) "strongly agreed" with the statement (Tenured Faculty respondents [17%, *n* = 31] were not statistically different from other groups). A higher percentage of Trans-spectrum Faculty respondents (30%, *n* = 9) than Women Faculty respondents (9%, *n* = 35) and Men Faculty respondents (12%, *n* = 28) "strongly disagreed" that they felt valued by SJSU senior administrators. Finally, higher percentages of U.S. Citizen-Birth Faculty respondents (35%, *n* = 150) and U.S. Citizen-Naturalized Faculty respondents (37%, *n* = 65) than Non-U.S. Citizen Faculty respondents (11%, *n* = 6) "neither agreed nor disagreed" with the statement.

Table 85. Faculty Respondents' Feelings of Value

Perception	Strongly agree *n*	Strongly agree %	Agree *n*	Agree %	Neither agree nor disagree *n*	Neither agree nor disagree %	Disagree *n*	Disagree %	Strongly disagree *n*	Strongly disagree %
I feel valued by faculty in my department/program.	**232**	**34.6**	**271**	**40.4**	**78**	**11.6**	**66**	**9.9**	**23**	**3.4**
Gender identity[cxxviii]										
Women	129	33.2	167	42.9	49	12.6	39	10.0	5	1.3
Men	97	39.9	91	37.4	25	10.3	21	8.6	9	3.7
Trans-spectrum	5	16.1	11	35.5	< 5	---	6	19.4	7	22.6
I feel valued by my department/program chair.	**289**	**43.3**	**212**	**31.8**	**74**	**11.1**	**53**	**7.9**	**39**	**5.8**

Table 85. Faculty Respondents' Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty status[cxxix]										
Tenured	77	42.5	49	27.1	18	9.9	14	7.7	23	12.7
Tenure-Track	54	50.5	33	30.8	11	10.3	7	6.5	< 5	---
Non-Tenure-Track	158	41.7	130	34.3	45	11.9	32	8.4	14	3.7
Gender identity[cxxx]										
Women	161	41.5	133	34.3	48	12.4	28	7.2	18	4.6
Men	113	46.7	72	29.8	23	9.5	22	9.1	12	5.0
Trans-spectrum	13	43.3	5	16.7	< 5	---	< 5	---	7	23.3
Citizenship status[cxxxi]										
U.S. Citizen-Birth	190	44.6	135	31.7	35	8.2	39	9.2	27	6.3
U.S. Citizen-Naturalized	72	40.7	56	31.6	33	18.6	10	5.6	6	3.4
Non-U.S. Citizen	25	45.5	20	36.4	5	9.1	< 5	---	< 5	---
I feel valued by other faculty at SJSU.	**181**	**27.2**	**282**	**42.4**	**142**	**21.4**	**48**	**7.2**	**12**	**1.8**
Faculty status[cxxxii]										
Tenured	60	33.0	76	41.8	33	18.1	11	6.0	< 5	---
Tenure-Track	33	31.4	52	49.5	15	14.3	< 5	---	< 5	---
Non-Tenure-Track	88	23.3	154	40.7	94	24.9	33	8.7	9	2.4
Gender identity[cxxxiii]										
Women	104	26.9	175	45.3	81	21.0	21	5.4	5	1.3
Men	72	29.8	94	38.8	51	21.1	21	8.7	< 5	---
Trans-spectrum	5	16.7	11	36.7	6	20.0	5	16.7	< 5	---
I feel valued by students in the classroom.	**280**	**42.3**	**290**	**43.8**	**63**	**9.5**	**19**	**2.9**	**10**	**1.5**

Table 85. Faculty Respondents' Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[cxxxiv]										
Heterosexual	223	42.8	234	44.9	49	9.4	11	2.1	< 5	---
Queer-Spectrum	39	41.1	35	36.8	9	9.5	8	8.4	< 5	---
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	**99**	**15.0**	**148**	**22.4**	**224**	**33.9**	**115**	**17.4**	**75**	**11.3**
Faculty status[cxxxv]										
Tenured	31	17.1	30	16.6	50	27.6	39	21.5	31	17.1
Tenure-Track	23	21.5	35	32.7	31	29.0	12	11.2	6	5.6
Non-Tenure-Track	45	12.1	83	22.3	143	38.3	64	17.2	38	10.2
Gender identity[cxxxvi]										
Women	56	14.6	93	24.2	134	34.9	66	17.2	35	9.1
Men	41	17.1	54	22.5	76	31.7	41	17.1	28	11.7
Trans-spectrum	< 5	---	< 5	---	13	43.3	5	16.7	9	30.0
Citizenship status[cxxxvii]										
U.S. Citizen-Birth	54	12.7	91	21.4	150	35.3	77	18.1	53	12.5
U.S. Citizen-Naturalized	31	17.8	36	20.7	65	37.4	27	15.5	15	8.6
Non-U.S. Citizen	13	24.5	19	35.8	6	11.3	10	18.9	5	9.4

Note: Table reports responses only from Faculty respondents (*n* = 677).

Table 86 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at SJSU. Subsequent analyses were conducted to identify significant differences in responses by faculty status (Tenured, Tenure-Track, or Non-Tenure-Track), gender identity, racial identity, sexual identity, first-generation status, and citizenship status.

Twenty-one percent (*n* = 139) of Faculty respondents "strongly agreed" or "agreed" that faculty in their department/program prejudged their abilities based on their perception of their identity/background. A higher percentage of Tenure-Track Faculty respondents (23%, *n* = 25) than Tenured Faculty respondents (10%, *n* = 17) "agreed" and a higher percentage of Tenured Faculty respondents (27%, *n* = 48) than Non-Tenure-Track Faculty respondents (17%, *n* = 66) "strongly disagreed" with the statement (Non-Tenure-Track Faculty respondents [15%, *n* = 55] who "agreed" and Tenure-Track Faculty respondents [19%, *n* = 20] who "strongly disagreed"

were not statistically different from other groups). Twenty-nine percent ($n = 9$) of Trans-spectrum Faculty respondents compared with 5% ($n = 20$) of Women Faculty respondents and 5% ($n = 12$) of Men Faculty respondents "strongly agreed" that faculty in their department/program prejudged their abilities based on their perception of their identity/background. A higher percentage of Queer-spectrum Faculty respondents (15%, $n = 10$) than Heterosexual Faculty respondents (6%, $n = 30$) "strongly agreed" with the statement (Bisexual/Pansexual Faculty respondents [0%, $n = 0$] were not statistically different from other groups).

Sixteen percent ($n = 106$) of Faculty respondents "strongly agreed" or "agreed" that their department/program chairs prejudged their abilities based on their perception of their identity/background. A higher percentage of Tenured Faculty respondents (35%, $n = 62$) than Non-Tenure-Track Faculty respondents (25%, $n = 94$) "strongly disagreed" with the statement (Tenure-Track Faculty respondents [28%, $n = 30$] were not statistically different from other groups). Twenty percent ($n = 6$) of Trans-spectrum Faculty respondents compared with 5% ($n = 17$) of Women Faculty respondents and 6% ($n = 15$) of Men Faculty respondents "strongly agreed" that their department/program chair prejudged their abilities based on their perception of their identity/background.

Fifty percent ($n = 333$) of Faculty respondents "strongly agreed" or "agreed" that SJSU encouraged free and open discussion of difficult topics. A higher percentage of Trans-spectrum Faculty respondents (29%, $n = 9$) than Women Faculty respondents (6%, $n = 23$) and Men Faculty respondents (7%, $n = 18$), along with a higher percentage of Queer-spectrum Faculty respondents (20%, $n = 19$) than Heterosexual Faculty respondents (5%, $n = 28$) "strongly disagreed" with the statement.

Five percent ($n = 35$) of Faculty respondents "strongly agreed" or "agreed" that their English speaking skills limited their ability to be successful at SJSU. A higher percentage of Non-Tenure-Track Faculty respondents (23%, $n = 88$) than Tenured Faculty respondents (14%, $n = 25$) "disagreed" with the statement (Tenure-Track Faculty respondents [21%, $n = 22$] were not statistically different from other groups). A higher percentage of White Faculty respondents (71%, $n = 251$) than Multiracial Faculty respondents (63%, $n = 51$) and Faculty Respondents of

Color (41%, *n* = 85) "strongly disagreed" that their English speaking skills limited their ability to be successful at SJSU. Finally, a higher percentage of U.S. Citizen-Birth Faculty respondents (70%, *n* = 295) than U.S. Citizen-Naturalized/Non-U.S. Citizen Faculty respondents (44%, *n* = 102) "strongly disagreed" with the statement.

Six percent (*n* = 38) of Faculty respondents "strongly agreed" or "agreed" that their English writing skills limited their ability to be successful at SJSU. A higher percentage of Non-Tenure-Track Faculty respondents (24%, *n* = 90) than Tenured Faculty respondents (14%, *n* = 25) "disagreed" with the statement (Tenure-Track Faculty respondents [21%, *n* = 21] were not statistically different from other groups). A higher percentage of White Faculty respondents (70%, *n* = 243) than Multiracial Faculty respondents (61%, *n* = 49) and Faculty Respondents of Color (42%, *n* = 84) "strongly disagreed" that their English writing skills limited their ability to be successful at SJSU. Finally, a higher percentage of U.S. Citizen-Birth Faculty respondents (68%, *n* = 284) than U.S. Citizen-Naturalized/Non-U.S. Citizen Faculty respondents (45%, *n* = 102) "strongly disagreed" with the statement.

Table 86. Faculty Respondents' Perception of Climate

Perception	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	**42**	**6.3**	**97**	**14.6**	**187**	**28.1**	**205**	**30.8**	**134**	**20.2**
Faculty status[cxxxviii]										
Tenured	14	7.8	17	9.5	44	24.6	56	31.3	48	26.8
Tenure-Track	9	8.4	25	23.4	25	23.4	28	26.2	20	18.7
Non-Tenure-Track	19	5.0	55	14.5	118	31.1	121	31.9	66	17.4
Gender identity[cxxxix]										
Women	20	5.2	60	15.5	111	28.8	124	32.1	71	18.4
Men	12	5.0	32	13.3	67	27.8	73	30.3	57	23.7
Trans-spectrum	9	29.0	< 5	---	8	25.8	6	19.4	< 5	---

Table 86. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[cxl]										
Heterosexual	30	5.7	73	14.0	144	27.6	170	32.6	105	20.1
Queer-Spectrum	10	15.2	14	21.2	13	19.7	21	31.8	8	12.1
Bisexual/Pansexual	0	0.0	5	16.1	11	35.5	8	25.8	7	22.6
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	**39**	**6.0**	**67**	**10.2**	**165**	**25.2**	**198**	**30.2**	**186**	**28.4**
Faculty status[cxli]										
Tenured	10	5.7	15	8.6	41	23.4	47	26.9	62	35.4
Tenure-Track	11	10.4	14	13.2	15	14.2	36	34.0	30	28.3
Non-Tenure-Track	18	4.8	38	10.2	109	29.1	115	30.7	94	25.1
Gender identity[cxlii]										
Women	17	4.5	37	9.7	105	27.6	119	31.3	102	26.8
Men	15	6.3	27	11.3	52	21.8	70	29.4	74	31.1
Trans-spectrum	6	20.0	< 5	---	7	23.3	7	23.3	7	23.3
I believe that SJSU encourages free and open discussion of difficult topics.	**94**	**14.1**	**239**	**35.7**	**184**	**27.5**	**99**	**14.8**	**53**	**7.9**
Gender identity[cxliii]										
Women	53	13.6	138	35.5	119	30.6	56	14.4	23	5.9
Men	40	16.5	94	38.8	50	20.7	40	16.5	18	7.4
Trans-spectrum	< 5	---	7	22.6	12	38.7	< 5	---	9	29.0
Sexual identity[cxliv]										
Heterosexual	79	15.0	199	37.9	142	27.0	77	14.7	28	5.3
Queer-Spectrum	9	9.3	30	30.9	26	26.8	13	13.4	19	19.6
I feel that my English speaking skills limit my ability to be successful at SJSU.	**16**	**2.4**	**19**	**2.9**	**93**	**14.0**	**135**	**20.4**	**399**	**60.3**
Faculty status[cxlv]										
Tenured	8	4.5	< 5	---	25	14.0	25	14.0	117	65.7
Tenure-Track	< 5	---	< 5	---	6	5.7	22	20.8	71	67.0
Non-Tenure-Track	5	1.3	12	3.2	62	16.4	88	23.3	211	55.8

Table 86. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[cxlvi]										
Respondents of Color	12	5.8	13	6.3	40	19.3	57	27.5	85	41.1
White	< 5	---	< 5	---	40	11.4	55	15.6	251	71.3
Multiracial	0	0.0	< 5	---	9	11.1	18	22.2	51	63.0
Citizenship status[cxlvii]										
U.S. Citizen-Birth	6	1.4	< 5	---	47	11.1	74	17.5	295	69.6
U.S. Citizen-Naturalized/Non-U.S. Citizen	10	4.3	16	7.0	42	18.3	60	26.1	102	44.3
I feel that my English writing skills limit my ability to be successful at SJSU.	**14**	**2.2**	**24**	**3.7**	**87**	**13.4**	**136**	**20.9**	**389**	**59.8**
Faculty status[cxlviii]										
Tenured	5	2.8	5	2.8	24	13.6	25	14.1	118	66.7
Tenure-Track	< 5	---	< 5	---	6	5.9	21	20.8	67	66.3
Non-Tenure-Track	5	1.3	16	4.3	57	15.3	90	24.2	204	54.8
Racial identity[cxlix]										
Respondents of Color	11	5.5	16	8.0	34	16.9	56	27.9	84	41.8
White	< 5	---	5	1.4	37	10.7	57	16.5	243	70.4
Multiracial	0	0.0	< 5	---	11	13.6	18	22.2	49	60.5
Citizenship status[cl]										
U.S. Citizen-Birth	5	1.2	9	2.2	44	10.6	73	17.6	284	68.4
U.S. Citizen-Naturalized/Non-U.S. Citizen	9	4.0	14	6.2	39	17.3	62	27.4	102	45.1

Note: Table reports responses only from Faculty respondents (*n* = 677).

Forty-two percent (*n* = 276) of Faculty respondents "strongly agreed" or "agreed" that their research/scholarship was valued (Table 87). Higher percentages of Tenured Faculty respondents (16%, *n* = 29) and Tenure-Track Faculty respondents (25%, *n* = 27) than Non-Tenure-Track Faculty respondents (9%, *n* = 33) "strongly agreed" with the statement. Twenty-three percent (*n* = 7) of Trans-spectrum Faculty respondents compared with 5% (*n* = 19) of Women Faculty respondents and 7% (*n* = 16) of Men Faculty respondents "strongly disagreed" that their research/scholarship was valued. A higher percentage of Queer-spectrum Faculty respondents

(13%, *n* = 13) than Heterosexual Faculty respondents (5%, *n* = 25) "strongly disagreed" with the statement.

Seventy percent (*n* = 470) of Faculty respondents "strongly agreed" or "agreed" that their teaching was valued. Twenty-three percent (*n* = 7) of Trans-spectrum Faculty respondents compared with 3% (*n* = 12) of Women Faculty respondents and 5% (*n* = 13) of Men Faculty respondents "strongly disagreed" that their teaching was valued. A higher percentage of Queer-spectrum Faculty respondents (9%, *n* = 9) than Heterosexual Faculty respondents (3%, *n* = 18) "strongly disagreed" with the statement.

Fifty-five percent (*n* = 369) of Faculty respondents "strongly agreed" or "agreed" that their service was valued. A higher percentage of Non-Tenure-Track Faculty respondents (31%, *n* = 117) than Tenure-Track Faculty respondents (19%, *n* = 20) and Tenured Faculty respondents (19%, *n* = 34) "neither agreed nor disagreed" with the statement. A higher percentage of Trans-spectrum Faculty respondents (29%, *n* = 9) than Women Faculty respondents (5%, *n* = 21) and Men Faculty respondents (5%, *n* = 13), along with a higher percentage of Queer-spectrum Faculty respondents (15%, *n* = 15) than Heterosexual Faculty respondents (5%, *n* = 25) "strongly disagreed" that their service was valued.

Table 87. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my research/scholarship is valued.	**89**	**13.5**	**187**	**28.3**	**251**	**38.0**	**91**	**13.8**	**43**	**6.5**
Faculty status[cli]										
Tenured	29	15.9	65	35.7	44	24.2	33	18.1	11	6.0
Tenure-Track	27	25.2	46	43.0	19	17.8	11	10.3	< 5	---
Non-Tenure-Track	33	8.9	76	20.4	188	50.5	47	12.6	28	7.5
Gender identity[clii]										
Women	54	14.2	106	27.8	154	40.4	48	12.6	19	5.0
Men	32	13.2	74	30.6	86	35.5	34	14.0	16	6.6
Trans-spectrum	< 5	---	6	19.4	10	32.3	5	16.1	7	22.6

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Table 87. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[cliii]										
Heterosexual	72	13.9	151	29.2	197	38.1	72	13.9	25	4.8
Queer-Spectrum	13	13.4	24	24.7	35	36.1	12	12.4	13	13.4
I feel that my teaching is valued.	**175**	**26.1**	**295**	**44.0**	**96**	**14.3**	**72**	**10.7**	**32**	**4.8**
Gender identity[cliv]										
Women	101	26.0	173	44.5	61	15.7	42	10.8	12	3.1
Men	69	28.4	112	46.1	27	11.1	22	9.1	13	5.3
Trans-spectrum	5	16.1	8	25.8	7	22.6	< 5	---	7	22.6
Sexual identity[clv]										
Heterosexual	146	27.8	235	44.8	76	14.5	50	9.5	18	3.4
Queer-Spectrum	20	20.6	40	41.2	13	13.4	15	15.5	9	9.3
I feel that my service is valued.	**122**	**18.3**	**247**	**37.0**	**171**	**25.6**	**85**	**12.7**	**43**	**6.4**
Faculty status[clvi]										
Tenured	30	16.5	75	41.2	34	18.7	29	15.9	14	7.7
Tenure-Track	23	21.5	42	39.3	20	18.7	14	13.1	8	7.5
Non-Tenure-Track	69	18.2	130	34.3	117	30.9	42	11.1	21	5.5
Gender identity[clvii]										
Women	69	17.8	152	39.2	95	24.5	51	13.1	21	5.4
Men	49	20.2	89	36.8	65	26.9	26	10.7	13	5.4
Trans-spectrum	< 5	---	6	19.4	8	25.8	< 5	---	9	29.0
Sexual identity[clviii]										
Heterosexual	97	18.5	197	37.6	138	26.3	67	12.8	25	4.8
Queer-Spectrum	17	17.5	41	42.3	13	13.4	11	11.3	15	15.5

Note: Table reports responses only from Faculty respondents (*n* = 677)

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at SJSU. Frequencies and significant differences based on staff status (Exempt or Non-Exempt), gender identity, racial identity,[70] sexual identity, first-generation status, and citizenship status are provided in Table 88 through Table 91.[71]

Sixty-four percent ($n = 431$) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 88). No statistically significant differences were found between groups.

Seventy-three percent ($n = 489$) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A higher percentage of Queer-spectrum Staff respondents (6%, $n = 5$) than Heterosexual Staff respondents (2%, $n = 11$) "strongly disagreed" with the statement.

Sixty-two percent ($n = 412$) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

Table 88. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	N	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	**194**	**28.8**	**237**	**35.2**	**132**	**19.6**	**71**	**10.5**	**40**	**5.9**
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**196**	**29.1**	**293**	**43.5**	**121**	**18.0**	**46**	**6.8**	**17**	**2.5**
Sexual identity[clix]										
Heterosexual	155	29.8	225	43.3	95	18.3	34	6.5	11	2.1
Queer-Spectrum	29	37.2	27	34.6	9	11.5	8	10.3	5	6.4

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[70] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color, White, and Multiracial.

[71] With the CCBC's approval, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 88. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	N	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am included in opportunities that will help my career as much as others in similar positions.	**179**	**26.8**	**233**	**34.9**	**136**	**20.4**	**84**	**12.6**	**36**	**5.4**

Note: Table reports responses only from Staff respondents (*n* = 675).

Table 89 illustrates that 61% (*n* = 406) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Men Staff respondents (7%, *n* = 15) than Women Staff respondents (2%, *n* = 8) "strongly disagreed" with the statement.

Forty-two percent (*n* = 286) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. A higher percentage of Asian Staff respondents (39%, *n* = 42) than White Staff respondents (23%, *n* = 52) and Multiracial Staff respondents (16%, *n* = 13) "agreed" with the statement (Hispanic/Latinx/Chicanx Staff respondents [28%, *n* = 35] and Historically Underserved Staff respondents [33%, *n* = 33] were not statistically different from other groups).

Table 89. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	N	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The performance evaluation process is clear.	**139**	**20.7**	**267**	**39.8**	**150**	**22.4**	**89**	**13.3**	**26**	**3.9**
Gender identity[clx]										
Men	42	19.7	74	34.7	50	23.5	32	15.0	15	7.0
Women	93	21.8	181	42.5	93	21.8	51	12.0	8	1.9
The performance evaluation process is productive.	**108**	**16.0**	**178**	**26.4**	**201**	**29.9**	**129**	**19.2**	**57**	**8.5**
Racial identity[clxi]										
Hispanic/Latinx/Chicanx	20	16.1	35	28.2	27	21.8	28	22.6	14	11.3
Historically Underserved	13	13.0	33	33.0	33	33.0	15	15.0	6	6.0
Asian	21	19.4	42	38.9	31	28.7	11	10.2	< 5	---
White	37	16.0	52	22.5	73	31.6	46	19.9	23	10.0
Multiracial	13	15.9	13	15.9	30	36.6	19	23.2	7	8.5

Note: Table reports responses only from Staff respondents (*n* = 675).

Table 90 illustrates frequencies and significant differences based on staff status (Exempt Staff or Non-Exempt Staff), gender identity, racial identity,[72] sexual identity, first-generation status, and citizenship status[73] for several items in survey Question 40.[74]

Seventy-one percent (*n* = 472) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Thirty-five percent (*n* = 237) of Staff respondents "strongly agreed" or "agreed" that SJSU provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Men Staff respondents (34%, *n* = 72) than Women Staff respondents (23%, *n* = 99) "agreed" with the statement.

Twenty-three percent (*n* = 156) of Staff respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Women Staff respondents (36%, *n* = 151) than Men Staff respondents (26%, *n* = 55) "disagreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (Trans-spectrum Staff respondents [29%, *n* = 5] were not statistically different from other groups). A higher percentage of U.S. Citizen-Birth Staff respondents (36%, *n* = 151) than U.S. Citizen-Naturalized Staff respondents (26%, *n* = 57) "disagreed" with this statement (Non-U.S. Citizen Staff respondents [24%, *n* = 6] were not statistically different from other groups).

Thirty-four percent (*n* = 225) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other

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[72] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color, White, and Multiracial.

[73] Owing to low numbers in some of the response categories, this variable was further collapsed into U.S. Citizen-Birth and U.S. Citizen-Naturalized/Non-U.S. Citizen.

[74] With the CCBC's approval, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

support). A higher percentage of Men Staff respondents (27%, $n = 56$) than Women Staff respondents (19%, $n = 81$) "agreed" that they performed more work than colleagues with similar performance expectations. A higher percentage of U.S. Citizen-Birth Staff respondents (26%, $n = 108$) than U.S. Citizen-Naturalized/Non-U.S. Citizen Staff respondents (18%, $n = 43$) "disagreed" with the statement.

Table 90. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
My supervisor provides adequate support for me to manage work-life balance.	**237**	**35.5**	**235**	**35.2**	**100**	**15.0**	**68**	**10.2**	**27**	**4.0**
SJSU provides adequate resources to help me to manage work-life balance.	**61**	**9.1**	**176**	**26.3**	**276**	**41.3**	**106**	**15.8**	**50**	**7.5**
Gender identity[clxii]										
Men	25	11.8	72	34.0	81	38.2	24	11.3	10	4.7
Women	31	7.3	99	23.2	185	43.4	74	17.4	37	8.7
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations	**49**	**7.3**	**107**	**16.0**	**216**	**32.4**	**215**	**32.2**	**80**	**12.0**
Gender identity[clxiii]										
Women	32	7.5	58	13.6	131	30.8	151	35.5	53	12.5
Men	12	5.7	45	21.3	74	35.1	55	26.1	25	11.8
Trans-spectrum	< 5	---	< 5	---	8	47.1	5	29.4	0	0.0
Citizenship status[clxiv]										
U.S. Citizen-Birth	29	7.0	54	12.9	130	31.2	151	36.2	53	12.7
U.S. Citizen-Naturalized	18	8.3	41	18.8	80	36.7	57	26.1	22	10.1
Non-U.S. Citizen	< 5	---	9	36.0	< 5	---	6	24.0	5	20.0
I perform more work than colleagues with similar performance expectations.	**83**	**12.5**	**142**	**21.3**	**239**	**35.9**	**152**	**22.8**	**50**	**7.5**
Gender identity[clxv]										
Men	26	12.4	56	26.7	79	37.6	41	19.5	8	3.8
Women	52	12.2	81	19.1	146	34.4	105	24.7	41	9.6

Table 90. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status[clxvi]										
U.S. Citizen-Birth	47	11.3	76	18.3	151	36.3	108	26.0	34	8.2
U.S. Citizen-Naturalized/Non-U.S. Citizen	35	14.4	63	25.9	86	35.4	43	17.7	16	6.6

Note: Table reports responses only from Staff respondents (*n* = 675).

Sixty-four percent (*n* = 427) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 91). A higher percentage of Non-Exempt Staff respondents (50%, *n* = 87) than Exempt Staff respondents (36%, *n* = 178) "agreed" that they were able to complete their assigned duties during scheduled hours. A higher percentage of White Staff respondents (20%, *n* = 44) than Asian Staff respondents (7%, *n* = 7) "disagreed" with the statement (Hispanic/Latinx/Chicanx Staff respondents [14%, *n* = 17], Historically Underserved Staff respondents [12%, *n* = 12], and Multiracial Staff respondents [19%, *n* = 15] were not statistically different from other groups).

Forty-six percent (*n* = 310) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A higher percentage of U.S. Citizen-Birth Staff respondents (24%, *n* = 99) than U.S. Citizen-Naturalized/Non-U.S. Citizen Staff respondents (15%, *n* = 38) "disagreed" with the statement.

Twenty-six percent (*n* = 172) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Eleven percent (*n* = 52) of Exempt Staff respondents and 4% (*n* = 7) of Non-Exempt Staff respondents "strongly agreed" that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Seventy percent (*n* = 469) of Staff respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities. No statistically significant differences were found between groups.

Forty-nine percent (*n* = 325) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 91. Staff Respondents' Perceptions of Workload

Issue	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
I am able to complete my assigned duties during scheduled hours.	**162**	**24.4**	**265**	**39.8**	**96**	**14.4**	**101**	**15.2**	**41**	**6.2**
Staff status[clxvii]										
Non-Exempt	42	24.0	87	49.7	22	12.6	19	10.9	5	2.9
Exempt	120	24.5	178	36.3	74	15.1	82	16.7	36	7.3
Racial identity[clxviii]										
Hispanic/Latinx/Chicanx	32	26.4	47	38.8	22	18.2	17	14.0	< 5	---
Historically Underserved	26	26.0	42	42.0	15	15.0	12	12.0	5	5.0
Asian	35	32.4	49	45.4	15	13.9	7	6.5	< 5	---
White	44	19.5	87	38.5	28	12.4	44	19.5	23	10.2
Multiracial	16	19.8	33	40.7	12	14.8	15	18.5	5	6.2
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	**151**	**22.5**	**159**	**23.7**	**153**	**22.8**	**137**	**20.4**	**70**	**10.4**
Citizenship status[clxix]										
U.S. Citizen-Birth	96	23.0	84	20.1	95	22.8	99	23.7	43	10.3
U.S. Citizen-Naturalized/Non-U.S. Citizen	50	20.3	74	30.1	57	23.2	38	15.4	27	11.0
Pressured by departmental work requirements that occur outside of my normally scheduled hours	**59**	**8.8**	**113**	**16.8**	**165**	**24.6**	**233**	**34.7**	**101**	**15.1**
Staff status[clxx]										
Non-Exempt	7	4.0	21	11.9	48	27.3	75	42.6	25	14.2
Exempt	52	10.5	92	18.6	117	23.6	158	31.9	76	15.4
I am given a reasonable time frame to complete assigned responsibilities.	**150**	**22.4**	**319**	**47.6**	**121**	**18.1**	**64**	**9.6**	**16**	**2.4**

Table 91. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	141	21.1	184	27.5	177	26.5	116	17.4	50	7.5

Note: Table reports responses only from Staff respondents (*n* = 675).

Qualitative comment analyses

Two hundred Staff respondents further elaborated on their responses to previous statements.

Three themes emerged from respondents: workload, management and supervision, and benefits.

Workload. One theme that emerged from Staff respondents was workload as a result of understaffing and new responsibilities. Respondents explained how understaffing affected their experiences, "I FEEL MY DEPARTMENT CAN USE MORE HELP LIKE ANOTHER FULL TIME WORKER BECAUSE WE ALWAYS SEEMED TO BE UNDER STAFFED AND OVERWORKED. TIME AND TIME WE LET OUR MANAGER KNOW THAT ISSUE BUT NOTHING SEEMS TO BE TAKEN PLACE," "Wanted to add that work responsibilities expanded within my job responsibilities too. In other words, over time, I've improved the process for the department, but doing so means more work on me. In addition, I'm expected to take on some work due to shortage of staff in the office," and "Increasingly, we have been discouraged or disallowed to refill existing positions, in favor of recycling the associated funds to pay for new positions in other areas. Meanwhile, we become leaner and leaner and are requiring a small number of people to perform the work that should normally be handled by twice the number of staff. It is not sustainable." Respondents describe changes in responsibilities, "My original workload has increased because of new processes that our unit is undertaking. It is well outside my area of expertise. I originally welcome it as an educational opportunity but the role had expanded more and more as new processes are being put in place," "The sense I have is that people who are reliable and more capable at work always get more work or are always the first to be asked to do more (without any increase in pay). People at work who do not show as much initiative rarely get assigned more challenging work," and "We have too many initiatives on the campus at the moment. It puts a lot of pressure on MPPs to meet the demands of the President's plans. We need to slow things down a bit so that everyone can catch their breath."

In turn, respondents indicated that they felt they were unable to take time off. Respondents explained, "Working while ill, or putting off DR appointments and vacation as there are too many critical deadlines that burden my calendar," and "There's no work-life balance. There's an expectation to read emails all day into the evening and weekends, pretty much daily. When taking a vacation DAY or a week there's always the guilt factor and you're never able to be free of emails or commitments when you are out."

Management and Supervision. Staff respondents identified challenges with being managed and supervised in addition to being a supervisor or manager. Respondents shared challenges with their supervisors, commenting "I don't feel that management is effective. Many positions are left open while we struggle with micromanagement, bottlenecking and our manager's overpromising, so we underdeliver…," "University MPPs can be inflexible in terms of remote work and telecommuting. Many are more productive telecommuting and sometimes it feels like those who are opposed to it simply are because they like the environment of the office, and all that comes with it, including the cliques, favoritism, and politics that come with it. This isn't productive and is also an old way of thinking," and "There is preferential treatment given to some staff members due to friendships between supervisor and certain staff members. The work deadlines are extended for preferred staff and there doesn't seem to be much accountability for their work product and meeting deadlines. Those that are accountable for their work and deliver on time are often invisible." Other respondents explained that they needed more direction and support; they stated, "I don't need my boss to give me career advice or guidance. I need advice and guidance on how to understand his reasoning and vision of how to improve the department operations. I want guidance on how to help a non-productive employee to do the entire job description and not just a portion," "I have 2 specific supervisors that I can reach out to. Otherwise I do not share my information with supervisors for fear of retaliation," and "Supervisors at SJSU seem more concerned with maintaining the status quo and staying comfortable in their own positions rather than encouraging, empowering, and uplifting others."

Respondents also indicated that they faced challenges as supervisors and managers. Respondents stated, "I am an MPP and work very long hours. I am well aware of the fact that I am privileged to be able to choose to do more than is probably strictly necessary to perform my job adequately. I could work less and still do my job… I am only able to work these hours because of choices I

have made in consultation with my spouse about what works for us. If my spouse wanted to have a full time job or became ill or something along those lines, then I would not be able to work as I do with the resources available at SJSU," and "…MPPs are cast as 'they' which allows, feeds and encourages a narrative and culture of 'us' (the suffering staff and faculty) vs. 'them' (those powerful, bad people who do bad things to 'us')… Most if not all MPPs started working as staff or faculty members somewhere at some point in their lives yet once they move into MPP roles, they are 'them' with their own rich and informative experiences as staff/faculty diminished and excluded… there cannot be a truly inclusive environment and the narrative can continue that somehow MPPs are less than human even though they have work pressures and concerns like everyone else. Many MPPs/Administrators on this campus work extremely long hours. Subject to confidentiality requirements and applicable policies, laws and/or regulations limiting what can be shared/stated about personnel matters, MPPs can be targets of staff and faculty members who have performance and other issues and who have personal agendas…."

Benefits. Another theme that emerged from responses was the ability to access benefits. Respondents elaborated on challenges with child care, "The cost of childcare at SJSU would be about 75% of my SJSU paycheck. I don't find it affordable at all. When I asked about it, I was told it was a market rate. If we are aware the cost of living is an issue, why do we set our fees based off the market rate causing further issues," "While SJSU does provide support resources (like child care, housing assistance, transportation), none of these offerings are more competitive than the open market (or are sometimes more expensive). While I don't feel entitled to things like a gym membership, for example, I don't feel that the university is doing me any favors as an employee when that membership costs $60/mo. The child care at SJSU costs more than the public center down the road from my home. The gym is 2.5x more expensive than what I pay at my local gym. These offerings don't foster a sense of community and don't make me feel especially valued as an employee." Other respondents also added, "It is now prohibitively expensive for staff to use campus gym facilities, and no move has been made to correct this, even as staff wellness is a goal of UP and the president's office. When every dotcom in town has a free gym for its workers, the omission seems pretty notable." In addition, respondents discussed other benefits, commenting, "They should provide reasonable housing, staff gets very low pay comparing to out side and rents are too high to afford. We all contribute driving [cars] and producing more carbon in the air, SJSU should provide efficient transportation. They should

provide assistance for elders," and "The FMLA and Catastrophic program do not meet the requirements needed to allow an employee the time to recuperate from an illness or assist a family member who's been diagnosed with a life-threatening disease like cancer."

Staff Respondents' Feelings of Support and Value at SJSU

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as SJSU's benefits and salary. Table 92 to Table 96 illustrate Staff responses to these items. Analyses were conducted by staff status (Exempt or Non-Exempt), gender identity, racial identity,[75] sexual identity, first-generation status, and citizenship status. Significant differences are presented in the following tables.[76]

Seventy percent ($n = 469$) of Staff respondents "strongly agreed" or "agreed" that SJSU provided them with resources to pursue training/professional development opportunities (Table 92). A higher percentage of Men Staff respondents (4%, $n = 9$) than Women Staff respondents ($n < 5$) "strongly disagreed" with the statement.

Sixty-six percent ($n = 440$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

Table 92. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
SJSU provides me with resources to pursue training/professional development opportunities.	138	20.7	331	49.6	132	19.8	51	7.6	16	2.4

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[75] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color, White, and Multiracial or Respondents of Color/Multiracial and White.

[76] With the CCBC's approval, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 92. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender identity[clxxi]										
Men	46	22.0	97	46.4	38	18.2	19	9.1	9	4.3
Women	82	19.2	225	52.7	88	20.6	28	6.6	< 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	**162**	**24.4**	**278**	**41.8**	**145**	**21.8**	**57**	**8.6**	**23**	**3.5**

Note: Table reports responses only from Staff respondents (*n* = 675).

Fifty-five percent (*n* = 364) of Staff respondents "strongly agreed" or "agreed" that SJSU was supportive of their taking extended leave (e.g., FMLA, parental) (Table 93). No statistically significant differences were found between groups.

Seventy-four percent (*n* = 493) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant differences were found between groups.

Eleven percent of (*n* = 69) of Staff respondents "strongly agreed" or "agreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Staff Respondents of Color/Multiracial respondents (4%, *n* = 15) than White Staff respondents (*n* < 5), along with a higher percentage of Queer-spectrum Staff respondents (8%, *n* = 6) than Heterosexual Staff respondents (2%, *n* = 9) "strongly agreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Thirty-five percent (*n* = 231) of Staff respondents "strongly agreed" or "agreed" that SJSU policies (e.g., FMLA) were fairly applied across SJSU. A higher percentage of Men Staff respondents (33%, *n* = 68) than Women Staff respondents (20%, *n* = 86) "agreed" with the statement.

Table 93. Staff Respondents' Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
SJSU is supportive of taking extended leave (e.g., FMLA, parental).	**128**	**19.4**	**236**	**35.8**	**265**	**40.2**	**25**	**3.8**	**6**	**0.9**
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	**216**	**32.6**	**277**	**41.8**	**126**	**19.0**	**28**	**4.2**	**15**	**2.3**
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	**19**	**2.9**	**50**	**7.6**	**316**	**47.9**	**178**	**27.0**	**97**	**14.7**
Racial identity[clxxii]										
Respondents of Color/Multiracial	15	3.7	33	8.2	199	49.5	102	25.4	53	13.2
White	< 5	---	12	5.2	105	45.9	69	30.1	41	17.9
Sexual identity[clxxiii]										
Heterosexual	9	1.8	31	6.1	254	49.9	140	27.5	75	14.7
Queer-Spectrum	6	7.7	6	7.7	30	38.5	21	26.9	15	19.2
SJSU policies (e.g., FMLA) are fairly applied across SJSU.	**70**	**10.6**	**161**	**24.4**	**385**	**58.3**	**33**	**5.0**	**11**	**1.7**
Gender identity[clxxiv]										
Men	26	12.6	68	32.9	100	48.3	9	4.3	< 5	---
Women	41	9.7	86	20.4	266	63.2	22	5.2	6	1.4

Note: Table reports responses only from Staff respondents (*n* = 675).

Forty-five percent of Staff respondents (*n* = 299) "strongly agreed" or "agreed" that SJSU was supportive of flexible work schedules. A higher percentage of Women Staff respondents (24%, *n* = 100) than Men Staff respondents (15%, *n* = 31), along with a higher percentage of White Staff respondents (27%, *n* = 62) than Staff Respondents of Color/Multiracial respondents (16%, *n* = 66) "disagreed" with the statement (Table 94).

Sixty-two percent (*n* = 408) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of flexible work schedules. A significantly higher percentage of

Women Staff respondents (40%, *n* = 169) than Men Staff respondents (31%, *n* = 63) "agreed" that their supervisors were supportive of flexible work schedules.

Table 94. Staff Respondents' Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
SJSU is supportive of flexible work schedules.	**91**	**13.7**	**208**	**31.4**	**169**	**25.5**	**136**	**20.5**	**59**	**8.9**
Gender identity[clxxv]										
Men	36	17.6	67	32.7	58	28.3	31	15.1	13	6.3
Women	51	12.0	128	30.0	104	24.4	100	23.5	43	10.1
Racial identity[clxxvi]										
Respondents of Color/Multiracial	61	15.0	139	34.2	107	26.4	66	16.3	33	8.1
White	27	11.8	66	28.9	53	23.2	62	27.2	20	8.8
My supervisor is supportive of flexible work schedules.	**164**	**24.9**	**244**	**37.1**	**118**	**17.9**	**78**	**11.9**	**54**	**8.2**
Gender identity[clxxvii]										
Men	60	29.1	63	30.6	46	22.3	24	11.7	13	6.3
Women	97	23.0	169	40.1	65	15.4	52	12.4	38	9.0

Note: Table reports responses only from Staff respondents (*n* = 675).

Queried about salary and benefits, 17% (*n* = 111) of Staff respondents "strongly agreed" or "agreed" that staff salaries were competitive (Table 95). A higher percentage of Exempt Staff respondents (13%, *n* = 65) than Non-Exempt Staff respondents (6%, *n* = 10) "agreed" that staff salaries were competitive.

Fifty-nine percent (*n* = 386) of Staff respondents "strongly agreed" or "agreed" that vacation and personal time packages were competitive. A higher percentage of Exempt Staff respondents (22%, *n* = 110) than Non-Exempt Staff respondents (13%, *n* = 22) "strongly agreed" with the statement. A higher percentage of Men Staff respondents (47%, *n* = 97) than Women Staff respondents (35%, *n* = 145) "agreed" that vacation and personal time packages were competitive. Twenty-six percent (*n* = 59) of White Staff respondents compared with 17% (*n* = 55) of Staff Respondents of Color "strongly agreed" that vacation and personal time packages were competitive (Multiracial Staff respondents [16%, *n* = 13] were not statistically different from other groups).

Seventy-eight percent (*n* = 520) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of Exempt Staff respondents (37%, *n* = 184) than Non-Exempt Staff respondents (27%, *n* = 46), along with a higher percentage of White Staff respondents (44%, *n* = 100) than Staff Respondents of Color/Multiracial respondents (30%, *n* = 121) "strongly agreed" with the statement.

Twenty percent (*n* = 129) of Staff respondents "strongly agreed" or "agreed" that child care benefits were competitive. A higher percentage of Men Staff respondents (20%, *n* = 41) than Women Staff respondents (10%, *n* = 41), along with a higher percentage of U.S. Citizen-Naturalized/Non-U.S. Citizen Staff respondents (17%, *n* = 42) than U.S. Citizen-Birth Staff respondents (10%, *n* = 42) "agreed" with the statement.

Sixty-four percent (*n* = 418) of Staff respondents "strongly agreed" or "agreed" that retirement benefits were competitive. A higher percentage of Exempt Staff respondents (28%, *n* = 137) than Non-Exempt Staff respondents (19%, *n* = 32) "strongly agreed" with the statement. A higher percentage of Men Staff respondents (3%, *n* = 7) than Women Staff respondents (*n* < 5) "strongly disagreed" that retirement benefits were competitive. Thirty-three percent (*n* = 75) of White Staff respondents compared with 19% (*n* = 15) of Multiracial Staff respondents and 22% (*n* = 70) of Staff Respondents of Color "strongly agreed" that retirement benefits were competitive. A higher percentage of U.S. Citizen-Naturalized/Non-U.S. Citizen Staff respondents (5%, *n* = 11) than U.S. Citizen-Birth Staff respondents (*n* < 5) "strongly disagreed" with the statement.

Table 95. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff salaries are competitive.	**36**	**5.4**	**75**	**11.3**	**148**	**22.3**	**190**	**28.6**	**216**	**32.5**
Staff status[clxxviii]										
Non-Exempt	11	6.5	10	5.9	48	28.4	50	29.6	50	29.6
Exempt	25	5.0	65	13.1	100	20.2	140	28.2	166	33.5
Vacation and personal time packages are competitive.	**132**	**20.0**	**254**	**38.5**	**148**	**22.5**	**78**	**11.8**	**47**	**7.1**

Table 95. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Staff status[clxxix]										
Non-Exempt	22	13.2	63	37.7	52	31.1	20	12.0	10	6.0
Exempt	110	22.4	191	38.8	96	19.5	58	11.8	37	7.5
Gender identity[clxxx]										
Men	41	19.7	97	46.6	40	19.2	18	8.7	12	5.8
Women	86	20.5	145	34.5	103	24.5	54	12.9	32	7.6
Racial identity[clxxxi]										
People of Color	55	17.1	120	37.4	85	26.5	36	11.2	25	7.8
White	59	26.0	93	41.0	31	13.7	31	13.7	13	5.7
Multiracial	13	15.9	31	37.8	24	29.3	9	11.0	5	6.1
Health insurance benefits are competitive.	**230**	**34.6**	**290**	**43.6**	**110**	**16.5**	**29**	**4.4**	**6**	**0.9**
Staff status[clxxxii]										
Non-Exempt	46	27.2	70	41.4	41	24.3	9	5.3	< 5	---
Exempt	184	37.1	220	44.4	69	13.9	20	4.0	< 5	---
Racial identity[clxxxiii]										
Respondents of Color/Multiracial	121	29.8	184	45.3	74	18.2	22	5.4	5	1.2
White	100	43.5	94	40.9	29	12.6	6	2.6	< 5	---
Child care benefits are competitive.	**43**	**6.5**	**86**	**13.1**	**421**	**64.0**	**64**	**9.7**	**44**	**6.7**
Gender identity[clxxxiv]										
Men	18	8.7	41	19.9	125	60.7	11	5.3	11	5.3
Women	23	5.5	41	9.8	276	65.7	50	11.9	30	7.1

Table 95. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status[clxxxv]										
U.S. Citizen-Birth	22	5.4	42	10.3	276	67.5	44	10.8	25	6.1
U.S. Citizen-Naturalized/Non-U.S. Citizen	21	8.7	42	17.4	143	59.1	20	8.3	16	6.6
Retirement benefits are competitive.	**169**	**25.7**	**249**	**37.8**	**190**	**28.9**	**37**	**5.6**	**13**	**2.0**
Staff status[clxxxvi]										
Non-Exempt	32	19.0	58	34.5	69	41.1	6	3.6	< 5	---
Exempt	137	28.0	191	39.0	121	24.7	31	6.3	10	2.0
Gender identity[clxxxvii]										
Men	57	27.8	85	41.5	47	22.9	9	4.4	7	3.4
Women	101	24.0	157	37.3	134	31.8	25	5.9	< 5	---
Racial identity[clxxxviii]										
Respondents of Color	70	21.8	118	36.8	103	32.1	22	6.9	8	2.5
White	75	32.9	89	39.0	52	22.8	9	3.9	< 5	---
Multiracial	15	18.5	32	39.5	28	34.6	< 5	---	< 5	---
Citizenship status[clxxxix]										
U.S. Citizen-Birth	104	25.4	154	37.6	128	31.2	22	5.4	< 5	---
U.S. Citizen-Naturalized/Non-U.S. Citizen	64	26.4	92	38.0	60	24.8	15	6.2	11	4.5

Note: Table reports responses only from Staff respondents (*n* = 675).

Thirty-nine percent (*n* = 258) of Staff respondents "strongly agreed" or "agreed" that staff opinions were valued on SJSU committees (Table 96). No statistically significant differences were found between groups.

Thirty-six percent (*n* = 237) of Staff respondents "strongly agreed" or "agreed" that staff opinions were valued by SJSU faculty and administration. No statistically significant differences were found between groups.

Table 96. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff opinions are valued on SJSU committees.	55	8.3	203	30.6	267	40.2	93	14.0	46	6.9
Staff opinions are valued by SJSU faculty and administration.	46	6.9	191	28.9	246	37.2	114	17.2	65	9.8

Note: Table reports responses only from Staff respondents (*n* = 675).

Sixty-eight percent (*n* = 451) of Staff respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed. A higher percentage of Staff Respondents of Color (56%, *n* = 183) than White Staff respondents (45%, *n* = 102) "agreed" with the statement (Table 97) (Multiracial Staff respondents [43%, *n* = 35] were not statistically different from other groups).

Twenty-seven percent (*n* = 176) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on how they could advance at SJSU. A higher percentage of Hispanic/Latinx/Chicanx Staff respondents (31%, *n* = 37) than White Staff respondents (15%, *n* = 34) "agreed" that clear procedures existed on how they could advance at SJSU (Historically Underserved Staff respondents [22%, *n* = 22], Asian Staff respondents [17%, *n* = 18], and Multiracial Staff respondents [21%, *n* = 17] were not statistically different from other groups).

Forty-two percent (*n* = 279) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at SJSU. A higher percentage of Staff Respondents of Color/Multiracial respondents (33%, *n* = 134) than White respondents (24%, *n* = 56) "agreed" that they felt positive about their career opportunities at SJSU.

Table 97. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Clear expectations of my responsibilities exist.	121	18.2	330	49.7	107	16.1	75	11.3	31	4.7

Table 97. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[cxc]										
Respondents of Color	54	16.6	183	56.3	50	15.4	29	8.9	9	2.8
White	49	21.5	102	44.7	38	16.7	26	11.4	13	5.7
Multiracial	13	15.9	35	42.7	13	15.9	14	17.1	7	8.5
Clear procedures exist on how I can advance at SJSU.	**45**	**6.8**	**131**	**19.7**	**217**	**32.7**	**170**	**25.6**	**101**	**15.2**
Racial identity[cxci]										
Hispanic/Latinx/Chicanx	6	5.0	37	30.8	29	24.2	25	20.8	23	19.2
Historically Underserved	6	6.0	22	22.0	26	26.0	31	31.0	15	15.0
Asian	12	11.4	18	17.1	46	43.8	21	20.0	8	7.6
White	14	6.1	34	14.9	85	37.3	57	25.0	38	16.7
Multiracial	5	6.1	17	20.7	23	28.0	25	30.5	12	14.6
Positive about my career opportunities at SJSU	**86**	**13.0**	**193**	**29.1**	**216**	**32.6**	**106**	**16.0**	**62**	**9.4**
Racial identity[cxcii]										
Respondents of Color/Multiracial	53	13.2	134	33.3	113	28.0	64	15.9	39	9.7
White	29	12.6	56	24.2	93	40.3	34	14.7	19	8.2

Note: Table reports responses only from Staff respondents (*n* = 675).

Sixty-three percent (*n* = 420) of Staff respondents "strongly agreed" or "agreed" that they would recommend SJSU as a good place to work (Table 98). A higher proportion of Men Staff respondents (23%, *n* = 49) than Women Staff respondents (16%, *n* = 69) "strongly agreed" and a higher percentage of Women Staff respondents (49%, *n* = 207) than Men Staff respondents (37%, *n* = 78) "agreed" that they would recommend SJSU as a good place to work. A higher percentage of Staff Respondents of Color/Multiracial respondents (10%, *n* = 40) than White Staff respondents (4%, *n* = 9) "disagreed" with the statement.

Sixty-eight percent (*n* = 454) of Staff respondents "strongly agreed" or "agreed" that they had job security. No statistically significant differences were found between groups.

Table 98. Staff Respondents' Perceptions of SJSU and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would recommend SJSU as a good place to work.	**121**	**18.3**	**299**	**45.1**	**164**	**24.7**	**53**	**8.0**	**26**	**3.9**
Gender identity[cxciii]										
Men	49	23.4	78	37.3	51	24.4	22	10.5	9	4.3
Women	69	16.3	207	48.9	106	25.1	26	6.1	15	3.5
Racial identity[cxciv]										
Respondents of Color/Multiracial	66	16.3	189	46.7	96	23.7	40	9.9	14	3.5
White	51	22.2	104	45.2	58	25.2	9	3.9	8	3.5
I have job security.	**135**	**20.3**	**319**	**48.0**	**142**	**21.4**	**47**	**7.1**	**21**	**3.2**

Note: Table reports responses only from Staff respondents (*n* = 675).

Qualitative comment analyses

One hundred and sixty-two Staff respondents further elaborated on their responses to previous statements. Three themes emerged from respondents: career advancement, salary, and supervisor.

Career Advancement. Staff respondents indicated that they did not receive many opportunities for career advancement. Respondents wrote, "It is very hard to move up in the ladder at SJSU as a staff member. There are not a lot of opportunities for that unless you are a faculty getting promoted to chair/director than to dean. That is nonexistent for staff," "My experience is no succession planning or opportunity to get promoted or reclassified up. Often do other staff work when they are deemed stretched or team need vs. poor performance and accountability not addressed," and "I am passionate about my work and also go beyond what is expected. I care deeply about SJSU and would love to stay here until my retirement. However, there is absolutely no room to grow for me. I have to think about my retirement funds and children's future. If I want to advance or get a raise the only way would be to seek another position. This is related to my supervisor who doesn't think about advancing any of her staff…." Respondents also explained the lack of advancement influenced employees' desires to take on new responsibilities. Respondents commented, "I would love to see a structured approach to advancement opportunities. I have been able to advance but I continuously took on more responsibilities,

learned new information, and jumped at the next available opportunity. It seems like some people who are qualified don't try to take on new responsibilities because they see how much extra work it is and the pay isn't worth it. It's a shame because we have a lot of knowledgeable and talented staff that just stay for years and we never get their full potential out of them," "As far as advancement goes, it's been months since I turned in my In Range Progression form for a bump in salary. I haven't heard a peep. It's widely known that there are no bumps for anyone unless you're a favorite. Any additional training we take is considered a part of our job anyway. Why bother?," and "At SJSU there's a Catch-22. Job security is iron clad but advancement is hard to come by. You can toil in the same position for years, but know you won't get laid off and keep pretty good health benefits. Incentive to stay is rooted in getting vested and to a larger extent, reaching the retirement age where health benefits are insured for life. Other than that there is no incentive to stay working at SJSU."

Salary. Another theme that emerged from respondents was the salary. Respondents explained, "Staff salaries are NOT competitive. Laughable," "My salary range is way below the market, it is even lower than the entry level. My [redacted] who recently graduated with the same profession as me is being paid more than me and I have been in this profession for almost 22 years," and "Staff pay is not competitive to the Bay Area - as a manager it makes it very difficult to hire/retain employees." One respondent shared, "Folks who have been here a long time haven't had increases to keep their salary competitive. In [redacted] I changed departments and my salary increased by 85% -- nearly double. I'm even doing less work (no longer supervisory). The only reason I'm making more is that I was in my former department for [redacted] years and only ever received the regular pay bump. Every time there was a discussion about getting a raise to keep my salary competitive, I was told there wasn't money for it. I'm still paid less than the industry average, despite having 14 years of experience," and "As a Bay Area resident, I'm basically stuck living with a roommate I don't like because my apartment is rent controlled, and my salary today wouldn't be able to cover the average cost of a 1-bedroom apartment in this area. I really want to change my housing situation, but feel so stuck, and I firmly believe it's because our salaries aren't comparative with the tech sector. I think staff are REALLY struggling to live in the South Bay."

Supervisor. Staff respondents explained that their experiences varied based on their supervisor. Respondents explained, "My current supervisor is very supportive of a flexible work schedule but previous supervisors have been overly rigid and inflexible with work schedules. They seemed more concerned with who was where at what time, [than] if the work actually got done and was quality work," "Though in general I am positive about SJSU as a workplace, my previous role involved working with managers who were inept, unsupportive or did not understand advancement, compensation at the university," and "SJSU is an outstanding employer, however satisfaction is dependent on the department you work in....many many benefits and opportunities but if your boss is not onboard or supportive then all the benefits and opportunities are meaningless." Some respondents shared positive experiences with supervisors and management. Respondents wrote, "I can't speak to how my experience compares across departments, but I have faith in my supervisor and our team to value my needs and experience. My supervisor is very supportive of me pursuing professional development," and "The upper management has created various groups to gather information from staff and various channels for staff to freely express their honest opinion. They also worked with HR on pay equity for all staff."

Others shared challenging experiences with supervisors, "Recently, due to new management, I am unclear on what my responsibilities are. The new mpp is micro-managing departments, has taken over supervising staff even though departments work independently. I am the work lead of the department and therefore I am responsible for the workflow and assigning work to others. The mpp, without any discussion with me, assigns work to the staff…," "My boss will not let me attend meetings that will better my understanding of my position and be able to collaborate with others in my position. They are only offered twice a year and my boss prefers me not to attend," and "I feel I have [to] beg for training because my supervisor know[s] better than me (Even if they have no experience in my field)." Respondents specifically discussed challenges with leave. Respondents explained, "…I've had to fight for resources so I could go on vacation and have piece [*sic*] of mind. The constant changing of the environment here and instability combined with the complex hiring process made this especially challenging. After multiple [redacted], I finally had someone to cover me for my vacation. They had little time for training and were not able to 100% cover responsibilities leading me to have to work remotely a couple times while [redacted]. This led me to taking back some of my vacation time. My manager questioned this

and reprimanded me for not preparing to have things covered even though I spent over a year trying to do that while his efforts worked against my ability to achieve this…," and "I feel shamed when my supervisor points out to the team I've taken vacation (I never use even close to my accrual). My supervisor has taken away projects because the expectation is to be available even when on vacation. Also, after repeated weekly requests for clarity about goals and expectations, I still don't have anything articulated. The expectation is to be available at all times to do whatever happens to be top of mind. This chaotic approach causes fear and frustration for both me and the rest of the team."

Question 105 on the survey queried Staff respondents about the degree to which they felt valued at SJSU. Frequencies and significant differences based on staff status (Exempt or Non-Exempt), gender identity, racial identity,[77] sexual identity, first-generation status, and citizenship status are provided in Table 99 through Table 101.[78]

Eighty-four percent ($n = 560$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers in their department (Table 99). No statistically significant differences were found between groups.

Seventy-three percent ($n = 487$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers outside their department. A higher percentage of Women Staff respondents (22%, $n = 94$) than Men Staff respondents (14%, $n = 30$) "neither agreed nor disagreed" with the statement.

Seventy-four percent ($n = 491$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by their supervisors/managers. Sixty-six percent ($n = 443$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by SJSU students. No statistically significant differences were found between groups.

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[77] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color, White, and Multiracial or Respondents of Color/Multiracial and White.

[78] With the CCBC's approval, sexual identity was recoded into the categories Queer-spectrum and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Forty-nine percent (*n* = 326) of Staff respondents "strongly agreed" or "agreed" that they felt valued by SJSU faculty. No statistically significant differences were found between groups.

Forty-eight percent (*n* = 314) of Staff respondents "strongly agreed" or "agreed" that they felt valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president). A higher percentage of Women Staff respondents (38%, *n* = 160) than Men Staff respondents (26%, *n* = 55) "neither agreed nor disagreed" that they felt valued by senior administrators.

Table 99. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	261	39.0	299	44.6	59	8.8	37	5.5	14	2.1
I feel valued by coworkers outside my department.	165	24.7	322	48.1	138	20.6	35	5.2	9	1.3
Gender identity[cxcv]										
Men	61	29.0	101	48.1	30	14.3	16	7.6	< 5	---
Women	99	23.1	212	49.4	94	21.9	18	4.2	6	1.4
I feel valued by my supervisor/manager.	243	36.5	248	37.2	89	13.4	48	7.2	38	5.7
I feel valued by SJSU students.	164	24.6	279	41.8	196	29.3	20	3.0	9	1.3
I feel valued by SJSU faculty.	97	14.6	229	34.5	253	38.2	61	9.2	23	3.5
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	105	15.9	209	31.6	226	34.2	84	12.7	37	5.6
Gender identity[cxcvi]										
Men	42	20.2	67	32.2	55	26.4	33	15.9	11	5.3
Women	60	14.2	133	31.4	160	37.8	47	11.1	23	5.4

Note: Table reports responses only from Staff respondents (*n* = 675).

Nineteen percent (*n* = 126) of Staff respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Staff Respondents of Color/Multiracial respondents (17%, *n* = 68) than White respondents (9%, *n* = 20), along with higher percentages of U.S. Citizen-Naturalized Staff

respondents (20%, *n* = 45) and Non-U.S. Citizen Staff respondents (32%, *n* = 8) than U.S.
Citizen-Birth Staff respondents (9%, *n* = 38) "agreed" with the statement (Table 100).

Twenty percent (*n* = 129) of Staff respondents "strongly agreed" or "agreed" that their
supervisors/managers prejudged their abilities based on their perception of their
identity/background. A higher percentage of Multiracial Staff respondents (22%, *n* = 17) than
White Staff respondents (8%, *n* = 19) "agreed" that their supervisors/managers prejudged their
abilities based on their perception of their identity/background (Hispanic/Latinx/Chicanx Staff
respondents [18%, *n* = 22], Historically Underserved Staff respondents [12%, *n* = 12], and Asian
Staff respondents [12%, *n* = 13] were not statistically different from other groups). A higher
percentage of U.S. Citizen-Naturalized Staff respondents (18%, *n* = 40) than U.S. Citizen-Birth
Staff respondents (10%, *n* = 40) "agreed" with the statement (Non-U.S. Citizen Staff respondents
[24%, *n* = 6] were not statistically different from other groups).

Twenty percent (*n* = 128) of Staff respondents "strongly agreed" or "agreed" that faculty
prejudged their abilities based on their perception of their identity/background. No statistically
significant differences were found between groups.

Table 100. Staff Respondents' Perception of Climate

Perception	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	**32**	**4.8**	**94**	**14.1**	**171**	**25.6**	**223**	**33.4**	**147**	**22.0**
Racial identity[cxcvii]										
Respondents of Color/Multiracial	22	5.4	68	16.6	107	26.2	127	31.1	85	20.8
White	9	3.9	20	8.7	55	23.9	90	39.1	56	24.3
Citizenship status[cxcviii]										
U.S. Citizen-Birth	18	4.3	38	9.2	109	26.3	150	36.2	99	23.9
U.S. Citizen-Naturalized	14	6.3	45	20.4	54	24.4	66	29.9	42	19.0
Non-U.S. Citizen	0	0.0	8	32.0	7	28.0	< 5	---	6	24.0

Table 100. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	**41**	**6.2**	**88**	**13.3**	**143**	**21.6**	**219**	**33.0**	**172**	**25.9**
Racial identity[cxcix]										
Hispanic/Latinx/Chicanx	9	7.3	22	17.7	27	21.8	41	33.1	25	20.2
Historically Underserved	10	10.1	12	12.1	18	18.2	29	29.3	30	30.3
Asian	6	5.7	13	12.4	24	22.9	41	39.0	21	20.0
White	12	5.2	19	8.3	45	19.6	83	36.1	71	30.9
Multiracial	< 5	---	17	21.8	22	28.2	19	24.4	18	23.1
Citizenship status[cc]										
U.S. Citizen-Birth	20	4.8	40	9.7	93	22.5	147	35.6	113	27.4
U.S. Citizen-Naturalized	17	7.8	40	18.3	42	19.3	67	30.7	52	23.9
Non-U.S. Citizen	< 5	---	6	24.0	5	20.0	5	20.0	6	24.0
I think that faculty prejudges my abilities based on their perception of my identity/background.	**32**	**4.9**	**96**	**14.6**	**229**	**34.8**	**178**	**27.1**	**123**	**18.7**

Note: Table reports responses only from Staff respondents (*n* = 675).

Fifty-one percent (*n* = 333) of Staff respondents "strongly agreed" or "agreed" that their department/program encouraged free and open discussion of difficult topics (Table 101). A higher percentage of Queer-spectrum Staff respondents (27%, *n* = 20) than Heterosexual Staff respondents (15%, *n* = 78) along with a higher percentage of U.S. Citizen-Birth Staff respondents (19%, *n* = 76) than U.S. Citizen-Naturalized/Non-U.S. Citizen Staff respondents (12%, *n* = 28) "disagreed" with the statement.

Nine percent (*n* = 57) of Staff respondents "strongly agreed" or "agreed" that their English speaking skilled limited their ability to successful at SJSU. A higher percentage of White Staff respondents (60%, *n* = 138) than Hispanic/Latinx/Chicanx Staff respondents (36%, *n* = 44) and Asian Staff respondents (33%, *n* = 35) "strongly disagreed" with the statement (Historically Underserved Staff respondents [48%, *n* = 47] and Multiracial Staff respondents [46%, *n* = 36] were not statistically different from other groups). Higher percentages of Non-U.S. Citizen Staff

respondents (24%, *n* = 6) and U.S. Citizen-Naturalized Staff respondents (12%, *n* = 26) than U.S. Citizen-Birth Staff respondents (2%, *n* = 10) "agreed" that their English speaking skilled limited their ability to successful at SJSU.

Ten percent (*n* = 65) of Staff respondents "strongly agreed" or "agreed" that their English writing skilled limited their ability to be successful at SJSU. A higher percentage of White Staff respondents (58%, *n* = 132) than Hispanic/Latinx/Chicanx Staff respondents (33%, *n* = 40) and Asian Staff respondents (31%, *n* = 32) "strongly disagreed" with the statement (Historically Underserved Staff respondents [46%, *n* = 44] and Multiracial Staff respondents [46%, *n* = 36] were not statistically different from other groups). A higher percentage of Non-U.S. Citizen Staff respondents (28%, *n* = 7) and U.S. Citizen-Naturalized Staff respondents (11%, *n* = 24) than U.S. Citizen-Birth Staff respondents (4%, *n* = 17) "agreed" that their English writing skilled limited their ability to successful at SJSU.

Sixty-nine percent (*n* = 462) of Staff respondents "strongly agreed" or "agreed" that their skills were valued, and 69% (*n* = 459) felt that their work was valued. No statistically significant differences were found between groups.

Table 101. Staff Respondents' Perceptions and Feelings of Value

Perceptions	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
I believe that my department/program encourages free and open discussion of difficult topics.	103	15.7	230	35.0	164	25.0	107	16.3	53	8.1
Sexual identity[cci]										
Heterosexual	79	15.4	191	37.2	121	23.6	78	15.2	44	8.6
Queer-Spectrum	14	18.7	20	26.7	19	25.3	20	26.7	< 5	---
Citizenship status[ccii]										
U.S. Citizen-Birth	66	16.2	147	36.0	91	22.3	76	18.6	28	6.9
U.S. Citizen-Naturalized/Non-U.S. Citizen	37	15.2	82	33.7	72	29.6	28	11.5	24	9.9
I feel that my English speaking skills limit my ability to be successful at SJSU.	15	2.3	42	6.3	117	17.7	182	27.5	306	46.2

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Table 101. Staff Respondents' Perceptions and Feelings of Value

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[cciii]										
Hispanic/Latinx/Chicanx	< 5	---	12	9.8	23	18.7	40	32.5	44	35.8
Historically Underserved	< 5	---	8	8.2	13	13.3	26	26.5	47	48.0
Asian	< 5	---	17	16.2	25	23.8	26	24.8	35	33.3
White	< 5	---	< 5	---	29	12.6	58	25.2	138	60.0
Multiracial	< 5	---	< 5	---	17	21.5	24	30.4	36	45.6
Citizenship status[cciv]										
U.S. Citizen-Birth	7	1.7	10	2.4	62	15.0	107	26.0	226	54.9
U.S. Citizen-Naturalized	7	3.2	26	11.9	47	21.5	70	32.0	69	31.5
Non-U.S. Citizen	< 5	---	6	24.0	5	20.0	< 5	---	10	40.0
I feel that my English writing skills limit my ability to be successful at SJSU.	**16**	**2.4**	**49**	**7.4**	**119**	**18.1**	**185**	**28.1**	**289**	**43.9**
Racial identity[ccv]										
Hispanic/Latinx/Chicanx	< 5	---	16	13.0	25	20.3	39	31.7	40	32.5
Historically Underserved	< 5	---	7	7.3	15	15.6	26	27.1	44	45.8
Asian	< 5	---	14	13.3	26	24.8	30	28.6	32	30.5
White	5	2.2	5	2.2	28	12.3	58	25.4	132	57.9
Multiracial	< 5	---	< 5	---	16	20.3	24	30.4	36	45.6
Citizenship status[ccvi]										
U.S. Citizen-Birth	7	1.7	17	4.2	62	15.2	107	26.3	214	52.6
U.S. Citizen-Naturalized	7	3.2	24	10.9	50	22.7	73	33.2	66	30.0
Non-U.S. Citizen	< 5	---	7	28.0	5	20.0	< 5	---	8	32.0
I feel that my skills are valued.	**155**	**23.3**	**307**	**46.1**	**115**	**17.3**	**59**	**8.9**	**30**	**4.5**
I feel that my work is valued.	**162**	**24.3**	**297**	**44.5**	**104**	**15.6**	**77**	**11.5**	**28**	**4.2**

Note: Table reports responses only from Staff respondents (*n* = 675).

Faculty and Staff Respondents Who Have Seriously Considered Leaving SJSU

Thirty-two percent ($n = 1,366$) of respondents had seriously considered leaving SJSU. With regard to Employee respondents, 46% ($n = 314$) of Faculty respondents and 54% ($n = 363$) of Staff respondents had seriously considered leaving SJSU (Figure 62).
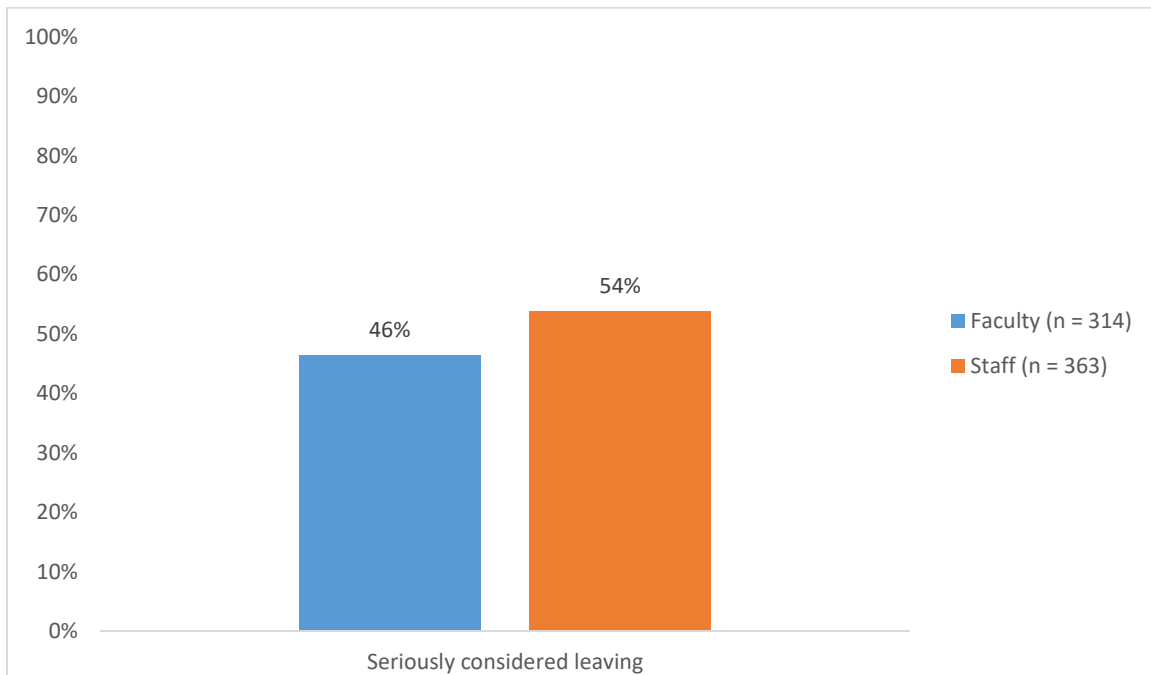

Figure 62. Employee Respondents Who Had Seriously Considered Leaving SJSU (%)

Sixty-three percent ($n = 229$) of those Staff respondents who seriously considered leaving did so for low salary/pay rate (Table 102). Forty-eight percent ($n = 174$) of those Staff respondents who seriously considered leaving did so because of cost of living in the Bay Area. Other reasons included limited advancement opportunities (46%, $n = 165$), tension with supervisor/manager (39%, $n = 141$), and insufficient institutional support (34%, $n = 122$). "Response choices not listed" submitted by respondents included "campus and division leadership integrity," "department environment," and "managers without management training."

Table 102. Reasons Why Staff Respondents Considered Leaving SJSU

Reason	*n*	%
Low salary/pay rate	229	63.1
Cost of living in the Bay Area	174	47.9
Limited advancement opportunities	165	45.5

Table 102. Reasons Why Staff Respondents Considered Leaving SJSU

Reason	*n*	%
Tension with supervisor/manager	141	38.8
Insufficient institutional support (e.g., technical support, understaffed, laboratory space/equipment)	122	33.6
Increased workload	110	30.3
Tension with coworkers	94	25.9
Lack of professional development opportunities	92	25.3
Interested in a position at another institution	83	22.9
Poor quality workplace facilities	74	20.4
Unfair evaluation systems	62	17.1
Impersonal interactions with SJSU faculty/staff/students	55	15.2
Campus climate unwelcoming	52	14.3
Recruited or offered a position at another institution/organization	49	13.5
Personal reasons (e.g., medical, mental health, family emergencies)	34	9.4
Relocation	29	8.0
Family obligations (e.g., caregiving responsibility)	21	5.8
Local community climate not welcoming	20	5.5
Local community did not meet my (my family) needs	20	5.5
Lack of benefits	18	5.0
Spouse or partner unable to find suitable employment	11	3.0
Spouse or partner relocated	6	1.7
A reason not listed above	69	19.0

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving SJSU (*n* = 363). Percentages may not sum to 100 as a result of multiple response choices.

Due to recent events surrounding the Black Lives Matter movement, the CCBC requested that Rankin & Associates provide additional context to some of the results from the survey in terms of racial identity. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. By racial identity, 66% (*n* = 23) of Black/African/African American Staff respondents, 63% (*n* = 52) of Multiracial Staff respondents, 58% (*n* = 23) of Historically Underserved Staff respondents, 56% each of White Staff respondents (*n* = 130) and Hispanic/Latinx/Chicanx Staff respondents (*n* = 69), 44% (*n* = 11) of Filipinx Staff respondents, and 32% (*n* = 34) of Asian/South Asian Staff respondents had seriously considered leaving SJSU (Table 103).

Table 103. Staff Respondents Who Seriously Considered Leaving SJSU by Racial Identity

Racial identity	*n*	*%*
Black/African/African American	23	65.7
Multiracial	52	63.4
Historically Underserved	23	57.5
White	130	56.0
Hispanic/Latinx/Chicanx	69	55.6
Filipinx	11	44.0
Asian/South Asian	34	31.5

Because of recent events related to various religions on campus, SJSU requested that Rankin & Associates include descriptive information for this question based on religious/spiritual affiliation. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. By religious affiliation, 58% (*n* = 135) of No Affiliation Staff respondents, 55% (*n* = 12) of Multiple Affiliation Staff respondents, 54% (*n* = 163) of Christian Affiliation Staff respondents, 39% (*n* = 7) of Staff Respondents with Many and Diverse Religious Affiliations, 31% (*n* = 10) of Buddhist Affiliation Staff respondents, less than five each of Hindu Affiliation Staff respondents and Jewish Affiliation Staff respondents, and zero Muslim Affiliation Staff respondents had seriously considered leaving SJSU (Table 104).

Table 104. Staff Respondents Who Seriously Considered Leaving SJSU by Religious Affiliation

Religious affiliation	*n*	*%*
No Affiliation	135	58.4
Multiple Affiliations	12	54.5
Christian Affiliation	163	53.8
Many and Diverse Religious Affiliations	7	38.9
Buddhist Affiliation	10	31.3
Hindu Affiliation	< 5	---
Jewish Affiliation	< 5	---
Muslim Affiliation	0	0.0

Subsequent statistical analyses were run for Staff respondents by staff status, gender identity, racial identity,[79] sexual identity, citizenship status, and first-generation status. Higher percentages of Hispanic/Latinx/Chicanx Staff respondents (56%, $n = 69$), Historically Underserved Staff respondents (57%, $n = 57$), White Staff respondents (56%, $n = 130$), and Multiracial Staff respondents (64%, $n = 52$) than Asian Staff respondents (32%, $n = 34$) had seriously considered leaving SJSU.[ccvii] Fifty-seven percent ($n = 239$) of U.S. Citizen-Birth Staff respondents compared with 49% ($n = 110$) of U.S. Citizen-Naturalized Staff respondents and 32% ($n = 8$) of Non-U.S. Citizen Staff respondents had seriously considered leaving SJSU.[ccviii]

Sixty-three percent ($n = 199$) of those Faculty respondents who seriously considered leaving did so because of low salary/pay rate (Table 105). Forty-seven percent ($n = 147$) of those Faculty respondents who seriously considered leaving did so because of cost of living in the Bay Area. Other reasons included limited advancement opportunities (37%, $n = 115$), insufficient institutional support (33%, $n = 105$), and increased workload (32%, $n = 100$). "Response choices not listed" submitted by respondents included "high crime rate in Bay Area," "bullying," and "low academic standards."

Table 105. Reasons Why Faculty Respondents Considered Leaving SJSU

Reason	n	%
Low salary/pay rate	199	63.4
Cost of living in the Bay Area	147	46.8
Limited advancement opportunities	115	36.6
Insufficient institutional support (e.g., technical support, understaffed, laboratory space/equipment)	105	33.4
Increased workload	100	31.8
Interested in a position at another institution	87	27.7
Poor quality workplace facilities	79	25.2
Tension with supervisor/manager	73	23.2
Tension with coworkers	67	21.3

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[79] For analysis purposes, the CCBC approved a five-category racial identity variable.

Table 105. Reasons Why Faculty Respondents Considered Leaving SJSU

Reason	*n*	%
Unfair evaluation systems	66	21.0
Lack of professional development opportunities	63	20.1
Campus climate unwelcoming	60	19.1
Impersonal interactions with SJSU faculty/staff/students	60	19.1
Recruited or offered a position at another institution/organization	55	17.5
Personal reasons (e.g., medical, mental health, family emergencies)	31	9.9
Family obligations (e.g., caregiving responsibility)	29	9.2
Lack of benefits	27	8.6
Relocation	20	6.4
Local community climate not welcoming	17	5.4
Spouse or partner unable to find suitable employment	15	4.8
Local community did not meet my (my family) needs	9	2.9
Spouse or partner relocated	5	1.6
A reason not listed above	70	22.3

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving SJSU (*n* = 314). Percentages may not sum to 100 as a result of multiple response choices.

By racial identity, 60% (*n* = 6) of Black/African/African American Faculty respondents, 57% (*n* = 25) of Hispanic/Latinx/Chicanx Faculty respondents, 49% each of White Faculty respondents (*n* = 175) and Multiracial Faculty respondents (*n* = 40), 42% (*n* = 25) of Historically Underserved Faculty respondents, 25% (*n* = 24) of Asian/South Asian Faculty respondents, and fewer than five Filipinx Faculty respondents had seriously considered leaving SJSU (Table 106).

Table 106. Faculty Respondents Who Seriously Considered Leaving SJSU by Racial Identity

Racial identity	*n*	%
Black/African/African American	6	60.0
Hispanic/Latinx/Chicanx	25	56.8
White	175	48.9
Multiracial	40	48.8
Historically Underserved	25	42.4
Asian/South Asian	24	24.7
Filipinx	< 5	---

By religious affiliation, 54% (*n* = 153) of No Affiliation Faculty respondents, 53% (*n* = 10) of Faculty Respondents with Many and Diverse Religious Affiliations, 46% (*n* = 5) of Muslim

Affiliation Faculty respondents, 45% ($n = 25$) of Multiple Affiliation Faculty respondents, 39% ($n = 9$) Jewish Affiliation Faculty respondents, 37% ($n = 69$) of Christian Affiliation Faculty respondents, 31% ($n = 5$) of Buddhist Affiliation Faculty respondents, and less than five Hindu Affiliation Faculty respondents had seriously considered leaving SJSU (Table 107).

Table 107. Faculty Respondents Who Seriously Considered Leaving SJSU by Religious Affiliation

Religious affiliation	*n*	*%*
No Affiliation	158	53.6
Many and Diverse Religious Affiliations	10	52.6
Muslim Affiliation	5	45.5
Multiple Affiliations	25	44.6
Jewish Affiliation	9	39.1
Christian Affiliation	69	37.3
Buddhist Affiliation	5	31.3
Hindu Affiliation	< 5	---

Subsequent statistical analyses were run for Faculty respondents by faculty status, gender identity, racial identity,[80] sexual identity, citizenship status, and first-generation status. A higher percentage of Tenured Faculty respondents (59%, $n = 109$) than Tenure-Track Faculty respondents (39%, $n = 42$) and Non-Tenure-Track Faculty respondents (42%, $n = 163$), [ccix] along with a higher percentage of Trans-spectrum Faculty respondents (77%, $n = 24$) than Women Faculty respondents (45%, $n = 175$) and Men Faculty respondents (45%, $n = 110$)[ccx] seriously considered leaving. A higher percentage of Queer-spectrum Faculty respondents (70%, $n = 47$) than Heterosexual Faculty respondents (43%, $n = 228$) seriously considered leaving SJSU (Bisexual/Pansexual Faculty respondents [50%, $n = 16$] were not statistically different from the other groups).[ccxi] Higher percentages of Hispanic/Latinx/Chicanx Faculty respondents (57%, $n = 25$), Historically Underserved Faculty respondents (46%, $n = 33$), White Faculty respondents (49%, $n = 175$), and Multiracial Faculty respondents (49%, $n = 40$) than Asian Faculty respondents (25%, $n = 24$) seriously considered leaving SJSU.[ccxii] Fifty percent ($n = 214$) of U.S. Citizen-Birth Faculty respondents compared with 39% ($n = 70$) of U.S. Citizen-Naturalized

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[80] For analysis purposes, the CCBC approved a five-category racial identity variable.

Faculty respondents and 42% (*n* = 23) of Non-U.S. Citizen Faculty respondents seriously considered leaving SJSU.[ccxiii]

Qualitative comment analyses

Four hundred and sixty-four Staff and Faculty respondents further elaborated on why they considered leaving San José State University. For Staff respondents, three themes emerged: salary and cost of living, lack of opportunity for advancement, and poor supervision and management. For Faculty respondents, three themes emerged: salary and cost of living, challenges with senior administration, and poor supervision and management.

Staff respondents

Salary and Cost of Living. One theme that emerged from Staff respondents was the low salaries and the high cost of living in San José. Respondents explained, "I support myself and the cost of living in the area is astronomical. I live off of $300/month after all bills are paid. It is difficult to have a social life or engage in activities that cost money. I don't really have a life here," "I struggled to make enough money, and I became a workaholic to get ahead. Pay is way too low up and down the hierarchy for this local economy," "The wages are very low and cost of leaving is high is very difficult to live in San José. I live on paycheck to paycheck I barely make it till end of the month. I have to use my credit card to buy food and pay for my living expenses," and "It's quite expensive here, and my position hasn't received any pay increases other than CoLA (at 3%) for the 8 years I've been in it, and the CoLA isn't sufficient to keep up with rent. I might still end up having to leave because I can't afford to live here. It would honestly break my heart to do so, though." Other respondents shared that their salaries did not compare with other institutions and private industry. Respondents commented, "Positions across the CSU have the same pay range. This is not fair to those of us living in higher cost of living areas. If I didn't love my job I would seek a position in an area where I could afford to buy a home," and "It is nearly impossible to survive in the bay area on the salary offered here. Even with growth in position title, the market value for my level of skill/responsibility is about 20-30% higher in industry. I stay because I am committed to student success and work in an innovative and supportive department. I do feel that if I were in a different department, I would have left the university long ago."

Lack of Opportunity for Advancement. Staff respondents indicated that there was a lack of opportunity for advancement at the University. They explained, "There isn't a pathway to growth. Even if you take classes, complete a Masters or complete a certification program you are not guaranteed a higher salary or advancement. Instead of hiring within and giving people in the department the opportunity to grow, they hire from outside but unfortunately, those people leave," and "I had good reviews but there seemed to be no promotion path in [redacted]. I eventually moved laterally to another department and was promoted." Respondents stated that advancement was heavily connected to their direct supervisor. Respondents commented, "No advancement opportunities within my department. Despite working hard and making huge improvements to the whole division I have an impersonal manager who is disengaged from most of the staff. Other departments in my division have managers involved with their staff. Their experiences are completely different. They get huge promotions and influence in the whole division with much less experience and education. It creates tension in the whole division," "For ten years I worked for someone that stifled professional development. Then I worked for someone who encouraged professional development but didn't offer legitimate opportunities for myself. I just kept seeing outsiders getting hired. When I spoke to this supervisor about the future of my career, this supervisor made it clear that opportunities I was looking for would not be available for me within my department," "I felt as I was unable to progress in my career. Since having a new direct supervisor, that feeling of being 'stationary' has reduced and progression is on the horizon," and "Staff had to write their own range elevation/reclassification because their dept. chair fail to recognize staff's accomplishments. Advancement not possible if Chair/Director feel threaten by individual staff departure to another position on campus." One respondent, who felt that advancement opportunities may not align with personal goals, shared, "I had the opportunity to move to a higher position and felt I had to take it because the salary was better. But I would prefer to still be doing the technical work of the dept. Now most of my time is on personnel stuff. So I'm not being as good of a manager as someone who wanted this kind of work. I don't see ways to advance here (salary wise) without becoming management/administration."

Poor Supervision and Management. Another theme that emerged from respondents was poor supervision and management within their departments. Respondents stated, "In my last position on campus my supervisor was incompetent, controlling, and forced me to take vacation to attend

a professional conference that I was self-funding and told me I had to leave early to come back to work so I didn't even get to attend all activities that I paid for. He made my life miserable and there are so many people like him that seem to be promoted for unknown reasons. SJSU leadership at the upper administration is completely out of touch with the stress of the folks who actually work with students everyday and appears not to care about our staff members nearly as much as faculty - who are also very often rude and dismissive of both students and staff," "Micromanagement, (example)if you're one minute late you're asked to fill out a time off request form and use sick time. In my department you could be written up for this. I've asked to be given the opportunity to attend seminars or classes offered to others in the position I want to go to and I am never considered. I have asked to have my work area furniture replaced and I've been told to stop crying by one manager and another one told me there was no money that particular FY so I asked, what about next FY and I was told there was no money," and "I did leave it for a period of time. Many years ago, I worked two levels under a manger in [redacted] who had strong authoritarian tendencies. He created a hostile work environment and was the object of multiple HR complaints, but nothing was being done about the situation. Eventually I decided to leave SJSU. Shortly afterwards, this manager was asked to resign, which he did, and my (former) direct manager asked me to return, which I did." Other respondents shared similar experiences; they commented, "Our MPP can be condescending and treats us like we are less than. Her philosophy is to punish us all when one person makes a mistake. She has us sit …during staff meetings in an effort to make us feel like a team, but then she sits at the head of the room and lectures us. She provides very little positive feedback for the good work we do and instead focuses on reprimanding us for any shortcomings. I feel she assumes the worst in us. She does not know my last name and I have worked in the dept for several years," "Had a lead who was a bully, used passive aggressive methods to show power. Didn't know who to turned to, didn't feel heard by previous director. Director was never present. Always referred us back to that lead. Gave all power and decision making to the lead. Anytime we asked for opportunities or suggestion in our work place to our director, lead would be very bothered that we went around them. Lead micromanaged to the point of timing our bathroom breaks, breaks, lunch and whereabouts at all times of our shift. Even when we had justified reasons," and "When I first arrived here my supervisor was not supportive. I was welcomed into a dirty office. There were very limited resources available for me to do my job effectively. My supervisor did not onboard

me effectively. Much of my learning of my job was due to me reaching out to individuals to learn; my supervisor did not display any interest in supporting me and continuously used the statement that 'You were an [redacted] at [past institution] you should know how to do these things' without acknowledging and understanding that there is learning curves."

Faculty respondents

Salary and Cost of Living. One theme that emerged from Faculty respondents was their salary and the cost of living around San José. Respondents explained, "As a single person, the pay rate at SJSU is unsustainable given the cost of living. I had to move in with family 2.5 hours away (a 5-6 hour commute each day) just to make ends meet," "The salary is untenably low. I consider myself essentially a volunteer because my salary is insignificant," "The annual salary is so low compared with other universities in the area. As a faculty I am still living with roommates as an adult given cost of living with increased workload. I am happy to work hard but the low pay really makes it difficult to feel appreciated," and "The high cost of living would be the primary reason that I have considered leaving, as at present I am not able to support my family on my income. I currently pay 2/3 of my take-home pay for a subpar rental unit (in an 'affordable' housing complex) which is incredibly unstable. And when my rent increases next year, I expect I will pay 3/4 of my income." Non-Tenure-Track Faculty respondents who felt they had difficulties living on their salaries, shared, "Adjunct pay is ridiculously low. I calculated that a 3 unit course per hour worked comes out to roughly $6 per hour. The amount of time spent on office hours has increased exponentially due to virtual office hours (online correspondence). The position is essentially glorified volunteer work, and I do it for community service. Low pay is understandable but the work of adjuncts are systematically undervalued by both students and T/TT faculty," and "[redacted] lecturers make 55K for smaller load. I teach more and make about 20K less and live in a more expensive area. The pay and then knowing you are a second-class citizen in the university makes you wonder why you bother." Faculty respondents, who felt they were unable to stay in their roles because of the salary, explained, "I would love to stay on as faculty at SJSU, I have no complaints about my coworkers or the climate within which I work. I'm actually quite bummed that I need to look elsewhere for employment. Though the benefits package is Incredible, I unfortunately do not make a living wage and I truly don't want to have to 'piece meal' together several part-time jobs in order to make ends meet. Very sad to have to leave," and "As a full-time lecturer in the [redacted], I was paid less than a first-year high school

teacher in the Bay Area. Because I did not earn enough to support my family, I had to leave my full-time position at SJSU. However, because I love working at SJSU, I have stayed on as a part-time lecturer."

Challenges with Senior Administration. Another theme that emerged from Faculty respondent responses was challenges with the senior administration. Respondents shared, "I believe there is a huge disconnect between upper administration and faculty when it comes to resources for research. Administration expects the unexpected with lack of resources," and "I love the work I do. However, the university administration seems to have a dismissive attitude toward faculty. I feel like my work isn't valued." Other respondents believed that the institution's administration was not prioritizing the right initiatives. They commented, "In the last 2 years, many major administrative decisions seem to have been driven by a desire to enhance the university image and that of its administration. The university is expanding on many fronts, yet crucial student services such as CAPS are being reduced. Student and staff welfare in general seems to be a much lower priority than in previous years," "Under President Papazian's leadership the campus administration neither represents the majority minority status of the University nor does it engender beliefs that there is a commitment to diversity. The racism of the administration is palpable to those of us with an eye out for it," and "The campus climate has become increasingly centrist with less and less transparency and shared governance. This seriously impairs the campus climate for not only faculty, but for staff and students as well. This is a serious regression in the campus climate where CFA and other union contracts are also not respected and observed. These are legally binding and the basis of the campus climate as well as respect for the senate. Imbedded processes for shared governance, that have stood the test of time, are minimized by administration," and "The administrative burden gets worse and worse every year, as the Administration increases its incompetent meddling with faculty teaching. Essentially the faculty are being converted into grade-school teachers, and even grade-school teachers don't deserve that."

Poor Supervision and Management. Faculty respondents indicated that they had seriously considered leaving because of poor supervision and management within their departments. Respondents shared, "A combination of spite, incompetence, and selfishness in our department leadership (spanning multiple dept. chairs) makes it difficult for me to do my job well - to do it

to the best of my ability," "… I formerly held a different role in which I had a supervisor who beyond being incompetent, demonstrated favoritism, engaged differently with people dependent upon their race and gender, and had consistent issues with most of the females he supervised, several of whom left while under his supervision. It is my belief that the university was aware or should have been aware of this situation based on information being shared upward and took far too long to respond. It is my belief the AVP overseeing the area was aware there were issues and did nothing until another AVP got involved," "Chair of my department, several years ago, was slimy and had a bias about women. He liked to stay too close and make inappropriate comments that he thought were funny. He also disrupted my class once when he was evaluating me because he did not like that the students were debating [redacted]. ... I had to jump in and was screamed at in front of the class," and "When [redacted] was chair of the [redacted] department, [redacted] created an environment of fear and favoritisms. If you did not do things [redacted] way or align with [redacted] biases, [redacted] did not assign you classes, or did not assign the classes requested. For this reason, people were afraid to speak up."

Respondents shared instances of unethical behavior from supervisors and chairs. They commented, "Retaliation from supervisor for not being able to provide services of my outside company to a department/college sponsored program," "Inappropriately touched and spoken to by a department chair. Incident reported. Nothing was done," "A former Associate Dean was personally vindictive towards me. She tried to have me removed from my position because I called the union for support when I had not been paid for [redacted] due to [redacted] error," and "I've considered leaving because the university applies no mechanism to control the Dept Chair. Knowing this, the chair manipulates the evaluation process since the Dean has no authority to correct such things as intentional disregard to the rules specified in the CBA. The chair also manipulates course schedules to allow for select faculty to actually NOT teach a course but have a schedule look like they a have teaching assignment. This reduces the availability of courses students need. Additionally, the chair applies academic bigotry by ignoring fields she is not interested in, to direct resources that support her personal beliefs, including controlling material taught by new faculty and lecturers."

Summary

The results from this section suggest that most Faculty and Staff respondents generally held positive attitudes about SJSU policies and processes. With regard to discriminatory employment practices, 22% ($n = 301$) of Faculty and Staff respondents had observed unfair or unjust hiring, 15% ($n = 205$) had observed unfair or unjust disciplinary actions, and 25% ($n = 333$) had observed unfair or unjust promotion, tenure, and/or reclassification. Racial identity, ethnicity, gender/gender identity, position status, and nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that they were given a reasonable time frame to complete assigned responsibilities; that their supervisors were supportive of their taking leave; and that they felt valued by coworkers in their department/outside their department and by their supervisors/managers. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that their workload increased without additional compensation as a result of other staff departures and that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Differences by staff status existed insofar as Non-Exempt Staff respondents disclosed less positive perceptions of the campus climate than did their Exempt Staff respondent counterparts.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that their teaching was valued by SJSU, but some expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators. Non-Tenure-Track Faculty respondents, in particular, indicated that they performed more work to help students than did their colleagues and that they felt pressured to do extra work that was uncompensated. Most Faculty respondents felt valued by faculty in their department/program, by their department/program chairs, and by students in the classroom. Also, Faculty respondents perceived salaries for tenure-track faculty and non-tenure-track faculty as not competitive.

Almost half of Faculty respondents (46%, $n = 314$) and over half of Staff respondents (54%, $n = 363$) had seriously considered leaving SJSU. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, cost of living in the Bay Area, and tension with supervisor/manager.

[lxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair hiring practices by faculty status: $\chi^2(2, N = 677) = 12.9, p < .01$.

[lxiv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by gender identity: $\chi^2(2, N = 1,323) = 17.9, p < .001$.

[lxv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2(4, N = 1,293) = 15.3, p < .01$.

[lxvi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by sexual identity: $\chi^2(2, N = 1,223) = 6.9, p < .05$.

[lxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by faculty status: $\chi^2(2, N = 673) = 27.7, p < .001$.

[lxviii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by gender identity: $\chi^2(2, N = 1,314) = 14.3, p < .001$.

[lxix] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by racial identity: $\chi^2(4, N = 1,285) = 11.0, p < .05$.

[lxx] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by position status: $\chi^2(1, N = 1,339) = 11.9, p < .001$.

[lxxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed employment-related discipline or action by faculty status: $\chi^2(2, N = 671) = 15.0, p < .001$.

[lxxii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by racial identity: $\chi^2(4, N = 1,288) = 15.0, p < .01$.

[lxxiii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by first-generation status: $\chi^2(1, N = 1,318) = 8.8, p < .01$.

[lxxiv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by citizenship status: $\chi^2(1, N = 1,323) = 5.4, p < .05$.

[lxxv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for tenure were clear by faculty status: $\chi^2(4, N = 291) = 21.8, p < .001$.

[lxxvi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for tenure were clear by gender identity: $\chi^2(4, N = 271) = 10.0, p < .05$.

[lxxvii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for promotion were clear by faculty status: $\chi^2(4, N = 290) = 11.6, p < .05$.

[lxxviii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the process for obtaining tenure was clear by faculty status: $\chi^2(4, N = 291) = 21.0, p < .001$.

[lxxix] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the process for obtaining promotion was clear by sexual identity: $\chi^2(4, N = 270) = 11.9, p < .05$.

[lxxx] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated the tenure standards/promotion standards were applied equally to faculty in their college by sexual identity: $\chi^2(4, N = 271) = 21.7, p < .001$.

[lxxxi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated they felt supported and mentored during the tenure-track years by faculty status: χ^2 (4, $N = 288$) = 13.6, $p <$ .01.

[lxxxii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who were pressured to change their research/scholarship agenda to achieve tenure/promotion by citizenship status: χ^2 (8, $N = 285$) = 15.6, $p < .05$.

[lxxxiii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: χ^2 (4, $N = 271$) = 15.7, $p < .01$.

[lxxxiv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that Faculty opinions were taken seriously by senior administrators by faculty status: χ^2 (4, $N = 290$) = 14.0, $p < .01$.

[lxxxv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that Faculty opinions were valued within SJSU committees by racial identity: χ^2 (4, $N = 275$) = 12.0, $p <$ .05.

[lxxxvi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that Faculty opinions were valued within SJSU committees by sexual identity: χ^2 (4, $N = 270$) = 12.2, $p < .05$.

[lxxxvii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who had opportunities to participate in substantive committee assignments by faculty status: χ^2 (4, $N = 291$) = 10.1, $p < .05$.

[lxxxviii] A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated that the criteria for contract renewal were clear by citizenship status: χ^2 (8, $N = 376$) = 16.4, $p < .05$.

[lxxxix] A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations by citizenship status: χ^2 (4, $N = 372$) = 10.0, $p < .05$.

[xc] A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated they performed more work to help students than their colleagues by citizenship status: χ^2 (4, $N = 377$) = 12.2, $p <$ .05.

[xci] A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated they were pressured to do extra work that was uncompensated by sexual identity: χ^2 (4, $N = 350$) = 12.0, $p < .05$.

[xcii] A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated that non-tenure-track faculty opinions were taken seriously by senior administrators by racial identity: χ^2 (4, $N = 369$) = 9.6, $p < .05$.

[xciii] A chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated that non-tenure-track faculty opinions were taken seriously by other tenured or tenure-track faculty in their unit by racial identity: χ^2 (4, $N = 372$) = 10.0, $p < .05$.

[xciv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that research was valued by SJSU by faculty status: χ^2 (8, $N = 670$) = 41.6, $p < .001$.

[xcv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that research was valued by SJSU by gender identity: χ^2 (8, $N = 662$) = 25.1, $p < .001$.

[xcvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that research was valued by SJSU by sexual identity: χ^2 (4, $N = 623$) = 13.8, $p < .01$.

[xcvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that teaching was valued by SJSU by citizenship status: χ^2 (4, $N = 660$) = 11.4, $p < .05$.

[xcviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that service was valued by SJSU by faculty status: χ^2 (8, $N = 671$) = 34.7, $p < .001$.

[xcix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that service was valued by SJSU by gender identity: χ^2 (8, $N = 663$) = 18.3, $p < .05$.

[c] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that shared governance was valued by SJSU by faculty status: χ^2 (8, $N = 662$) = 54.9, $p < .001$.

[ci] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that shared governance was valued by SJSU by gender identity: χ^2 (8, $N = 654$) = 29.3, $p < .001$.

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[cii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that shared governance was valued by SJSU by sexual identity: $\chi^2(8, N = 613) = 16.8, p < .05$.

[ciii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by faculty status: $\chi^2(8, N = 664) = 228.2, p < .001$.

[civ] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for non-tenure-track faculty positions were competitive by faculty status: $\chi^2(8, N = 665) = 22.3, p < .01$.

[cv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for non-tenure-track faculty were competitive by sexual identity: $\chi^2(4, N = 616) = 12.7, p < .05$.

[cvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that health insurance benefits were competitive by faculty status: $\chi^2(8, N = 669) = 34.5, p < .001$.

[cvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated child care benefits were competitive by faculty status: $\chi^2(8, N = 652) = 41.1, p < .001$.

[cviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated child care benefits were competitive by racial identity: $\chi^2(8, N = 629) = 20.2, p < .05$.

[cix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits were competitive by faculty status: $\chi^2(8, N = 659) = 72.2, p < .001$.

[cx] A chi-square test was conducted to compare percentages of Faculty respondents who indicated SJSU provided adequate resources to help them manage work-life balance by faculty status: $\chi^2(8, N = 668) = 48.7, p < .001$.

[cxi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated their colleagues included them in opportunities that would help their careers as much as others in their position by faculty status: $\chi^2(8, N = 670) = 20.2, p < .01$.

[cxii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated their colleagues included them in opportunities that would help their careers as much as others in their position by gender identity: $\chi^2(8, N = 662) = 21.7, p < .01$.

[cxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process was clear by faculty status: $\chi^2(8, N = 671) = 27.4, p < .001$.

[cxiv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process was clear by citizenship status: $\chi^2(8, N = 661) = 17.0, p < .05$.

[cxv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that the performance evaluation process was productive by racial identity: $\chi^2(4, N = 643) = 10.2, p < .05$.

[cxvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that SJSU provided them with resources to pursue professional development by faculty status: $\chi^2(8, N = 667) = 34.9, p < .001$.

[cxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that SJSU provided them with resources to pursue professional development by racial identity: $\chi^2(8, N = 643) = 16.7, p < .05$.

[cxviii] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at SJSU by faculty status: $\chi^2(8, N = 672) = 43.1, p < .001$.

[cxix] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at SJSU by gender identity: $\chi^2(8, N = 664) = 39.6, p < .001$.

[cxx] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at SJSU by sexual identity: $\chi^2(8, N = 624) = 16.7, p < .05$.

[cxxi] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at SJSU by citizenship status: $\chi^2(8, N = 662) = 21.2, p < .01$.

[cxxii] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend SJSU as a good place to work by faculty status: $\chi^2(8, N = 671) = 20.4, p < .01$.

[cxxiii] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend SJSU as a good place to work by gender identity: $\chi^2(8, N = 663) = 46.3, p < .001$.

[cxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend SJSU as a good place to work by first-generation status: $\chi^2(4, N = 662) = 10.3, p < .05$.

[cxxv] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend SJSU as a good place to work by sexual identity: $\chi^2(4, N = 624) = 14.8, p < .01$.

[cxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend SJSU as a good place to work by citizenship status: $\chi^2(8, N = 661) = 16.2, p < .05$.

[cxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by faculty status: $\chi^2(8, N = 670) = 262.2, p < .001$.

[cxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department/program by gender identity: χ^2 (8, $N = 663$) = 52.6, $p < .001$.

[cxxix] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by their department/program chair by faculty status: χ^2 (8, $N = 667$) = 24.9, $p < .01$.

[cxxx] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by their department/program chair by gender identity: χ^2 (8, $N = 660$) = 23.7, $p < .01$.

[cxxxi] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by their department/program chair by citizenship status: χ^2 (8, $N = 658$) = 18.1, $p < .05$.

[cxxxii] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at SJSU by faculty status: χ^2 (8, $N = 665$) = 17.0, $p < .05$.

[cxxxiii] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at SJSU by gender identity: χ^2 (8, $N = 658$) = 21.3, $p < .01$.

[cxxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by students in the classroom by sexual identity: χ^2 (4, $N = 616$) = 19.0, $p < .001$.

[cxxxv] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by SJSU senior administrators by faculty status: χ^2 (8, $N = 661$) = 31.6, $p < .001$.

[cxxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by SJSU senior administrators by gender identity: χ^2 (8, $N = 654$) = 19.9, $p < .05$.

[cxxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by SJSU senior administrators by citizenship status: χ^2 (8, $N = 652$) = 21.5, $p < .01$.

[cxxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudge their abilities based on a perception of their identity/background by faculty status: χ^2 (8, $N = 665$) = 20.5, $p < .01$.

[cxxxix] A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudge their abilities based on a perception of their identity/background by gender identity: χ^2 (8, $N = 658$) = 32.3, $p < .001$.

[cxl] A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudge their abilities based on a perception of their identity/background by sexual identity: χ^2 (8, $N = 619$) = 16.9, $p < .05$.

[cxli] A chi-square test was conducted to compare percentages of Faculty respondents who thought that their department/program chair prejudges their abilities based on a perception of their identity/background by faculty status: χ^2 (8, $N = 655$) = 19.0, $p < .05$.

[cxlii] A chi-square test was conducted to compare percentages of Faculty respondents who thought that their department/program chair prejudges their abilities based on a perception of their identity/background by gender identity: χ^2 (8, $N = 648$) = 15.8, $p < .05$.

[cxliii] A chi-square test was conducted to compare percentages of Faculty respondents who believed that SJSU encouraged free and open discussion of difficult topics by gender identity: χ^2 (8, $N = 662$) = 35.0, $p < .001$.

[cxliv] A chi-square test was conducted to compare percentages of Faculty respondents who believed that SJSU encouraged free and open discussion of difficult topics by sexual identity: χ^2 (4, $N = 622$) = 25.1, $p < .001$.

[cxlv] A chi-square test was conducted to compare percentages of Faculty respondents who believed that their English speaking skills limited their ability to be successful at SJSU by faculty status: χ^2 (8, $N = 662$) = 21.2, $p < .01$.

[cxlvi] A chi-square test was conducted to compare percentages of Faculty respondents who believed that their English speaking skills limited their ability to be successful at SJSU by racial identity: χ^2 (8, $N = 640$) = 64.6, $p < .001$.

[cxlvii] A chi-square test was conducted to compare percentages of Faculty respondents who believed that their English speaking skills limited their ability to be successful at SJSU by citizenship status: χ^2 (4, $N = 654$) = 54.7, $p < .001$.

[cxlviii] A chi-square test was conducted to compare percentages of Faculty respondents who believed that their English writing skills limited their ability to be successful at SJSU by faculty status: χ^2 (8, $N = 650$) = 18.6, $p < .05$.

[cxlix] A chi-square test was conducted to compare percentages of Faculty respondents who believed that their English writing skills limited their ability to be successful at SJSU by racial identity: χ^2 (8, $N = 627$) = 57.2, $p < .001$.

[cl] A chi-square test was conducted to compare percentages of Faculty respondents who believed that their English writing skills limited their ability to be successful at SJSU by citizenship status: χ^2 (4, $N = 641$) = 36.7, $p < .001$.

[cli] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship was valued by faculty status: χ^2 (8, $N = 661$) = 79.3, $p < .001$.

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[clii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship was valued by gender identity: $\chi^2(8, N = 654) = 17.3, p < .05$.

[cliii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship was valued by sexual identity: $\chi^2(4, N = 614) = 10.5, p < .05$.

[cliv] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by gender identity: $\chi^2(8, N = 663) = 31.4, p < .001$.

[clv] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by sexual identity: $\chi^2(4, N = 622) = 11.1, p < .05$.

[clvi] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service was valued by faculty status: $\chi^2(8, N = 668) = 15.6, p < .05$.

[clvii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service was valued by gender identity: $\chi^2(8, N = 661) = 30.5, p < .001$.

[clviii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service was valued by sexual identity: $\chi^2(4, N = 621) = 20.8, p < .001$.

[clix] A chi-square test was conducted to compare percentages of Staff respondents who had colleagues/coworkers who give them job/career advice or guidance when they needed it by sexual identity: $\chi^2(4, N = 598) = 10.2, p < .05$.

[clx] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was clear by gender identity: $\chi^2(4, N = 639) = 14.1, p < .01$.

[clxi] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by racial identity: $\chi^2(16, N = 645) = 32.2, p < .01$.

[clxii] A chi-square test was conducted to compare percentages of Staff respondents who felt SJSU provided adequate resources to help them manage work-life balance by gender identity: $\chi^2(4, N = 638) = 16.7, p < .01$.

[clxiii] A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(8, N = 653) = 17.6, p < .05$.

[clxiv] A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by citizenship status: $\chi^2(8, N = 660) = 21.3, p < .01$.

[clxv] A chi-square test was conducted to compare percentages of Staff respondents who felt they performed more work than colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 635) = 12.0, p < .05$.

[clxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt they performed more work than colleagues with similar performance expectations by citizenship status: $\chi^2(4, N = 659) = 10.6, p < .05$.

[clxvii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2(4, N = 13.5) = 665, p < .01$.

[clxviii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by racial identity: $\chi^2(16, N = 636) = 31.1, p < .05$.

[clxix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation due to other staff departures by citizenship status: $\chi^2(4, N = 663) = 12.1, p < .05$.

[clxx] A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by staff status: $\chi^2(4, N = 671) = 14.8, p < .01$.

[clxxi] A chi-square test was conducted to compare percentages of Staff respondents who felt SJSU provided them with resources to pursue training/professional development opportunities by gender identity: $\chi^2(4, N = 636) = 11.1, p < .05$.

[clxxii] A chi-square test was conducted to compare percentages of Staff respondents who felt Staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations by racial identity: $\chi^2(4, N = 631) = 10.0, p < .05$.

[clxxiii] A chi-square test was conducted to compare percentages of Staff respondents who felt Staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations by sexual identity: $\chi^2(4, N = 587) = 12.3, p < .05$.

[clxxiv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that SJSU policies were fairly applied across SJSU by gender identity: $\chi^2(4, N = 628) = 15.5, p < .01$.

[clxxv] A chi-square test was conducted to compare percentages of Staff respondents who felt SJSU was supportive of flexible work schedules by gender identity: $\chi^2 (4, N = 631) = 11.1, p < .05$.

[clxxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt SJSU was supportive of flexible work schedules by racial identity: $\chi^2 (4, N = 634) = 11.6, p < .05$.

[clxxvii] A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was supportive of flexible work schedules by gender identity: $\chi^2 (4, N = 627) = 10.5, p < .05$.

[clxxviii] A chi-square test was conducted to compare percentages of Staff respondents who that staff salaries were competitive by staff status: $\chi^2 (4, N = 665) = 10.8, p < .05$.

[clxxix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by staff status: $\chi^2 (4, N = 659) = 13.2, p < .01$.

[clxxx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by gender identity: $\chi^2 (4, N = 628) = 9.9, p < .05$.

[clxxxi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by racial identity: $\chi^2 (8, N = 630) = 20.1, p < .01$.

[clxxxii] A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by staff status: $\chi^2 (4, N = 665) = 14.4, p < .01$.

[clxxxiii] A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by racial identity: $\chi^2 (4, N = 636) = 15.1, p < .01$.

[clxxxiv] A chi-square test was conducted to compare percentages of Staff respondents who thought child care benefits were competitive by gender identity: $\chi^2 (4, N = 626) = 20.4, p < .001$.

[clxxxv] A chi-square test was conducted to compare percentages of Staff respondents who thought child care benefits were competitive by citizenship status: $\chi^2 (4, N = 651) = 11.1, p < .05$.

[clxxxvi] A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by staff status: $\chi^2 (4, N = 658) = 17.9, p < .001$.

[clxxxvii] A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by gender identity: $\chi^2 (4, N = 626) = 10.6, p < .05$.

[clxxxviii] A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by racial identity: $\chi^2 (8, N = 630) = 16.4, p < .05$.

[clxxxix] A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by citizenship status: $\chi^2 (4, N = 652) = 15.0, p < .01$.

[cxc] A chi-square test was conducted to compare percentages of Staff respondents who felt clear expectations of their responsibilities existed by racial identity: $\chi^2 (8, N = 635) = 16.7, p < .05$.

[cxci] A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at SJSU by racial identity: $\chi^2 (16, N = 635) = 34.5, p < .01$.

[cxcii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at SJSU by racial identity: $\chi^2 (4, N = 634) = 11.2, p < .05$.

[cxciii] A chi-square test was conducted to compare percentages of Staff respondents who would recommend SJSU as a good place to work by gender identity: $\chi^2 (4, N = 632) = 11.8, p < .05$.

[cxciv] A chi-square test was conducted to compare percentages of Staff respondents who would recommend SJSU as a good place to work by racial identity: $\chi^2 (4, N = 635) = 9.7, p < .05$.

[cxcv] A chi-square test was conducted to compare percentages of Staff respondents who felt valued by coworkers outside their department by gender identity: $\chi^2 (4, N = 639) = 9.6, p < .05$.

[cxcvi] A chi-square test was conducted to compare percentages of Staff respondents who felt valued by SJSU senior administrators by gender identity: $\chi^2 (4, N = 631) = 10.9, p < .05$.

[cxcvii] A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by racial identity: $\chi^2 (4, N = 639) = 11.3, p < .05$.

[cxcviii] A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by citizenship status: $\chi^2 (8, N = 660) = 27.7, p < .001$.

[cxcix] A chi-square test was conducted to compare percentages of Staff respondents who thought that their supervisor/manager prejudged their abilities based on a perception of their identity/background by racial identity: $\chi^2 (16, N = 636) = 28.3, p < .05$.

[cc] A chi-square test was conducted to compare percentages of Staff respondents who thought that their supervisor/manager prejudged their abilities based on a perception of their identity/background by citizenship status: χ^2 (8, $N = 656$) = 17.9, $p < .05$.

[cci] A chi-square test was conducted to compare percentages of Staff respondents who believed that their department/program encourages free and open discussion of difficult topics by sexual identity: χ^2 (4, $N = 588$) = 10.6, $p < .05$.

[ccii] A chi-square test was conducted to compare percentages of Staff who believed that their department/program encourages free and open discussion of difficult topics by citizenship status: χ^2 (4, $N = 651$) = 10.1, $p < .05$.

[cciii] A chi-square test was conducted to compare percentages of Staff respondents who that their English speaking skills limited their ability to be successful at SJSU by racial identity: χ^2 (16, $N = 635$) = 61.8, $p < .001$.

[cciv] A chi-square test was conducted to compare percentages of Staff respondents who that their English speaking skills limited their ability to be successful at SJSU by citizenship status: χ^2 (8, $N = 656$) = 58.8, $p < .001$.

[ccv] A chi-square test was conducted to compare percentages of Staff respondents who that their English writing skills limited their ability to be successful at SJSU by racial identity: χ^2 (16, $N = 631$) = 50.7, $p < .001$.

[ccvi] A chi-square test was conducted to compare percentages of Staff respondents who that their English writing skills limited their ability to be successful at SJSU by citizenship status: χ^2 (8, $N = 652$) = 55.0, $p < .001$.

[ccvii] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving SJSU by racial identity: χ^2 (4, $N = 646$) = 25.5, $p < .001$.

[ccviii] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving SJSU by citizenship status: χ^2 (2, $N = 668$) = 8.5, $p < .05$.

[ccix] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SJSU by faculty status: χ^2 (2, $N = 677$) = 17.2, $p < .001$.

[ccx] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SJSU by gender identity: χ^2 (2, $N = 669$) = 12.8, $p < .01$.

[ccxi] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SJSU by sexual identity: χ^2 (2, $N = 627$) = 17.6, $p < .001$.

[ccxii] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SJSU by racial identity: χ^2 (4, $N = 653$) = 21.1, $p < .001$.

[ccxiii] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving SJSU by citizenship status: χ^2 (2, $N = 667$) = 6.6, $p < .05$.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to SJSU students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the assessment. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 108). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent ($n = 87$) of all potential respondents were removed from the analysis because of one or more missing responses (Table 108).

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[81] The internal consistency reliability (Cronbach's alpha) of the scale was 0.878, which is high, meaning that the scale produced consistent results.

Table 108. Survey Items Included in the *Perceived Academic Success* Factor

Scale	Survey item number	Academic experience
Perceived Academic Success	Q12_A_1	I am performing up to my full academic potential.
	Q12_A_2	I am satisfied with my academic experience at SJSU.

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[81] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 108. Survey Items Included in the *Perceived Academic Success* Factor

Scale	Survey item number	Academic experience
	Q12_A_3	I am satisfied with the extent of my intellectual development since enrolling at SJSU.
	Q12_A_4	I have performed academically as well as I anticipated I would.
	Q12_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q12_A_6	My interest in ideas and intellectual matters has increased since coming to SJSU.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor was then reverse coded so that higher scores on *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated. Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-Spectrum)
- Racial identity (Hispanic/Latinx/Chicanx, Historically Underserved, Asian, Multiracial Respondents, White)
- Sexual identity (Queer-Spectrum, Bisexual/Pansexual, Heterosexual)
- First-Generation/Income status (First-Generation/Low-Income, Not-First-Generation/Low-Income)
- Housing Status (Campus Housing, Living With Family, Independent Housing, Other Housing

When only two categories existed for the specified demographic variable (e.g., First-Generation/Low-Income status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial

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identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using partial Eta^2 and any moderate-to-large effects are noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 109).

Table 109. Undergraduate Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity		n	Mean	Std. dev.
	Women	1,370	3.843	0.715
	Men	755	3.819	0.732
	Trans-spectrum	120	3.490	0.856

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: Women vs. Trans-spectrum and Men vs. Trans-spectrum (Table 110). These findings suggest that Women Undergraduate Student respondents had higher *Perceived Academic Success* scores than Trans-spectrum Undergraduate Student respondents. They also suggest that Men Undergraduate Student respondents had higher *Perceived Academic Success* scores than Trans-spectrum Undergraduate Student respondents.

Table 110. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Gender Identity

Groups compared	Mean difference
Women vs. Men	0.024
Women vs. Trans-spectrum	0.353***
Men vs. Trans-spectrum	0.329***

***$p < .001$

A significant difference existed ($p < .05$) in the overall test for means for Graduate Student respondents by gender identity on *Perceived Academic Success* (Table 111).

Table 111. Graduate Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Women	386	4.076	0.732
Men	181	4.000	0.797
Trans-spectrum	34	3.696	0.779

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents was significant for one comparison: Women vs. Trans-spectrum (Table 112). These findings suggest that Women Graduate Student respondents had higher *Perceived Academic Success* scores than Trans-spectrum Graduate Student respondents.

Table 112. Difference Between Means for Graduate Student Respondents for *Perceived Academic Success* by Gender Identity

Groups compared	Mean difference
Women vs. Men	0.076
Women vs. Trans-spectrum	0.380*
Men vs. Trans-spectrum	0.304

*$p < .05$

Racial Identity

A significant difference existed ($p < .05$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 113).

Table 113. Undergraduate Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Hispanic/Latinx/Chicanx	607	3.805	0.728
Historically Underserved	304	3.695	0.828
Asian	631	3.854	0.680
White	347	3.841	0.772
Multiracial	337	3.836	0.709

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents was significant for one comparison: Historically Underserved vs. Asian (Table 114). These

findings suggest that Asian Undergraduate Student respondents had higher *Perceived Academic Success* scores than Historically Underserved Undergraduate Student respondents.

Table 114. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Gender Identity

Groups compared	Mean difference
Hispanic/Latinx/Chicanx vs. Historically Underserved	0.110
Hispanic/Latinx/Chicanx vs. Asian	−0.050
Hispanic/Latinx/Chicanx vs. White	−0.036
Hispanic/Latinx/Chicanx vs. Multiracial	−0.032
Historically Underserved vs. Asian	−0.159*
Historically Underserved vs. White	−0.146
Historically Underserved vs. Multiracial	−0.141
Asian vs. White	0.013
Asian vs. Multiracial	0.018
White vs. Multiracial	0.005

*$p < .05$

No significant difference existed ($p > .05$) in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success* (Table 115).

Table 115. Graduate Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Hispanic/Latinx/Chicanx	68	4.113	0.716
Historically Underserved	51	4.023	0.676
Asian	202	4.019	0.753
White	163	4.044	0.800
Multiracial	100	4.052	0.732

Because the overall test was not significant, no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were performed.

Sexual Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success* (Table 116).

Table 116. Undergraduate Student Respondents' *Perceived Academic Success* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Heterosexual	1,619	3.848	0.727
Queer-Spectrum	323	3.692	0.733
Bisexual/Pansexual	220	3.711	0.750

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: Heterosexual vs. Queer-Spectrum and Heterosexual vs. Bisexual/Pansexual (Table 117). These findings suggest that Heterosexual Undergraduate Student respondents had higher *Perceived Academic Success* scores than Queer-Spectrum and Bisexual/Pansexual Undergraduate Student respondents.

Table 117. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Sexual Identity

Groups compared	Mean difference
Heterosexual vs. Queer-Spectrum	0.156***
Heterosexual vs. Bisexual/Pansexual	0.136*
Queer-Spectrum vs. Bisexual/Pansexual	-0.019

*$p < .05$; ***$p < .001$

No significant difference existed ($p > .05$) in the overall test for means for Graduate Student respondents by Sexual Identity on *Perceived Academic Success* (Table 118).

Table 118. Graduate Student Respondents' *Perceived Academic Success* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Heterosexual	431	4.032	0.778
Queer-Spectrum	76	4.055	0.754
Bisexual/Pansexual	45	4.122	0.597

Because the overall test was not significant, no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were performed.

First-Generation/Low-Income Status

No significant difference existed in the overall test for means for Undergraduate Student respondents or Graduate Student Respondents by income status on *Perceived Academic Success*, *p* > .05 (Table 119).

Table 119. Student Respondents' *Perceived Academic Success* by First-Generation/Income Status

First-Generation/ Income status	Undergraduate Student respondents			Graduate Student respondents		
	n	Mean	Std. dev.	*n*	Mean	Std. dev.
Not-First-Generation/ Low-income	1,266	3.825	0.737	455	4.040	0.750
First-Generation/ Low-Income	989	3.799	0.730	149	4.020	0.786
Mean difference		0.026			0.019	

Housing Status

No significant difference existed (*p* > .05) in the overall test for means for Undergraduate Student respondents by housing status on *Perceived Academic Success* (Table 120).

Table 120. Undergraduate Student Respondents' *Perceived Academic Success* by Housing Status

Housing status	*n*	Mean	Std. dev.
Campus Housing	400	3.765	0.720
Living with Family	722	3.848	0.720
Independent Housing	647	3.785	0.734
Other Housing	297	3.833	0.729

Because the overall test was not significant, no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were performed.

A significant difference existed (*p* < .05) in the overall test for means for Graduate Student respondents by housing status on *Perceived Academic Success* (Table 121).

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Table 121. Graduate Student Respondents' *Perceived Academic Success* by Housing Status

Housing status	n	Mean	Std. dev.
Campus Housing	7	4.286	0.712
Living with Family	132	4.064	0.732
Independent Housing	274	3.940	0.775
Other Housing	82	4.232	0.699

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents was significant for one comparison: Independently in Apartment/House vs. Other (Table 122). This finding suggests that Graduate Student Respondents Living Independently in an Apartment/House had higher *Perceived Academic Success* scores than Other Graduate Student respondents.

Table 122. Difference Between Means for Graduate Student Respondents for *Perceived Academic Success* by Housing Status

Groups compared	Mean difference
Campus Housing vs. Living with Family	0.221
Campus Housing vs. Independent Housing	0.346
Campus Housing vs. Other Housing	0.054
Living with Family vs. Independent Housing	0.125
Living with Family vs. Other Housing	–0.167
Independent Housing vs. Other Housing	–0.292*

*$p < .05$

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at SJSU. Frequencies and significant differences based on student status (Undergraduate Student or Graduate Student), undergraduate student status (Non-Transfer versus Transfer), gender identity, racial identity,[82] sexual identity, first-generation status or first-

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[82] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color Respondents of Color, White, and Multiracial.

generation/low-income status,[83] and housing status are provided in Table 123 through Table 126.[84]

Sixty-nine percent (n = 2,010) of Student respondents "strongly agreed" or "agreed" that they felt valued by SJSU faculty, 64% (n = 1,856) "strongly agreed" or "agreed" that they felt valued by SJSU staff, and 47% (n = 1,365) "strongly agreed" or "agreed" that they felt valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president) (Table 123).

A higher percentage of Graduate Student respondents (33%, n = 202) than Undergraduate Student respondents (22%, n = 498), along with a higher percentage of Transfer Undergraduate Student respondents (29%, n = 270) than Non-Transfer Undergraduate Student respondents (16%, n = 212) "strongly agreed" that they felt valued by SJSU faculty. Higher percentages of Men Student respondents (27%, n = 254) and Women Student Respondents (24%, n = 423) than Trans-spectrum Student respondents (13%, n = 21), along with a higher percentage of Heterosexual Student respondents (25%, n = 525) than All Queer-spectrum Student respondents (20%, n = 137) "strongly agreed" with the statement. A higher percentage of White Student respondents (9%, n = 47) than Asian Student Respondents (5%, n = 39) and Hispanic/Latinx/Chicanx Student respondents (5%, n = 32) "disagreed" that they felt valued by SJSU faculty (Multiracial Student respondents [7%, n = 31] and Historically Underserved Student respondents [6%, n = 21] were not statistically different from other groups). A higher percentage of Not-First-Generation Student respondents (26%, n = 334) than First-Generation Student respondents (22%, n = 361) "strongly agreed" that they felt valued by SJSU faculty. Finally, a higher percentage of Student Respondents in Other Housing (29%, n = 115) than Student Respondents in Campus Housing (19%, n = 81) "strongly agreed" that they felt valued by SJSU faculty (Independent Housing Student respondents [23%, n = 219] and Student Respondents Living with Family [23%, n = 196] were not statistically different from other groups).

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[83] With the CCBC approval, owing to low numbers in some of the response categories, when first-generation/income status did not have statistical significance, first-generation status was used.

[84] With the CCBC's approval, owing to low numbers in some of the response categories, gender identity was categorized to only Men and Women and sexual identity to All Queer-spectrum (including Queer-spectrum and Bisexual/Pansexual) and Heterosexual to maintain response confidentiality.

A higher percentage of Graduate Student respondents (29%, $n = 175$) than Undergraduate Student respondents (20%, $n = 467$), along with a higher percentage of Transfer Undergraduate Student respondents (27%, $n = 250$) than Non-Transfer Undergraduate Student respondents (16%, $n = 203$) "strongly agreed" that they felt valued by SJSU staff. A higher percentage of Men Student respondents (26%, $n = 242$) than Women Student respondents (21%, $n = 375$) and Trans-spectrum Student respondents (14%, $n = 23$) "strongly agreed" with the statement. Nine percent ($n = 24$) of Bisexual/Pansexual Student respondents, 9% ($n = 37$) of Queer-spectrum Student respondents, and 5% ($n = 108$) of Heterosexual Student respondents "disagreed" with this statement. A higher percentage of White Student respondents (9%, $n = 46$) than Hispanic/Latinx/Chicanx Student respondents (5%, $n = 32$) and Asian Student respondents (4%, $n = 34$) "disagreed" that they felt valued by SJSU staff (Multiracial Student respondents [8%, $n = 33$] and Historically Underserved Student respondents [6%, $n = 23$] were not statistically different from other groups). Thirty percent ($n = 480$) of First-Generation Student respondents compared with 25% ($n = 312$) of Not-First-Generation Student respondents "neither agreed not disagreed" with the statement.

A higher percentage of Graduate Student respondents (24%, $n = 146$) than Undergraduate Student respondents (15%, $n = 350$), along with a higher percentage of Transfer Undergraduate Student respondents (20%, $n = 188$) than Non-Transfer Undergraduate Student respondents (12%, $n = 153$) "strongly agreed" that they felt valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president). A higher percentage of Men Student respondents (20%, $n = 190$) than Women Student respondents (16%, $n = 289$) and Trans-spectrum Student respondents (10%, $n = 16$) "strongly agreed" with the statement. A higher percentage of Heterosexual Student respondents (18%, $n = 379$) than Bisexual/Pansexual Student respondents (12%, $n = 31$) and Queer-spectrum Student respondents (13%, $n = 54$) "strongly agreed" with this statement. A higher percentage of Asian Student respondents (35%, $n = 297$) than Hispanic/Latinx/Chicanx Student respondents (28%, $n = 190$) and White Student respondents (26%, $n = 136$) "agreed" that they felt valued by SJSU senior administrators (Historically Underserved Student respondents [30%, $n = 109$] and Multiracial Student respondents [28%, $n = 123$] were not statistically different from other groups). Thirty-eight percent ($n = 604$) of Not-First-Generation Student respondents compared with 33% ($n = 416$) of First-Generation Student respondents "neither agreed not disagreed" with the statement.

Table 123. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by SJSU faculty.	**700**	**24.0**	**1,310**	**44.9**	**665**	**22.8**	**180**	**6.2**	**62**	**2.1**
Student status[ccxiv]										
Undergraduate	498	21.5	1,060	45.8	554	24.0	146	6.3	54	2.3
Graduate	202	33.4	250	41.3	111	18.3	34	5.6	8	1.3
Undergraduate Student status[ccxv]										
Non-Transfer	212	16.2	641	49.0	335	25.6	92	7.0	28	2.1
Transfer	270	28.5	392	41.4	208	22.0	51	5.4	26	2.7
Gender identity[ccxvi]										
Women	423	23.6	807	45.1	427	23.9	104	5.8	28	1.6
Men	254	26.7	426	44.7	191	20.0	55	5.8	27	2.8
Trans-spectrum	21	13.0	75	46.6	41	25.5	18	11.2	6	3.7
Sexual identity[ccxvii]										
Heterosexual	525	25.1	932	44.6	472	22.6	120	5.7	43	2.1
Queer-Spectrum	137	20.2	304	44.8	169	24.9	51	7.5	17	2.5
Racial identity[ccxviii]										
Hispanic/Latinx/Chicanx	150	21.7	315	45.7	178	25.8	32	4.6	15	2.2
Historically Underserved	73	20.1	168	46.2	89	24.5	21	5.8	13	3.6
Asian	218	25.8	388	45.9	190	22.5	39	4.6	11	1.3
White	138	26.5	226	43.4	98	18.8	47	9.0	12	2.3
Multiracial	111	24.8	196	43.8	99	22.1	31	6.9	11	2.5
First-generation status[ccxix]										
First-Generation	361	22.4	711	44.1	418	25.9	93	5.8	31	1.9
Not-First-Generation	334	26.0	597	46.4	241	18.7	84	6.5	31	2.4
Housing status[ccxx]										
Campus Housing	81	19.4	198	47.4	105	25.1	26	6.2	8	1.9
Living with family	196	22.6	412	47.5	195	22.5	43	5.0	21	2.4
Independent Housing	219	23.3	431	45.9	199	21.2	66	7.0	25	2.7
Other Housing	115	29.4	152	38.9	91	23.3	27	6.9	6	1.5
I feel valued by SJSU staff.	**642**	**22.2**	**1,214**	**42.0**	**798**	**27.6**	**177**	**6.1**	**62**	**2.1**

Table 123. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Student status[ccxxi]										
Undergraduate	467	20.3	973	42.4	655	28.5	145	6.3	56	2.4
Graduate	175	29.3	241	40.4	143	24.0	32	5.4	6	1.0
Undergraduate Student status[ccxxii]										
Non-Transfer	203	15.6	593	45.5	399	30.6	82	6.3	25	1.9
Transfer	250	26.7	357	38.1	242	25.8	61	6.5	28	3.0
Gender identity[ccxxiii]										
Women	375	21.2	773	43.6	490	27.6	104	5.9	31	1.7
Men	242	25.6	385	40.7	244	25.8	53	5.6	22	2.3
Trans-spectrum	23	14.4	54	33.8	57	35.6	18	11.3	8	5.0
Sexual identity[ccxxiv]										
Heterosexual	489	23.6	881	42.5	556	26.8	108	5.2	37	1.8
Queer-Spectrum	77	18.8	157	38.3	125	30.5	37	9.0	14	3.4
Bisexual/Pansexual	41	15.5	108	40.8	84	31.7	24	9.1	8	3.0
Racial identity[ccxxv]										
Hispanic/Latinx/Chicanx	144	21.1	294	43.1	197	28.9	32	4.7	15	2.2
Historically Underserved	69	19.0	165	45.5	94	25.9	23	6.3	12	3.3
Asian	213	25.3	364	43.3	217	25.8	34	4.0	13	1.5
White	114	22.1	201	38.9	143	27.7	46	8.9	13	2.5
Multiracial	92	20.8	176	39.8	132	29.9	33	7.5	9	2.0
First-generation status[ccxxvi]										
First-Generation	339	21.2	659	41.2	480	30.0	88	5.5	35	2.2
Not-First-Generation	299	23.4	552	43.3	312	24.5	86	6.7	27	2.1
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	**496**	**17.1**	**869**	**29.9**	**1,026**	**35.3**	**318**	**11.0**	**194**	**6.7**
Student status[ccxxxvii]										
Undergraduate	350	15.2	685	29.8	827	36.0	270	11.7	166	7.2
Graduate	146	24.1	184	30.4	199	32.9	48	7.9	28	4.6
Undergraduate Student status[ccxxxviii]										
Non-Transfer	153	11.8	367	28.2	502	38.6	177	13.6	101	7.8

Table 123. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Transfer	188	20.0	298	31.6	306	32.5	90	9.6	60	6.4
Gender identity[ccxxix]										
Women	289	16.2	543	30.5	662	37.2	184	10.3	103	5.8
Men	190	20.0	297	31.3	291	30.7	103	10.9	67	7.1
Trans-spectrum	16	10.0	25	15.6	70	43.8	26	16.3	23	14.4
Sexual identity[ccxxx]										
Heterosexual	379	18.2	659	31.7	718	34.5	208	10.0	117	5.6
Queer-Spectrum	54	13.2	87	21.3	165	40.4	57	14.0	45	11.0
Bisexual/Pansexual	31	11.6	63	23.6	105	39.3	40	15.0	28	10.5
Racial identity[ccxxxi]										
Hispanic/Latinx/Chicanx	111	16.2	190	27.7	274	39.9	64	9.3	47	6.9
Historically Underserved	56	15.4	109	30.0	126	34.7	42	11.6	30	8.3
Asian	173	20.5	297	35.2	283	33.6	64	7.6	26	3.1
White	84	16.2	136	26.3	168	32.4	80	15.4	50	9.7
Multiracial	67	15.1	123	27.6	160	36.0	60	13.5	35	7.9
First-generation status[ccxxxii]										
First-Generation	269	16.7	478	29.7	604	37.6	162	10.1	94	5.8
Not-First-Generation	227	17.7	388	30.3	416	32.5	152	11.9	98	7.7

Note: Table reports responses only from Student respondents (*n* = 2,946).

Seventy-five percent (*n* = 2,179) of Student respondents "strongly agreed" or "agreed" that they felt valued by SJSU faculty in the classroom (Table 124). A higher percentage of Graduate Student respondents (38%, *n* = 226) than Undergraduate Student respondents (24%, *n* = 553), along with a higher percentage of Transfer Undergraduate Student respondents (31%, *n* = 292) than Non-Transfer Undergraduate Student respondents (19%, *n* = 241) "strongly agreed" that they felt valued by faculty in the classroom. A higher percentage of Heterosexual Student respondents (28%, *n* = 588) than Queer-spectrum Student respondents (23%, *n* = 155), along with a higher percentage of White Student respondents (31%, *n* = 163) than Student Respondents of Color (26%, *n* = 487) "strongly agreed" with this statement (Multiracial Student respondents [27%, *n* = 119] were not statistically different from other groups). Fifty percent (*n* = 871) of Not-First-Generation/Not-Low-Income Student respondents and 45% (*n* = 529) of First-

Generation/Low-Income Student respondents "agreed" that they felt valued by faculty in the classroom.

Sixty-six percent (n = 1,919) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students in the classroom. A higher percentage of Graduate Student respondents (34%, n = 204) than Undergraduate Student respondents (19%, n = 441) and a higher percentage of Transfer Undergraduate Student respondents (24%, n = 225) than Non-Transfer Undergraduate Student respondents (16%, n = 202) "strongly agreed" that they felt valued by other students in the classroom. A higher percentage of Men Student respondents (25%, n = 234) than Trans-spectrum Student respondents (16%, n = 25) "strongly agreed" with the statement (Women Student respondents [22%, n = 386] were not statistically different from other groups). Higher percentage of Bisexual/Pansexual Student respondents (8%, n = 20) and Queer-spectrum Student respondents (7%, n = 29) than Heterosexual Student respondents (4%, n = 83) "disagreed" with this statement. A higher percentage of White Student respondents (26%, n = 135) than Hispanic/Latinx/Chicanx Student respondents (19%, n = 129) "strongly agreed" that they felt valued by other students in the classroom (Multiracial Student respondents [24%, n = 105], Asian Student respondents [22%, n = 189] and Historically Underrepresented Student respondents [22%, n = 79] were not statistically different from other groups). Finally, 46% (n = 804) of Not-First-Generation/Not-Low-Income Student respondents and 40% (n = 470) of First-Generation/Low-Income Student respondents "agreed" that they felt valued by other students in the classroom.

Fifty-eight percent (n = 1,668) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students outside of the classroom. A higher percentage of Graduate Student respondents (27%, n = 159) than Undergraduate Student respondents (18%, n = 418) and a higher percentage of Transfer Undergraduate Student respondents (22%, n = 205) than Non-Transfer Undergraduate Student respondents (15%, n = 200) "strongly agreed" that they felt valued by other students outside the classroom. A higher percentage of Men Student respondents (23%, n = 219) than Women Student respondents (19%, n = 340) and Trans-spectrum Student respondents (12%, n = 18), along with a higher percentage of Heterosexual Student respondents (21%, n = 439) than Queer-spectrum Student respondents (16%, n = 64) "strongly agreed" with the statement (Bisexual/Pansexual Student respondents [17%, n = 46] were not statistically

different from other groups.) A higher percentage of White Student respondents (5%, $n = 25$) than Asian Student respondents (2%, $n = 13$) "strongly disagreed" that they felt valued by other students outside the classroom (Historically Underserved Student respondents [3%, $n = 12$], Hispanic/Latinx/Chicanx Student respondents [2%, $n = 14$] and Multiracial Student respondents [3%, $n = 12$] were not statistically different from other groups). Finally, 22% ($n = 281$) of Not-First-Generation Student respondents and 18% ($n = 295$) of First-Generation Student respondents "strongly agreed" that they felt valued by other students outside the classroom.

Table 124. Student Respondents' Feelings of Value In and Out of the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in the classroom.	**779**	**26.8**	**1,400**	**48.2**	**573**	**19.7**	**100**	**3.4**	**52**	**1.8**
Student status[ccxxxiii]										
Undergraduate	553	24.0	1,151	50.0	476	20.7	77	3.3	45	2.0
Graduate	226	37.5	249	41.4	97	16.1	23	3.8	7	1.2
Undergraduate Student status[ccxxxiv]										
Non-Transfer	241	18.5	705	54.1	290	22.3	44	3.4	23	1.8
Transfer	292	31.0	419	44.4	178	18.9	32	3.4	22	2.3
Sexual identity[ccxxxv]										
Heterosexual	588	28.2	975	46.8	419	20.1	69	3.3	32	1.5
All Queer-Spectrum	155	23.0	350	51.9	128	19.0	25	3.7	17	2.5
Racial identity[ccxxxvi]										
Respondents of Color	487	25.8	924	48.9	396	20.9	55	2.9	29	1.5
White	163	31.3	241	46.3	82	15.8	23	4.4	11	2.1
Multiracial	119	26.7	215	48.3	83	18.7	18	4.0	10	2.2
First-generation/Income status[ccxxxvii]										
Not-First-Generation/Low-Income	475	27.4	871	50.2	305	17.6	55	3.2	29	1.7
First-Generation/Low-Income	304	26.0	529	45.3	268	22.9	45	3.8	23	2.0
I feel valued by other students in the classroom.	**645**	**22.2**	**1,274**	**43.9**	**789**	**27.2**	**140**	**4.8**	**56**	**1.9**

Table 124. Student Respondents' Feelings of Value In and Out of the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Student status[ccxxxviii]										
Undergraduate	441	19.2	1,006	43.7	693	30.1	113	4.9	48	2.1
Graduate	204	33.8	268	44.4	96	15.9	27	4.5	8	1.3
Undergraduate Student status[ccxxxix]										
Non-Transfer	202	15.5	604	46.4	412	31.6	61	4.7	23	1.8
Transfer	225	23.9	379	40.2	265	28.1	50	5.3	24	2.5
Gender identity[ccxl]										
Women	386	21.7	814	45.7	480	26.9	74	4.2	28	1.6
Men	234	24.7	387	40.8	259	27.3	48	5.1	21	2.2
Trans-spectrum	25	15.6	65	40.6	49	30.6	16	10.0	5	3.1
Sexual identity[ccxli]										
Heterosexual	478	23.0	917	44.1	566	27.2	83	4.0	36	1.7
Queer-Spectrum	81	19.8	177	43.2	111	27.1	29	7.1	12	2.9
Bisexual/Pansexual	53	19.8	112	41.8	78	29.1	20	7.5	5	1.9
Racial identity[ccxlii]										
Hispanic/Latinx/Chicanx	129	18.8	292	42.6	223	32.5	33	4.8	9	1.3
Historically Underserved	79	21.8	171	47.2	86	23.8	18	5.0	8	2.2
Asian	189	22.4	388	46.0	230	27.3	26	3.1	11	1.3
White	135	26.0	221	42.5	114	21.9	33	6.3	17	3.3
Multiracial	105	23.6	189	42.6	117	26.4	24	5.4	9	2.0
First-Generation/Income status[ccxliii]										
Not-First-Generation/Not-Low-Income	407	23.4	804	46.3	407	23.4	87	5.0	31	1.8
First-Generation/Low-Income	238	20.4	470	40.2	382	32.7	53	4.5	25	2.1
I feel valued by other students outside of the classroom.	**577**	**20.0**	**1,091**	**37.8**	**963**	**33.4**	**180**	**6.2**	**76**	**2.6**
Student status[ccxliv]										
Undergraduate	418	18.3	896	39.2	764	33.4	148	6.5	62	2.7
Graduate	159	26.5	195	32.6	199	33.2	32	5.3	14	2.3
Undergraduate Student status[ccxlv]										
Non-Transfer	200	15.4	549	42.4	445	34.3	75	5.8	27	2.1

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Table 124. Student Respondents' Feelings of Value In and Out of the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Transfer	205	21.9	329	35.1	301	32.1	68	7.3	34	3.6
Gender identity[ccxlvi]										
Women	340	19.2	681	38.4	607	34.3	105	5.9	39	2.2
Men	219	23.2	356	37.7	288	30.5	53	5.6	29	3.1
Trans-spectrum	18	11.5	51	32.7	62	39.7	18	11.5	7	4.5
Sexual identity[ccxlvii]										
Heterosexual	439	21.2	793	38.3	671	32.4	116	5.6	51	2.5
Queer-Spectrum	64	15.7	150	36.9	147	36.1	32	7.9	14	3.4
Bisexual/Pansexual	46	17.4	90	34.1	102	38.6	19	7.2	7	2.7
Racial identity[ccxlviii]										
Hispanic/Latinx/Chicanx	121	17.8	268	39.5	240	35.3	36	5.3	14	2.1
Historically Underserved	74	20.6	140	38.9	115	31.9	19	5.3	12	3.3
Asian	177	21.0	341	40.4	274	32.5	39	4.6	13	1.5
White	105	20.5	169	32.9	177	34.5	37	7.2	25	4.9
Multiracial	91	20.5	160	36.0	139	31.3	42	9.5	12	2.7
First-generation status[ccxlix]										
First-Generation	295	18.4	601	37.6	559	35.0	106	6.6	38	2.4
Not-First-Generation	281	22.1	488	38.3	396	31.1	70	5.5	38	3.0

Note: Table reports responses only from Student respondents (*n* = 2,946).

Thirty-one percent (*n* = 901) of Student respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background (Table 125). A higher percentage of Graduate Student respondents (18%, *n* = 106) than Undergraduate Student respondents (12%, *n* = 266) "strongly disagreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Transfer Undergraduate Student respondents (12%, *n* = 112) than Non-Transfer Undergraduate Student respondents (9%, *n* = 115), along with a higher percentage of Men Student respondents (13%, *n* = 125) than Women Student respondents (9%, *n* = 160) "strongly agreed" with the statement (Trans-spectrum Student respondents [11%, *n* = 18] were not statistically different from other groups). A higher percentage of Asian Student respondents (25%, *n* = 208) than White Student respondents (17%, *n* = 87) and Multiracial Student respondents (16%, *n* = 72) "agreed" that faculty prejudged their abilities based on their perception of their identity/background

(Historically Underserved Student respondents [22%, n = 81] and Hispanic/Latinx/Chicanx Student respondents [21%, n = 140] were not statistically different from other groups). Finally, 15% (n = 250) of Not-First-Generation/Not-Low-Income Student respondents compared with 11% (n = 122) of First-Generation/Low-Income Student respondents "strongly disagreed" that faculty prejudged their abilities based on their perception of their identity/background.

Twenty-one percent (n = 613) of Student respondents "strongly agreed" or "agreed" that their English speaking skills limited their ability to be successful at SJSU. A higher percentage of Undergraduate Student respondents (14%, n = 324) than Graduate Student respondents (10%, n = 62) "agreed" with the statement. A higher percentage of Transfer Undergraduate Student respondents (10%, n = 91) than Non-Transfer Undergraduate Student respondents (6%, n = 78), along with a higher percentage of Men Student respondents (10%, n = 91) than Trans-spectrum Student respondents (4%, n = 6) "strongly agreed" that their English speaking skills limited their ability to be successful at SJSU (Women Student respondents [7%, n = 130] were not statistically different from other groups). Fourteen percent (n = 284) of Heterosexual Undergraduate Student respondents compared with 10% (n = 66) of Queer-spectrum Student respondents "agreed" with the statement. A higher percentage of Asian Student respondents (12%, n = 98) than Historically Underserved Student respondents (6%, n = 21), White Student respondents (5%, n = 25), and Multiracial Student respondents (6%, n = 25) "strongly agreed" that their English speaking skills limited their ability to be successful at SJSU (Hispanic/Latinx/Chicanx Student respondents [8%, n = 54] were not statistically different from other groups). Finally, 16% (n = 190) of First-Generation/Low-Income Student respondents and 11% (n = 196) of Not-First-Generation/Not-Low-Income Student respondents "agreed" with the statement.

Twenty-four percent (n = 689) of Student respondents "strongly agreed" or "agreed" that their English writing skills limited their ability to be successful at SJSU. A higher percentage of Undergraduate Student respondents (16%, n = 364) than Graduate Student respondents (12%, n = 69) "agreed" with the statement. A higher percentage of Transfer Undergraduate Student respondents (10%, n = 96) than Non-Transfer Undergraduate Student respondents (8%, n = 97), along with a higher percentage of Men Student respondents (11%, n = 103) than Trans-spectrum Student respondents (5%, n = 7) "strongly agreed" that their English writing skills limited their

ability to be successful at SJSU (Women Student respondents [8%, n = 146] were not statistically different from other groups). A higher percentage of Asian Student respondents (13%, n = 107) than Multiracial Student respondents (6%, n = 28) and White Student respondents (5%, n = 25) "strongly agreed" that their English writing skills limited their ability to be successful at SJSU (Hispanic/Latinx/Chicanx Student respondents [9%, n = 62] and Historically Underserved Student respondents [8%, n = 30] were not statistically different from other groups). Finally, 18% (n = 214) of First-Generation/Low-Income Student respondents and 13% (n = 219) of Not-First-Generation/Not-Low-Income Student respondents "agreed" with the statement.

Sixty-two percent (n = 1,802) of Student respondents "strongly agreed" or "agreed" that the campus climate at SJSU encouraged free and open discussion of difficult topics. A higher percentage of Graduate Student respondents (27%, n = 163) than Undergraduate Student respondents (21%, n = 491), along with a higher percentage of Transfer Undergraduate Student respondents (26%, n = 248) than Non-Transfer Undergraduate Student respondents (18%, n = 231) "strongly agreed" that the campus climate at SJSU encouraged free and open discussion of difficult topics. Higher percentages of Women Student respondents (23%, n = 406) and Men Student respondents (24%, n = 232) than Trans-spectrum Student respondents (10%, n = 16), along with a higher percentage of Heterosexual Student respondents (24%, n = 500) than Queer-spectrum Student respondents (18%, n = 74) and Bisexual/Pansexual Student respondents (17%, n = 45) "strongly agreed" with the statement. A higher percentage of Multiracial Student respondents (13%, n = 58) than Asian Student respondents (6%, n = 50) and Hispanic/Latinx/Chicanx Student respondents (6%, n = 38), along with a higher percentage of White Student respondents (10%, n = 51) than Hispanic/Latinx/Chicanx Student respondents "disagreed" that the campus climate at SJSU encouraged free and open discussion of difficult topics (Historically Underserved Student respondents [10%, n = 36] were not statistically different from other groups). Finally, 5% (n = 78) of Not-First-Generation/Not-Low-Income Student respondents compared with 2% (n = 19) of First-Generation/Low-Income Student respondents "strongly disagreed" with this statement.

Table 125. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	**303**	**10.5**	**598**	**20.7**	**932**	**32.2**	**685**	**23.7**	**372**	**12.9**
Student status[ccl]										
Undergraduate	235	10.2	491	21.4	766	33.4	537	23.4	266	11.6
Graduate	68	11.4	107	18.0	166	27.9	148	24.9	106	17.8
Undergraduate student status[ccli]										
Non-Transfer	115	8.8	280	21.5	464	35.6	322	24.7	124	9.5
Transfer	112	12.0	196	21.0	288	30.8	203	21.7	135	14.5
Gender identity[cclii]										
Women	160	9.0	363	20.5	591	33.3	438	24.7	221	12.5
Men	125	13.2	195	20.7	280	29.7	211	22.4	133	14.1
Trans-spectrum	18	11.3	37	23.3	55	34.6	31	19.5	18	11.3
Racial identity[ccliii]										
Hispanic/Latinx/Chicanx	62	9.1	140	20.6	252	37.1	162	23.8	64	9.4
Historically Underserved	41	11.3	81	22.4	109	30.1	86	23.8	45	12.4
Asian	112	13.3	208	24.8	277	33.0	163	19.4	80	9.5
White	41	7.9	87	16.8	147	28.3	134	25.8	110	21.2
Multiracial	41	9.3	72	16.3	124	28.1	133	30.2	71	16.1
First-generation/income status[ccliv]										
Not-First-Generation/Not-Low-Income	181	10.5	344	20.0	505	29.3	443	25.7	250	14.5
First-Generation/Low-Income	122	10.5	254	21.8	427	36.6	242	20.7	122	10.5
I feel that my English speaking skills limit my ability to be successful at SJSU.	**227**	**7.8**	**386**	**13.3**	**547**	**18.9**	**627**	**21.7**	**1,109**	**38.3**
Student status[cclv]										
Undergraduate	175	7.6	324	14.1	434	18.9	516	22.4	851	37.0
Graduate	52	8.7	62	10.4	113	19.0	111	18.6	258	43.3
Undergraduate student status[cclvi]										
Non-Transfer	78	6.0	182	13.9	257	19.7	328	25.1	460	35.2

Table 125. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Transfer	91	9.7	128	13.6	164	17.5	181	19.3	375	39.9
Gender identity[cclvii]										
Women	130	7.3	241	13.6	343	19.3	408	23.0	654	36.8
Men	91	9.6	134	14.1	170	17.9	173	18.2	380	40.1
Trans-spectrum	6	3.8	9	5.7	32	20.1	41	25.8	71	44.7
Sexual identity[cclviii]										
Heterosexual	162	7.8	284	13.7	377	18.2	457	22.0	796	38.3
Queer-Spectrum	47	7.0	66	9.8	143	21.2	144	21.3	275	40.7
Racial identity[cclix]										
Hispanic/Latinx/Chicanx	54	7.9	90	13.1	144	21.0	177	25.8	221	32.2
Historically Underserved	21	5.8	60	16.7	60	16.7	82	22.8	137	38.1
Asian	98	11.7	179	21.3	173	20.6	171	20.3	220	26.2
White	25	4.8	22	4.3	80	15.5	89	17.2	300	58.1
Multiracial	25	5.6	25	5.6	76	17.1	100	22.5	219	49.2
First-Generation/Income status[cclx]										
Not-First-Generation/Not-Low-Income	126	7.3	196	11.3	286	16.5	368	21.3	753	43.6
First-Generation/Low-Income	101	8.7	190	16.3	261	22.4	259	22.2	356	30.5
I feel that my English writing skills limit my ability to be successful at SJSU.	**256**	**8.9**	**433**	**15.0**	**574**	**19.9**	**614**	**21.3**	**1,001**	**34.8**
Student status[cclxi]										
Undergraduate	200	8.8	364	15.9	466	20.4	502	22.0	753	33.0
Graduate	56	9.4	69	11.6	108	18.2	112	18.9	248	41.8
Undergraduate student status[cclxii]										
Non-Transfer	97	7.5	211	16.3	268	20.7	319	24.7	398	30.8
Transfer	96	10.3	141	15.1	183	19.6	177	18.9	339	36.2
Gender identity[cclxiii]										
Women	146	8.3	277	15.7	351	19.8	401	22.7	594	33.6
Men	103	11.0	146	15.5	186	19.8	167	17.8	338	36.0
Trans-spectrum	7	4.5	10	6.4	34	21.8	41	26.3	64	41.0
Racial identity[cclxiv]										

Table 125. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Hispanic/Latinx/Chicanx	62	9.1	106	15.6	145	21.3	171	25.1	197	28.9
Historically Underserved	30	8.4	67	18.7	70	19.5	77	21.4	115	32.0
Asian	107	12.8	188	22.5	187	22.3	164	19.6	191	22.8
White	25	4.9	23	4.5	81	15.8	98	19.1	287	55.8
Multiracial	28	6.4	39	8.9	77	17.5	97	22.1	198	45.1
First-Generation/Income status[cclxv]										
Not-First-Generation/Not-Low-Income	136	7.9	219	12.8	290	16.9	379	22.1	691	40.3
First-Generation/Low-Income	120	10.3	214	18.4	284	24.4	235	20.2	310	26.7
I believe that the campus climate encourages free and open discussion of difficult topics.	**654**	**22.5**	**1,148**	**39.6**	**763**	**26.3**	**239**	**8.2**	**97**	**3.3**
Student status[cclxvi]										
Undergraduate	491	21.3	926	40.2	619	26.9	189	8.2	77	3.3
Graduate	163	27.2	222	37.1	144	24.0	50	8.3	20	3.3
Undergraduate student status[cclxvii]										
Non-Transfer	231	17.7	549	42.1	374	28.7	108	8.3	43	3.3
Transfer	248	26.4	347	36.9	234	24.9	78	8.3	34	3.6
Gender identity[cclxviii]										
Women	406	22.8	747	42.0	468	26.3	120	6.7	39	2.2
Men	232	24.4	351	37.0	232	24.4	94	9.9	40	4.2
Trans-spectrum	16	10.1	47	29.7	58	36.7	21	13.3	16	10.1
Sexual identity[cclxix]										
Heterosexual	500	24.1	835	40.2	524	25.2	153	7.4	66	3.2
Queer-Spectrum	74	18.1	152	37.2	121	29.6	45	11.0	17	4.2
Bisexual/Pansexual	45	16.9	103	38.6	85	31.8	29	10.9	5	1.9
Racial identity[cclxx]										
Hispanic/Latinx/Chicanx	172	25.1	273	39.8	192	28.0	38	5.5	11	1.6
Historically Underserved	74	20.3	146	40.1	95	26.1	36	9.9	13	3.6
Asian	207	24.6	362	43.0	214	25.4	50	5.9	9	1.1
White	105	20.3	194	37.5	129	25.0	51	9.9	38	7.4
Multiracial	90	20.3	159	35.8	118	26.6	58	13.1	19	4.3

Table 125. Student Respondents' Perceptions of Campus Climate

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
First-generation/Income status[cclxxi]										
Not-First-Generation/Not-Low-Income	370	21.4	692	40.0	442	25.5	149	8.6	78	4.5
First-Generation/Low-Income	284	24.3	456	39.0	321	27.4	90	7.7	19	1.6

Note: Table reports responses only from Student respondents (*n* = 2,946).

Sixty-four percent (*n* = 1,864) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models (Table 126). A higher percentage of Graduate Student respondents (34%, *n* = 205) than Undergraduate Student respondents (26%, *n* = 607) "strongly agreed" with the statement. Five percent (*n* = 50) of Men Student respondents and 3% (*n* = 52) of Women Student respondents "strongly disagreed" that they had faculty whom they perceived as role models. Finally, a higher percentage of Asian Student respondents (29%, *n* = 244) than White Student respondents (21%, *n* = 111) and Multiracial Student respondents (18%, *n* = 81), along with a higher percentage of Hispanic/Latinx/Chicanx Student respondents (27%, *n* = 185) than Multiracial Student respondents "neither agreed nor disagreed" with the statement (Historically Underserved Student respondents [22%, *n* = 80] were not statistically different from other groups).

Fifty percent (*n* = 1,457) of Student respondents "strongly agreed" or "agreed" that they had staff whom they perceived as role models. A higher percentage of Undergraduate Student respondents (31%, *n* = 707) than Graduate Student respondents (25%, *n* = 147), along with a higher percentage of Women Student respondents (32%, *n* = 559) than Men Student respondents (27%, *n* = 253) "agreed" that they had staff whom they perceived as role models (Trans-spectrum Student respondents [25%, *n* = 39] were not statistically different from other groups). Fourteen percent (*n* = 58) of Queer-spectrum Student respondents and 9% (*n* = 188) of Heterosexual Student respondents "disagreed" that they had staff whom they perceived as role models (Bisexual/Pansexual Student respondents [14%, *n* = 36] were not statistically different from other groups). A higher percentage of Asian Student respondents (34%, *n* = 288) than White Student respondents (25%, *n* = 129) "agreed" with the statement (Hispanic/Latinx/Chicanx Student respondents [29%, *n* = 199], Multiracial Student respondents [29%, *n* = 128] and

Historically Underserved Student respondents [28%, *n* = 103] were not statistically different from other groups). Six percent (*n* = 75) of Not-First-Generation Student respondents compared with 4% (*n* = 60) of First-Generation Student respondents "strongly disagreed" that they had staff whom they perceived as role models. Lastly, a higher percentage of Student Respondents Living with Family (13%, *n* = 110) than Student Respondents Living in Other Housing (7%, *n* = 25) "disagreed" that they had staff whom they perceived as role models (Student Respondents in Campus Housing [11%, *n* = 45] and Independent Housing Student respondents [11%, *n* = 98] were not statistically different from other groups).

Table 126. Student Respondents' Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have faculty whom I perceive as role models.	**812**	**28.0**	**1,052**	**36.2**	**713**	**24.5**	**217**	**7.5**	**111**	**3.8**
Student status[cclxxii]										
Undergraduate	607	26.3	834	36.1	595	25.8	183	7.9	89	3.9
Graduate	205	34.3	218	36.5	118	19.8	34	5.7	22	3.7
Gender identity[cclxxiii]										
Men	250	26.3	329	34.6	245	25.8	77	8.1	50	5.3
Women	520	29.2	657	36.9	425	23.9	127	7.1	52	2.9
Racial identity[cclxxiv]										
Hispanic/Latinx/Chicanx	197	28.7	229	33.4	185	27.0	49	7.1	26	3.8
Historically Underserved	97	26.6	133	36.5	80	22.0	31	8.5	23	6.3
Asian	204	24.2	321	38.0	244	28.9	50	5.9	25	3.0
White	161	31.1	183	35.3	111	21.4	42	8.1	21	4.1
Multiracial	138	31.0	175	39.3	81	18.2	37	8.3	14	3.1
I have staff whom I perceive as role models.	**603**	**20.8**	**854**	**29.5**	**1,006**	**34.7**	**298**	**10.3**	**135**	**4.7**
Student status[cclxxv]										
Undergraduate	476	20.7	707	30.7	768	33.4	243	10.6	107	4.7
Graduate	127	21.3	147	24.7	238	40.0	55	9.2	28	4.7
Gender identity[cclxxvi]										
Women	371	20.9	559	31.5	610	34.4	168	9.5	67	3.8
Men	203	21.4	253	26.7	335	35.3	101	10.6	57	6.0
Trans-spectrum	28	17.7	39	24.7	54	34.2	27	17.1	10	6.3

Table 126. Student Respondents' Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[cclxxvii]										
Heterosexual	442	21.3	608	29.3	739	35.7	188	9.1	95	4.6
Queer-Spectrum	80	19.5	117	28.5	132	32.2	58	14.1	23	5.6
Bisexual/Pansexual	50	18.7	86	32.2	84	31.5	36	13.5	11	4.1
Racial identity[cclxxviii]										
Hispanic/Latinx/Chicanx	157	23.0	199	29.1	238	34.8	60	8.8	30	4.4
Historically Underserved	74	20.4	103	28.4	120	33.1	39	10.7	27	7.4
Asian	164	19.5	288	34.2	292	34.7	67	8.0	31	3.7
White	104	20.2	129	25.0	189	36.6	65	12.6	29	5.6
Multiracial	92	20.8	128	28.9	147	33.2	59	13.3	17	3.8
First-generation status[cclxxix]										
First-Generation	338	21.1	466	29.1	585	36.5	154	9.6	60	3.7
Not-First-Generation	262	20.5	385	30.1	413	32.3	143	11.2	75	5.9
Housing status[cclxxx]										
Campus Housing	91	21.8	126	30.2	134	32.1	45	10.8	21	5.0
Living with Family	165	19.2	270	31.4	273	31.7	110	12.8	43	5.0
Independent Housing	192	20.5	261	27.9	336	35.9	98	10.5	50	5.3
Other	88	22.7	112	28.9	149	38.5	25	6.5	13	3.4

Note: Table reports responses only from Student respondents (*n* = 2,946).

Graduate Student Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Frequencies and significant differences based on gender identity, racial identity,[85] sexual identity, first-generation status or first-generation/low-income status,[86] and housing status, are provided in Table 127 and Table 128.[87]

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[85] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color Respondents of Color, White, and Multiracial.

[86] With the CCBC approval, owing to low numbers in some of the response categories, when first-generation/income status did not have statistical significance, first-generation status was used.

[87] With the CCBC's approval, gender identity was categorized to only Men and Women and sexual identity to All Queer-spectrum and Heterosexual to maintain response confidentiality.

Sixty percent (*n* = 369) of Graduate Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they have received from their departments (Table 127). A higher percentage of Trans-spectrum Graduate Student respondents (17%, *n* = 6) than Men Graduate Student respondents (4%, *n* = 8) and Women Graduate Student respondents (4%, *n* = 14) "strongly disagreed" with the statement. A higher percentage of Hispanic/Latinx/Chicanx Graduate Student respondents (47%, *n* = 33) than Multiracial Graduate Student respondents (26%, *n* = 26) "agreed" that they were satisfied with the quality of advising they have received from their departments (Asian Graduate Student respondents [36%, *n* = 75], White Graduate Student respondents [35%, *n* = 58], and Historically Underserved Graduate Student respondents [34%, *n* = 18] were not statistically different from other groups). Finally, 13% (*n* = 46) of Not-First-Generation Graduate Student respondents and 7% (*n* = 17) of First-Generation Graduate Student respondents "disagreed" with the statement.

Sixty-four percent (*n* = 393) of Graduate Student respondents "strongly agreed" or "agreed" that they had adequate access to their advisors. A higher percentage of Trans-spectrum Graduate Student respondents (17%, *n* = 6) than Men Graduate Student respondents (3%, *n* = 6) and Women Graduate Student respondents (4%, *n* = 14) "strongly disagreed" with the statement. Thirty-two percent (*n* = 118) of Not-First-Generation Graduate Student respondents and 23% (*n* = 54) of First-Generation Graduate Student respondents "strongly agreed" that they had adequate access to their advisors.

Fifty-seven percent (*n* = 346) of Graduate Student respondents "strongly agreed" or "agreed" that their advisors provided clear expectations. A higher percentage of White Graduate Student respondents (14%, *n* = 23) than Asian Graduate Student respondents (5%, *n* = 11) "disagreed" with the statement (Multiracial Graduate Student respondents [12%, *n* = 12], Hispanic/Latinx/Chicanx Graduate Student respondents [*n* < 5], and Historically Underserved Graduate Student respondents [*n* < 5] were not statistically different from other groups).

Sixty-eight percent (*n* = 415) of Graduate Student respondents "strongly agreed" or "agreed" that their advisors responded to their emails, calls, or voicemails in a prompt manner. A higher percentage of All Queer-spectrum Graduate Student respondents (6%, *n* = 7) than Heterosexual Graduate Student respondents (2%, *n* = 9) "strongly disagreed" with the statement. A higher

percentage of Graduate Student Respondents of Color (41%, *n* = 135) than White Graduate Student respondents (28%, *n* = 46) "agreed" that their advisors responded to their emails, calls, or voicemails in a prompt manner (Multiracial Graduate Student respondents [29%, *n* = 29] were not statistically different from other groups).

Forty-seven percent (*n* = 290) of Graduate Student respondents "strongly agreed" or "agreed" that they received support from their advisors to pursue personal research interests. A higher percentage of Hispanic/Latinx/Chicanx Graduate Student respondents (47%, *n* = 33) than Historically Underserved Graduate Student respondents (20%, *n* = 10) "neither agreed nor disagreed" with the statement (White Graduate Student respondents [33%, *n* = 53], Multiracial Graduate Student respondents [32%, *n* = 32], and Asian Graduate Student respondents [30%, *n* = 63] were not statistically different from other groups).

Sixty-five percent (*n* = 396) of Graduate Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors. No statistically significant differences were found between groups.

Table 127. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	**148**	**24.0**	**221**	**35.9**	**154**	**25.0**	**65**	**10.6**	**28**	**4.5**
Gender identity[cclxxxi]										
Women	89	22.6	144	36.6	102	26.0	44	11.2	14	3.6
Men	55	29.9	64	34.8	41	22.3	16	8.7	8	4.3
Trans-spectrum	< 5	---	11	30.6	10	27.8	5	13.9	6	16.7
Racial identity[cclxxxii]										
Hispanic/Latinx/Chicanx	13	18.6	33	47.1	19	27.1	< 5	---	< 5	---
Historically Underserved	16	30.2	18	34.0	12	22.6	6	11.3	< 5	---
Asian	55	26.6	75	36.2	58	28.0	15	7.2	< 5	---
White	33	20.0	58	35.2	37	22.4	23	13.9	14	8.5
Multiracial	29	28.7	26	25.7	25	24.8	15	14.9	6	5.9

Table 127. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
First-generation status[cclxxxiii]										
First-Generation	50	20.7	93	38.6	71	29.5	17	7.1	10	4.1
Not-First-Generation	98	26.6	127	34.5	79	21.5	46	12.5	18	4.9
I have adequate access to my advisor.	**172**	**28.1**	**221**	**36.1**	**148**	**24.1**	**46**	**7.5**	**26**	**4.2**
Gender identity[cclxxxiv]										
Women	102	26.0	145	37.0	98	25.0	33	8.4	14	3.6
Men	63	34.6	64	35.2	40	22.0	9	4.9	6	3.3
Trans-spectrum	7	19.4	10	27.8	9	25.0	< 5	---	6	16.7
First-generation status[cclxxxv]										
First-Generation	54	22.6	101	42.3	61	25.5	14	5.9	9	3.8
Not-First-Generation	118	32.2	118	32.2	84	22.9	31	8.4	16	4.4
My advisor provides clear expectations.	**157**	**25.8**	**189**	**31.0**	**187**	**30.7**	**52**	**8.5**	**24**	**3.9**
Racial identity[cclxxxvi]										
Hispanic/Latinx/Chicanx	14	20.0	27	38.6	26	37.1	< 5	---	< 5	---
Historically Underserved	16	31.4	15	29.4	15	29.4	< 5	---	< 5	---
Asian	58	28.4	74	36.3	59	28.9	11	5.4	< 5	---
White	36	22.1	42	25.8	51	31.3	23	14.1	11	6.7
Multiracial	29	28.7	25	24.8	30	29.7	12	11.9	5	5.0
My advisor responds to my emails, calls, or voicemails in a prompt manner.	**196**	**32.2**	**219**	**36.0**	**147**	**24.1**	**29**	**4.8**	**18**	**3.0**
Sexual identity[cclxxxvii]										
Heterosexual	146	33.5	160	36.7	95	21.8	26	6.0	9	2.1
All Queer-Spectrum	35	28.7	35	28.7	42	34.4	< 5	---	7	5.7
Racial identity[cclxxxviii]										
Respondents of Color	104	31.9	135	41.4	72	22.1	9	2.8	6	1.8
White	48	29.6	46	28.4	47	29.0	13	8.0	8	4.9
Multiracial	38	37.6	29	28.7	24	23.8	7	6.9	< 5	---
I receive support from my advisor to pursue personal research interests.	**140**	**22.9**	**150**	**24.5**	**236**	**38.6**	**52**	**8.5**	**33**	**5.4**

Table 127. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[cclxxxix]										
Hispanic/Latinx/Chicanx	11	15.7	16	22.9	33	47.1	5	7.1	5	7.1
Historically Underserved	13	25.5	22	43.1	10	19.6	< 5	---	< 5	---
Asian	50	24.2	75	36.2	63	30.4	15	7.2	< 5	---
White	38	23.3	39	23.9	53	32.5	20	12.3	13	8.0
Multiracial	24	24.0	32	32.0	32	32.0	10	10.0	< 5	---
I feel comfortable sharing my professional goals with my advisor.	**197**	**32.2**	**199**	**32.5**	**160**	**26.1**	**34**	**5.6**	**22**	**3.6**

Note: Table reports responses only from Graduate Student respondents (*n* = 620).

Most Graduate Student respondents "strongly agreed" or "agreed" that their department faculty members (82%, *n* = 502) and department staff members (78%, *n* = 477) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 128). No statistically significant differences were found between groups.

Forty-six percent (*n* = 283) of Graduate Student respondents "strongly agreed" or "agreed" that adequate opportunities existed for them to interact with other university faculty outside of their departments. A higher percentage of Graduate Student Respondents of Color (33%, *n* = 108) than Multiracial Graduate Student respondents (17%, *n* = 17) "agreed" with the statement (White Graduate Student respondents [24%, *n* = 39] were not statistically different from other groups). Fifteen percent (*n* = 70) of Not-First-Generation/Not-Low-Income Graduate Student respondents and 6% (*n* = 9) of First-Generation/Low-Income Graduate Student respondents "disagreed" that adequate opportunities existed for them to interact with other university faculty outside of their departments.

Fifty-four percent (*n* = 327) of Graduate Student respondents "strongly agreed" or "agreed" that their department faculty members encouraged them to produce publications and present research. A higher percentage of Graduate Student Respondents of Color (30%, *n* = 97) than White Graduate Student respondents (18%, *n* = 29) "agreed" with the statement (Multiracial Graduate Student respondents [19%, *n* = 19] were not statistically different from other groups).

Fifty-two percent ($n = 318$) of Graduate Student respondents "strongly agreed" or "agreed" that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. A higher percentage of Trans-spectrum Graduate Student respondents (19%, $n = 7$) than Men Graduate Student respondents (6%, $n = 10$) and Women Graduate Student respondents (3%, $n = 10$), along with a higher percentage of White Graduate Student respondents (8%, $n = 13$) than Graduate Student Respondents of Color (2%, $n = 6$) "strongly disagreed" with the statement (Multiracial Graduate Student respondents [5%, $n = 5$] were not statistically different from other groups).

Table 128. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**229**	**37.4**	**273**	**44.5**	**80**	**13.1**	**24**	**3.9**	**7**	**1.1**
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**206**	**33.8**	**271**	**44.5**	**100**	**16.4**	**27**	**4.4**	**5**	**0.8**
Adequate opportunities exist for me to interact with other university faculty outside of my department.	**112**	**18.4**	**171**	**28.0**	**221**	**36.2**	**79**	**13.0**	**27**	**4.4**
Racial identity[ccxc]										
Respondents of Color	66	20.1	108	32.9	110	33.5	37	11.3	7	2.1
White	24	14.7	39	23.9	64	39.3	25	15.3	11	6.7
Multiracial	20	20.0	17	17.0	43	43.0	14	14.0	6	6.0
First-generation/Income status[ccxci]										
Not-First-Generation/Not-Low-Income	77	16.8	123	26.8	169	36.8	70	15.3	20	4.4
First-Generation/Low-Income	35	23.2	48	31.8	52	34.4	9	6.0	7	4.6
My department faculty members encourage me to produce publications and present research.	**139**	**22.7**	**188**	**30.8**	**198**	**32.4**	**57**	**9.3**	**29**	**4.7**

Table 128. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[ccxcii]										
Respondents of Color	73	22.3	97	29.7	118	36.1	25	7.6	14	4.3
White	35	21.5	29	17.8	68	41.7	17	10.4	14	8.6
Multiracial	29	28.7	19	18.8	43	42.6	7	6.9	< 5	---
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	**125**	**20.6**	**193**	**31.7**	**200**	**32.9**	**63**	**10.4**	**27**	**4.4**
Gender identity[ccxciii]										
Women	74	19.0	135	34.6	129	33.1	42	10.8	10	2.6
Men	48	26.8	48	26.8	57	31.8	16	8.9	10	5.6
Trans-spectrum	< 5	---	8	22.2	13	36.1	5	13.9	7	19.4
Racial identity[ccxciv]										
Respondents of Color	70	21.5	110	33.8	115	35.4	24	7.4	6	1.8
White	30	18.4	47	28.8	50	30.7	23	14.1	13	8.0
Multiracial	22	22.0	32	32.0	27	27.0	14	14.0	5	5.0

Note: Table reports responses only from Graduate Student respondents (*n* = 620).

Qualitative comment analyses

One hundred and seventy-nine Graduate Student respondents further elaborated on their responses to previous statements. Two themes emerged from respondents: mixed experiences with advisors and lack of information.

Mixed Experiences with Advisors. Graduate Student respondents explained that their experience with their advisor depended on each department. Some respondents shared that they had difficulty getting into contact with their advisor or receiving help, "I do not know who my advisor is. Whenever I reach out to my department, I'm pushed around between 2-3 department members with unclear directions. I've reached out so many times that I feel afraid to reach out again at risk of jeopardizing my relationship with superiors who I will need to rely on for assistance in the future. Half of my professors (faculty members) are extremely supportive; however, the other half are unresponsive and unreliable," and "I have emailed my advisor,

[redacted], multiple times with absolutely no response. I have had to go through many different avenues just to get a simple answer to a question because of the lack of response from my advisor. Another respondent discussed how the student to advisor ratio affects advising, "Our department is small, so graduate students are stacking up on professors, which forces us to compete for time with our advisors. I have had times where I can't get ahold of my main advisor and it has been very stressful. My current situation has been very stressful too, in terms of my committee, and I am thankful that I have a great second advisor as I am getting the most help from her that I am not getting from others."

Other respondents, who navigated challenges working with their advisor, commented, "My advisor seems more concerned with procedures and rules than advocacy or sharing professional goals. She seems to be lacking knowledge in program specifics.," and "There have been times when I have felt my advisor has been extremely condescending of my work and has expressed the same in strongly-worded emails. This has dealt a blow to my confidence and has led me to question my capabilities." Some respondents, who have had positive experiences with their advisors, shared, "My advisor and professors are approachable and provide prompt feedback to any questions that I have sent them regarding clarification of particular assignments. I met my advisor in person when she was on business travel near my place of work. I am glad that she took the time to do so. Since I am a virtual student, I appreciated the opportunity for in-person interaction. It's important to me to get to know my advisor and for her to get to know me since we will be embarking on a multiple year academic journey together," and "I am extremely impressed with the amount of attention that my advisor and other faculty members give me and my fellow students. There is no benefit for them other than the thankfulness that we give them. I think that the time and effort should be put forth by the University in order to show appreciation for the time and effort that these professors are doing, especially for graduate students that are publishing and doing research in the name of the university."

Lack of Information. Graduate Student respondents stated that they did not know if they had an advisor, "I could not even tell you who my advisor is. I do not think that the graduate program and/or the [redacted] program does a good job of supporting students outside the classroom," "I'm not even sure who my advisor is. I have reached out to administrative staff with enrollment and advising questions and they have been helpful. Other than this, I have been left reliant on

self-advisement tutorials which I feel comfortable with but leave me feeling that I am missing a potential opportunity or possible key information as I am just guiding myself through a spreadsheet and hoping for the best," and "I am doing a master's online in the [redacted]. There are NO assigned advisors and very little guidance. This is terrible policy. I managed to obtain employment as a [redacted] at SJSU through other avenues, with no help or guidance from my program. My employment at SJSU has been far more beneficial than the degree I'm obtaining." Others shared that they did not know how to get into contact with an advisor, "There's no real advising for us MA's. I have yet to meet with an advisor once, and I only figured out the thesis procedure from other students. Even our orientation didn't tell us shit. I'm quite frustrated with the inadequacy of advising here," and "I have reached out to several people for advisory advice, however, I have not received a response other than to 'look online' for academic and career path advice."

Student respondents also indicated that they lacked information about their programs, "I'm not aware that I have an assigned advisor, though I'll need one this fall for my e-portfolio. I hold a previous master's degree utilizing Canvas where I was assigned an advisor the day I entered the program, and that worked out well for me. In this program, I often feel lost in trying to chase down answers, and the iSchool's website can be overwhelming. My understanding is that I'm supposed to take my 40 units, and then magically I'll have an advisor when I enroll in the e-portfolio class, and everything should sync up for graduation. It would have been great to have been assigned an advisor along with a cohort when I entered the program (Fall 2018), and I would recommend this as a consideration for iSchool students."

Students Who Have Seriously Considered Leaving SJSU

Thirty-two percent (n = 1,366) of respondents had seriously considered leaving SJSU. In regard to Student respondents, 25% (n = 580) of Undergraduate Student respondents and 18% (n = 109) of Graduate Student respondents had seriously considered leaving SJSU (Figure 63).

Figure 63. Student Respondents Who Had Seriously Considered Leaving SJSU (%)

Of the Student respondents who considered leaving, 50% (n = 341) considered leaving in their first semester as a student, 39% (n = 269) in their second semester, 34% (n = 231) in their second year, 20% (n = 136) in their third year, and 9% (n = 59) in their fourth year.

Due to recent events surrounding the Black Lives Matter movement, the CCBC requested that Rankin & Associates provide additional context to some of the results from the survey in terms of racial identity. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. By racial identity, 44% (n = 29) of Black/African/African American Undergraduate Student respondents, 28% each of Hispanic/Latinx/Chicanx Undergraduate Student respondents (n = 177) and White Undergraduate Student respondents (n = 100), 26% (n = 25) of Historically Underserved Undergraduate Student respondents, 25% (n = 86) of Multiracial Undergraduate Student respondents, 24% (n = 24) of Filipinx Undergraduate Student respondents, and 18% (n = 115) of

Asian/South Asian Undergraduate Student respondents had seriously considered leaving SJSU (Table 129). In addition, 24% ($n = 40$) of White Graduate Student respondents, 21% ($n = 21$) of Multiracial Graduate Student respondents, 19% each of Historically Underserved Graduate Student respondents ($n = 6$) and Hispanic/Latinx/Chicanx Graduate Student respondents ($n = 13$), 8% ($n = 17$) of Asian/South Asian Graduate Student respondents, fewer than five Black/African/African American Graduate Student respondents, and 0% ($n = 0$) of Filipinx Graduate Student respondents had seriously considered leaving SJSU.

Table 129. Student Respondents Who Seriously Considered Leaving SJSU by Racial Identity

	Undergraduate Student		Graduate Student	
Racial identity	***n***	**%**	***n***	**%**
Asian/South Asian	115	17.7	17	8.1
Black/African/African American	29	43.9	< 5	---
Filipinx	24	23.8	0	0.0
Hispanic/Latinx/Chicanx	177	28.3	13	18.6
Historically Underserved	38	25.9	6	19.4
Multiracial	86	24.6	21	20.8
White	100	27.9	40	24.0

Because of recent events related to various religions on campus, SJSU requested that Rankin & Associates include descriptive information for this question based on religious/spiritual affiliation. Owing to statistical limitations, these results should not be considered statistically significant, and should be not interpreted beyond their descriptive nature. By religious affiliation, 38% ($n = 41$) of Multiple Affiliation Undergraduate Student respondents, 29% ($n = 20$) of Undergraduate Student Respondents with Many and Diverse Religious Affiliations, 27% ($n = 259$) of No Affiliation Undergraduate Student respondents, 26% ($n = 15$) of Muslim Affiliation Undergraduate Student respondents, 24% ($n = 201$) of Christian Affiliation Undergraduate Student respondents, 18% ($n = 10$) of Hindu Affiliation Undergraduate Student respondents, 10% ($n = 14$) of Buddhist Affiliation Undergraduate Student respondents, and less than five Jewish Affiliation Undergraduate Student respondents had seriously considered leaving SJSU (Table 130). In addition, 21% ($n = 45$) of No Affiliation Graduate Student respondents, 20% ($n = 33$) of Christian Affiliation Graduate Student respondents, 18% ($n = 8$) of Multiple Affiliation Graduate Student respondents, 12% ($n = 12$) of Hindu Affiliation Graduate Student respondents,

less than five each of Buddhist Affiliation Graduate Student respondents, Jewish Affiliation Graduate Student respondents, and Graduate Student Respondents with Many and Diverse Religious Affiliations, and zero Muslim Affiliation Graduate Student respondents had seriously considered leaving SJSU.

Table 130. Student Respondents Who Seriously Considered Leaving SJSU by Religious Affiliation

	Undergraduate Student		Graduate Student	
Religious affiliation	***n***	**%**	***n***	**%**
Buddhist Affiliation	14	10.4	< 5	---
Christian Affiliation	201	23.7	33	19.8
Hindu Affiliation	10	17.5	12	12.4
Jewish Affiliation	< 5	---	< 5	---
Muslim Affiliation	15	26.3	0	0.0
Many and Diverse Religious Affiliations	20	29.4	< 5	---
No Affiliations	259	26.7	45	20.6
Multiple Affiliation	41	38.3	8	17.8

Subsequent statistical analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by gender identity, racial identity,[88] sexual identity, disability status, religious affiliation, housing status, and first-generation/income status.

Significant results for Undergraduate Student respondents indicated that:

- By gender identity, 41% ($n = 51$) of Trans-spectrum Undergraduate Student respondents, compared with 24% ($n = 337$) of Women Undergraduate Student respondents and 24% ($n = 187$) of Men Undergraduate Student respondents considered leaving SJSU.[ccxcv]
- By racial identity, 28% ($n = 177$) of Hispanic/Latinx/Chicanx Undergraduate Student respondents and 29% ($n = 91$) of Historically Underserved Undergraduate Student respondents compared with 18% ($n = 115$) of Asian Undergraduate Student respondents and 28% ($n = 100$) of White Undergraduate Student

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[88] For analysis purposes, the CCBC approved a five-category racial identity variable.

respondents considered leaving the institution (Multiracial Undergraduate Student respondents [25%, $n = 86$] were not statistically different from other groups].[ccxcvi]

- By sexual identity, 33% ($n = 111$) of Queer-spectrum Undergraduate Student respondents compared with 23% ($n = 388$) of Heterosexual Undergraduate Student respondents considered leaving the institution (Bisexual/Pansexual Undergraduate Student respondents [27%, $n = 61$] were not statistically different from other groups.[ccxcvii]

- By housing status, 33% ($n = 138$) of Undergraduate Student Respondents in Campus Housing, 29% ($n = 198$) of Independent Housing Student respondents compared with 18% ($n = 135$) of Undergraduate Student Respondents Living with Family and 21% ($n = 64$) of Undergraduate Student Respondents in Other Housing considered leaving the institution.[ccxcviii]

Significant results for Graduate Student respondents indicated that:

- By gender identity, 38% ($n = 14$) of Trans-spectrum Graduate Student respondents compared with 14% ($n = 54$) of Women Graduate Student respondents considered leaving SJSU (Men Graduate Student respondents [22%, $n = 40$] were not statistically different from other groups].[ccxcix]

- By racial identity, 21% ($n = 21$) of Multiracial Graduate Student respondents and 24% ($n = 40$) of White Graduate Student respondents compared with 8% ($n = 17$) of Asian Graduate Student respondents considered leaving the institution (Hispanic/Latinx/Chicanx Graduate Student respondents [19%, $n = 13$] and Historically Underserved Graduate Student respondents [15%, $n = 8$] were not statistically different from other groups).[ccc]

Forty-nine percent ($n = 285$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at SJSU (Table 131). Others considered leaving

because of cost of living in the Bay Area (36%, $n = 208$), lack of social life at SJSU (35%, $n = 100$), and/or personal reasons (34%, $n = 199$).

Table 131. Top Reasons Why Undergraduate Student Respondents Considered Leaving SJSU

Reason	n	%
Lack of a sense of belonging	285	49.1
Cost of living in the Bay Area	208	35.9
Lack of social life at SJSU	200	34.5
Personal reasons	199	34.3
Financial reasons	187	32.2
Mental health reasons	187	32.2
Lack of support group	143	24.7
Impersonal interactions with SJSU faculty/staff/students	142	24.5
Lack of support services	133	22.9
Couldn't get into the courses I need	121	20.9
Campus Climate not welcoming	108	18.6
A reason not listed above	117	20.2

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving SJSU ($n = 580$). Percentages may not sum to 100 as a result of multiple response choices.

Thirty-eight percent ($n = 41$) of Graduate Student respondents considered leaving because of interpersonal interactions with SJSU faculty/staff/students (Table 132). Others contemplated leaving because of the lack of a sense of belonging (36%, $n = 39$) and because the campus climate was not welcoming (22%, $n = 24$).

Table 132. Top Reasons Why Graduate Student Respondents Considered Leaving SJSU

Reason	n	%
Impersonal interactions with SJSU faculty/staff/students	41	37.6
Lack of a sense of belonging	39	35.8
Campus Climate not welcoming	24	22.0
Financial reasons	20	18.3
Cost of living in the Bay Area	19	17.4
Personal reasons	19	17.4
Lack of support services	19	17.4
Lack of support group	18	16.5
Lack of social life at SJSU	16	14.7
A reason not listed above	47	43.3

Note: Table reports only Graduate Student respondents who indicated that they considered leaving SJSU ($n = 109$). Percentages may not sum to 100 as a result of multiple response choices.

Undergraduate Student respondents were asked two additional questions about their intent to persist at SJSU. Responses were analyzed by undergraduate student status, gender identity, racial identity, sexual identity, housing status, and first-generation/income status.

Table 133 illustrates that 93% ($n = 2,154$) of Undergraduate Student respondents "strongly agreed" or "agreed" that they intended to graduate from SJSU. A higher percentage of Transfer Undergraduate Student respondents (73%, $n = 695$) than Non-Transfer Undergraduate Student respondents (62%, $n = 806$) "strongly agreed" with the statement.

Seventy-nine percent ($n = 1,834$) of Undergraduate Student respondents "strongly disagreed" or "disagreed" that, thinking ahead, it was likely that they would leave SJSU before they graduate. A higher percentage of Transfer Undergraduate Students (60%, $n = 575$) than Non-Transfer Undergraduate Student respondents (46%, $n = 602$), along with higher percentages of Women Undergraduate Student respondents (53%, $n = 753$) and Men Undergraduate Student respondents (52%, $n = 401$) than Trans-spectrum Undergraduate Student respondents (40%, $n = 50$) "strongly disagreed" with the statement.

A higher percentage of White Undergraduate Student respondents (59%, $n = 212$) than Asian Undergraduate Student respondents (47%, $n = 305$), along with a higher percentage of Multiracial Undergraduate Student respondents (60%, $n = 209$) than Asian Undergraduate Student respondents and Historically Underserved Undergraduate Student respondents (49%, $n = 153$) "strongly disagreed" with the statement (Hispanic/Latinx/Chicax Undergraduate Student respondents [51%, $n = 318$] were not statistically different from other groups). Fifty-four percent ($n = 899$) of Heterosexual Undergraduate Student respondents compared with 48% ($n = 270$) of Queer-spectrum Undergraduate Student respondents "strongly disagreed" that they were likely to leave SJSU before they graduate (Bisexual/Pansexual Undergraduate Student respondents [52%, $n = 116$] were not statistically different from other groups).

Higher percentages of Undergraduate Student respondents Living with Family (54%, $n = 401$) and Independent Housing Undergraduate Student respondents (55%, $n = 368$) than Undergraduate Student respondents in Campus Housing (44%, $n = 180$) "strongly disagreed"

with the statement (Undergraduate Student respondents in Other Housing [53%, n = 163] were not statistically different from other groups). Finally, by first-generation/income status, 56% (n = 719) of Not-First-Generation/Not-Low-Income Undergraduate Student respondents compared with 47% (n = 486) of First-Generation/Low-Income Undergraduate Student respondents "strongly disagreed" that they were likely to leave SJSU before they graduate.

Table 133. Undergraduate Student Respondents' Intent to Graduate From SJSU

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I intend to graduate from SJSU.	**1,537**	**66.5**	**617**	**26.7**	**136**	**5.9**	**14**	**0.6**	**7**	**0.3**
Undergraduate student status[ccci]										
Non-Transfer	806	61.8	377	28.9	105	8.0	11	0.8	6	0.5
Transfer	695	73.2	222	23.4	28	3.0	< 5	---	< 5	---
Thinking ahead, it is likely that I will leave SJSU before I graduate.	**75**	**3.2**	**116**	**5.0**	**296**	**12.8**	**629**	**27.1**	**1,205**	**51.9**
Undergraduate student status[cccii]										
Non-Transfer	38	2.9	73	5.6	214	16.3	384	29.3	602	45.9
Transfer	35	3.7	40	4.2	71	7.5	232	24.3	575	60.3
Gender identity[ccciii]										
Women	40	2.8	62	4.4	161	11.4	400	28.2	753	53.2
Men	30	3.9	42	5.4	108	14.0	190	24.6	401	52.0
Trans-spectrum	< 5	---	12	9.7	24	19.4	34	27.4	50	40.3
Racial identity[ccciv]										
Hispanic/Latinx/Chicanx	23	3.7	18	2.9	92	14.7	174	27.8	318	50.9
Historically Underserved	13	4.2	17	5.4	44	14.1	85	27.2	153	49.0
Asian	24	3.7	48	7.4	85	13.1	187	28.8	305	47.0
White	7	2.0	11	3.1	36	10.1	92	25.7	212	59.2
Multiracial	8	2.3	17	4.9	36	10.3	78	22.4	209	60.1

Table 133. Undergraduate Student Respondents' Intent to Graduate From SJSU

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity[cccv]										
Heterosexual	54	3.2	74	4.4	198	11.9	443	26.6	899	53.9
Queer-Spectrum	15	2.7	35	6.3	88	15.7	152	27.1	270	48.2
Housing status[cccvi]										
Campus Housing	13	3.1	18	4.4	85	20.6	117	28.3	180	43.6
Living with Family	24	3.2	41	5.5	68	9.2	205	27.7	401	54.3
Independent Housing	16	2.4	34	5.1	80	11.9	174	25.9	368	54.8
Other Housing	11	3.6	12	3.9	38	12.4	82	26.8	163	53.3
First-generation/Income status[cccvii]										
Not-First-Generation/Not-Low-Income	33	2.5	63	4.9	146	11.3	334	25.8	719	55.5
First-Generation;/Low-Income	42	4.1	53	5.2	150	14.6	295	28.8	486	47.4

Note: Table reports responses only from Undergraduate Student respondents (*n* = 2,326).

Ninety-five percent (*n* = 584) of Graduate Student respondents "strongly agreed" or "agreed" that they intended to graduate from SJSU. Eighty-three percent (*n* = 512) of Graduate Student respondents "strongly disagreed" or "disagreed" that it was likely that they would leave SJSU before they graduated.

Qualitative comment analyses

Four hundred and thirty Undergraduate Student and Graduate Student respondents further elaborated on why they considered leaving San José State University. For Undergraduate Student respondents, four themes emerged: Lack of belonging, financial costs, class scheduling, and advising and academic support. For Graduate Student respondents, two themes emerged: quality of academic coursework and lack of support from faculty.

Undergraduate Student respondents

Lack of Belonging. One theme that emerged from Undergraduate Student respondents was the lack of belonging that they felt on campus. Respondents explained, "Being a first-generation student, I didn't feel like I belonged or felt like I had the support from the school. Tried to seek

help but most of the staff acts like I bother them with needed help and having concerns. At one point I was ready to leave school and never look back," and "I felt like I did not belong in my major, couldn't handle the difficulty of the classes, and lacked the support or friends and fellow students in the major. The only reason I didn't leave was because I had no backup plan, and was already 3 years into the program, so I decided I would force myself to finish it out and just get the degree, regardless of if I felt I belonged." Some student respondents indicated that this lack of belonging was connected to students living off campus or commuting, "There was a lack of community feeling in SJSU. Students are really disconnected because so many live off-campus," "I did not meet many people who I felt a connection with, and those that I did connect to were commuter students, so I was always left alone," and "I had always looked forward to college life, but since I commute I never really felt welcomed to any activities or groups since they often meet late in the evenings and it becomes a hassle to take the bus and such. It made me feel really discouraged about my overall college experience."

Financial Costs. Undergraduate Student respondents emphasized that they struggled to pay for tuition, housing, and necessities in the local area; they shared, "My living situation was not stable. After freshman year, I was trying to find some type of housing near SJSU since I did not have a car, the housing is very impacted, crashed on a couch for almost a whole semester," "Too expensive to stay here and barely any gov financial support because I'm middle class. I've starved for at least 1/2 of my time at SJSU just to make it this far," and "I told housing I was unable to pay my housing fee for the following year (my senior year) they were not sympathetic and told me that there was nothing they could do about it. I also told them my parents were unable to help me financially as well. I currently still do not have the financial support to remain on campus, I asked them about the new homeless program, and they did not know any information about it as well… The University is inconsiderate of the financial aspect of students who do not have full time jobs due to being a student. I do not even reach out to the resources on campus because I am always left confused or sad due to how the facility and resources on campus are elaborated to students." Other respondents shared how financial costs influenced their academic journey, "I am limited to taking 1 class per semester due to my major classes are 4 units each, and I can only afford to take up to 6 units per semester and at this rate it will take me way too long to complete my major and graduate with my BS," "My reason of leaving would be the cost of living and tuition. I paid my own tuition out of my own pocket with the help of

financial aid. If I didn't get the Resident Advisor job, I would have to leave SJSU to go to a more affordable school," and "I didn't have money to continue school after first semester due to my family's financial issues and I left for two years."

Class Scheduling. Undergraduate Student respondents stated that they were unable to take the courses that they needed for their degree. Respondents shared, "I was a pre-nursing major and I couldn't get into anatomy 3 semesters in a row," "My major is severely impacted. I was discouraged from even applying to the program by my advisor throughout my entire college career… I recently changed majors, but am now taking prerequisite classes at another school because SJSU only offers them at limited times," and "I choose SJSU because they offered German as a Minor. I wanted to do that. I choose German at my JC over ALL the other languages to take, in part for this reason at SJSU. I spent the summer between JC and SJSU in Germany for a language immersion program and spent over $5k, to help truly make me ready for upper division language. Only for it to be canceled my first year-- I gave up on year 2, due to the amount of time that had lapsed. I was sold on SJSU for a product that doesn't exist," "As a pre-med student that is not a science major, it is already really hard to fit in the science courses into my curriculum while trying to graduate on time, it does not help that most science class needed for pre-meds have unnecessary prerequisites, that make it really hard to add the class into your schedule. Some of us HAVE to work in order to afford the insane cost of living in San José and because of that it's impossible to have an open schedule as I NEED space for work and as such a class I've been trying to add for a few semesters I can't add and it doesn't help that it is freshman priority making it harder and harder every semester to add the course. It should not be this insanely difficult for someone to add a class to their schedule. No student would willingly sign up for a 4 unit Stem class that has been labeled difficult for fun unless they need it so the prerequisites are totally unnecessary."

Respondents shared that the limited availability of classes affected their ability to graduate, "I have had the worse time trying to get the classes I need being a part of the college of science. As a transfer, I've done everything in my power to get the classes I need. However, from the first semester that I tried enrolling in classes, I was told I got credit for classes I wasn't supposed to get credit for, and vice versa. This made me have to not only retake classes but it was a hassle to sign up for the classes I had to retake… Although I did manage to get into some of those classes,

there were times where I was told there was nothing that could be done and that I just had to reach out to the instructors. Additionally, there were times where I had to drop a class because graduating seniors were given priority despite the fact that I had originally signed up when there was still room in the class," "I've tried to get a class I need for my major for three semesters in a row, and cannot get in. The class times for the class are inconvenient for anyone who lives off campus, and there's only two sessions when everyone in my major has to take it. It's set me behind where I want to be and there's nothing, I can do about it. There should be more than one or two sessions for a class that fills up so quickly," "An important class I needed to take wasn't offered one semester which pushed me back on graduating by a whole year," and "Having only one or two options to fill a required section to graduate is extremely hard as there is no flexibility with classes which makes it very hard to get everything done that I need too."

Advising and Academic Support. Respondents also described challenges related to advising and academic support for their majors and academic courses. Respondents commented, "When I first started as a freshman, the school gave me two classes that I truly did not need to take. I wasted an academic year taking two courses and now I am behind schedule for graduating. At orientation, the university said we want to get every student out in 4 years but prevented a lot of students from having that opportunity. Also in my freshman year I knew the major I was in was not for me and my advisor did not help me or encourage me in anyway to stick it out. He told me, 'Yeah you should probably just leave this major.' An advisor is there to advise and give words of encouragement. I went under undeclared after that not knowing what I wanted to do. I have been here for three years but am considered a sophomore. I went to my undeclared advisor three days ago, he told me that he could no longer help me and that is from the orders of his boss… I am at a point where if I do not get into a major by this semester I cannot come back to school and that should not even be an option," "I spoke to an undeclared pre-nursing counselor and she told me I won't be making it to nursing, that this was my last meeting with any of the pre-nursing counselors and that I should not ask for another appointment. Basically, she told me to not pursue my dream and to no go back to them for any other questions I might have in the future," "... My advisor told me repeatedly that I could graduate on time, then forced me to take multiple KIN (PE) classes. She literally tried to keep me for ONE class in 2017 - a history class. I graduated with 9 history courses and only needed 6 for my major. Since I was a transfer from out of state, everything got messed up. I told SJSU that I would rather not graduate at all then to

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be stuck for another semester and one class that I didn't need. I graduated after 7 years of college, not including dual enrolling in high school. I also took summer and winter courses and was somehow forced to graduate in such poor circumstances," and "I seriously thought about leaving SJSU because the college of engineering is not very supportive of students. Many of us are left to figure a vast majority of our major and do not receive enough support from professors. I also feel that there is not enough teacher-student interaction. I often feel invisible because the student to professor ratio is too high. During an advising appointment, I expressed to my advisor that the course load for the upcoming semester, which he had mapped out, would be too much for me. He disregarded my concern and said. 'If you cannot handle heavy course load, what will you do later on? If you cannot take all of these courses together, then you are not cut to be an engineer'. I listened and took on Chemistry 1B, Physics 50, Calculus 2, and BME 25. Taking the course load recommended took a great detriment to my mental health and overall wellbeing."

Undergraduate Student respondents who transferred from another institution discussed their challenges seeking academic support. Respondents explained, "San José State University has been a disappointment in comparison to De Anza College… This school is so impacted that professors are trying to remain above water so to speak. As a result of being overwhelmed professors are left with little empathy for students and passion for what they are teaching. The lack of effort and blatant disrespect towards classmates on part of tenured professors is remarkable," and "My first semester at SJSU campus was a place where I did not feel welcome, protected, or supported. I was pregnant and had a due date that fell smack in the middle of the first week of classes [redacted]. I was a transfer student from [redacted] and because of this, I was unable to register for classes until a majority of my options had been full or waitlisted. I reached out many times to different areas of campus faculty about my options as a student in my situation and many times ended or carried out phone calls in tears. I was told that I could not, as a transfer student, skip the fall semester and begin in the spring due to pregnancy/birth. Much later, well into the semester did I learn that information was false… I thought to myself, 'Why do this? Why take courses at a university that clearly doesn't care about me as a student during this critical moment in my and my family's life?'"

Graduate Students

Quality of Academic Coursework. Graduate Student respondents shared concerns about their academic coursework within their programs, "The core courses for the [redacted] program do not contribute to any worthy outcome in my honest opinion. Compared with [redacted], the [redacted] department has so many better courses. Also, their core courses are programming focused which makes the student ready for industry work," and "My coursework related to my major was not what was expected nor challenging enough. I felt and still feel a lack of support from most of my professors and project advisor. I can't believe there are not academic advisors for graduate school in [redacted]. There is a lack of communication, organization, and trust among the [redacted] department." Respondents further explained how the instruction within their program varied, "There is a huge disparity between instructors. Some are good, while others are really bad," and "Some faculty in my grad program should not be teaching. The classes are poorly organized and, in some cases, the material is being taught incorrectly." and "Courses are almost redundant in [redacted] specialization... Professors simply use slides/resources from other universities without putting in much effort. Some courses have a lack of assignments, while others simply ask questions already available online."

Lack of Support from Faculty. Graduate Student respondents indicated that they did not receive sufficient support from their program faculty. Respondents explained, "I'm not getting the support I need from my professors. I feel like I walk alone in the program. I feel like I do not matter, and my work is not important. I feel like my professors have more important things to do than to work with me. I am struggling still, and I am angry and frustrated all the time. I feel too much stress not being able to complete my program! I feel useless," "I serious considered leaving the Sociology Department at SJSU because most of the staff/faculty do not seemed very concerned with helping students graduate and have TA (or other) experiences that will help them in their careers, and they allow students to speak in ways that are discriminatory, offensive and non-academic," and "...In a few of my graduate courses, teachers don't want to give out much homework (or ungraded practice problems), and just grade us by exams. How can a student be prepared without anything to practice on and have feedback? I do not feel this department is doing that great of a job teaching engineering. Being from this area, growing up hearing SJSU is underrated, I am surprised to find out the exact opposite. I thought the engineering department

here would be better than my undergraduate school. It hasn't. I really feel I learned something from at least 85% of my courses. Out of the 6 I have taken so far. I feel I have learned and improved from 2, sadly. In both semesters, I had to deal with the same professor (different courses) that does not give work with real value. His classes are extremely unstructured and unorganized. In both semesters, the class was at least 50% doing nothing. He does not grade our work in a timely manner (if it all), so we have feedback on how we are doing. So far, the engineering department here makes me feel like I am paying for a piece of paper, not skills."

Other respondents added, "Charging over 3,000 dollars for a single distance learning class, with no form of academic support or guidance and no additional resources is ridiculous. When I struggled in my very first semester, I was told that there is no assistance for me, no one with whom I could discuss my academic planning, absolutely nothing. I was then placed on academic probation without ever having contact with an employee from the school. SJSU takes a huge amount of money and has no resources or interest in whether or not the student succeeds," "A professor treated me differently because of my [redacted] when I had my first semester here at SJSU as a graduate student. As a professor and our program advisor, [redacted] did not provide the support I needed. What is worse, [redacted] attitudes towards me were so bad that it made my academic life so difficult that I almost dropped out of school," and "My program has many strengths, but also some weaknesses. For example, when asking for help to answer specific questions, I feel that I have consistently been advised to 'Google it,' which leaves me to wonder if I have to 'Google it' and teach myself, what am I getting from SJSU? What I need/want from SJSU is a teacher who will teach, hold labs, answer questions, challenge us with assignments that build on the foundations taught. Instead, I feel like teachers are speeding through materials to cover a lot of ground w/o really taking the time to 'teach' it and allow us to practice implementing it to ensure we are learning it. Sort of feels like the program cares more about saying that it 'taught' a lot of things rather than actually ensuring that students are building strong foundations. This feeling has been exaggerated due to COVID-19 shifting all classes and interactions 'online.'"

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by gender identity, racial identity, sexual identity,

and housing status. Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents and Men Undergraduate Student respondents. Trans-spectrum Graduate Student respondents had less *Perceived Academic Success* than Women Graduate Student respondents. Historically Underserved Undergraduate Student respondents had less *Perceived Academic Success* than Asian Undergraduate Student respondents. Heterosexual Undergraduate Student respondents had greater *Perceived Academic Success* than Queer-Spectrum and Bisexual/Pansexual Undergraduate Student respondents. Finally, Independent Housing Graduate Student respondents had greater *Perceived Academic Success* than Other Housing Graduate Student respondents.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 75% ($n = 2,179$) of Student respondents "strongly agreed" or "agreed" that they felt valued by SJSU faculty in the classroom and 66% ($n = 1,919$) "strongly agreed" or "agreed" that they felt valued by other students in the classroom. Sixty-four percent ($n = 1,864$) of Student respondents "strongly agreed" or "agreed" that they had faculty whom they perceived as role models. Sixty-two percent ($n = 1,802$) of Student respondents "strongly agreed" or "agreed" that the campus climate at SJSU encouraged free and open discussion of difficult topics. Significant differences existed by student status (undergraduate versus graduate), gender identity, racial identity, sexual identity, and first-generation/income status, with minority identities often reporting less positive perceptions.

Twenty-five percent ($n = 580$) of Undergraduate Student respondents and 18% ($n = 109$) of Graduate Student respondents had seriously considered leaving SJSU. A majority of those Student respondents (89%, $n = 610$) considered leaving in their first year as a student at SJSU. Also, nearly a majority of those Undergraduate Student respondents (49%, $n = 285$) attributed a lack of a sense of belonging as the main reason why they seriously considered leaving SJSU while 38% ($n = 41$) of Graduate Student respondents attributed impersonal interactions with SJSU faculty/staff/students as the main reason they seriously considered SJSU.

[ccxiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU faculty by student status: $\chi^2 (4, N = 2,917) = 39.6, p < .001$.
[ccxv] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by SJSU faculty by undergraduate student status: $\chi^2 (4, N = 2,255) = 52.1, p < .001$.

ccxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU faculty by gender identity: $\chi^2(8, N = 2,903) = 29.7, p < .001$.

ccxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU faculty by sexual identity: $\chi^2(4, N = 2,770) = 9.5, p < .05$.

ccxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU faculty by racial identity: $\chi^2(16, N = 2,869) = 34.1, p < .01$.

ccxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU faculty by first-generation status: $\chi^2(4, N = 2,901) = 22.4, p < .001$.

ccxx A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU faculty by housing status: $\chi^2(12, N = 2,616) = 21.5, p < .05$.

ccxxi A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU staff by student status: $\chi^2(4, N = 2,893) = 26.5, p < .001$.

ccxxii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by SJSU staff by undergraduate student status: $\chi^2(4, N = 2,240) = 47.3, p < .001$.

ccxxiii A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU staff by gender identity: $\chi^2(8, N = 2,879) = 34.2, p < .001$.

ccxxiv A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU staff by sexual identity: $\chi^2(8, N = 2,746) = 31.5, p < .001$.

ccxxv A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU staff by racial identity: $\chi^2(16, N = 2,845) = 32.3, p < .01$.

ccxxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU staff by first-generation status: $\chi^2(4, N = 2,877) = 12.1, p < .05$.

ccxxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU senior administrators by student status: $\chi^2(4, N = 2,903) = 34.8, p < .001$.

ccxxviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by SJSU senior administrators by undergraduate student status: $\chi^2(4, N = 2,242) = 41.0, p < .001$.

ccxxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU senior administrators by gender identity: $\chi^2(8, N = 2,889) = 54.0, p < .001$.

ccxxx A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU senior administrators by sexual identity: $\chi^2(8, N = 2,756) = 58.9, p < .001$.

ccxxxi A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU senior administrators by racial identity: $\chi^2(16, N = 2,855) = 74.9, p < .001$.

ccxxxii A chi-square test was conducted to compare percentages of Student respondents who felt valued by SJSU senior administrators by first-generation status: $\chi^2(4, N = 2,888) = 11.3, p < .05$.

ccxxxiii A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 2,904) = 46.9, p < .001$.

ccxxxiv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by faculty in the classroom by undergraduate student status: $\chi^2(4, N = 2,246) = 50.0, p < .001$.

ccxxxv A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by sexual identity: $\chi^2(4, N = 2,758) = 11.3, p < .05$.

ccxxxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2(8, N = 2,856) = 16.1, p < .05$.

ccxxxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation/income status: $\chi^2(4, N = 2,904) = 15.4, p < .01$.

ccxxxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by student status: $\chi^2(4, N = 2,904) = 83.4, p < .001$.

ccxxxix A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students in classroom by undergraduate student status: $\chi^2(4, N = 2,245) = 29.1, p < .001$.

ccxl A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by gender identity: $\chi^2(8, N = 2,891) = 24.0, p < .01$.

ccxli A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by sexual identity: $\chi^2(8, N = 2,758) = 16.8, p < .05$.

ccxlii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by racial identity: $\chi^2(16, N = 2,856) = 40.3, p < .001$.

[ccxliii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in classroom by first-generation/income status: $\chi^2(4, N = 2{,}904) = 31.7, p < .001$.

[ccxliv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by student status: $\chi^2(4, N = 2{,}887) = 23.0, p < .001$.

[ccxlv] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside of the classroom by undergraduate student status: $\chi^2(4, N = 2{,}233) = 27.1, p < .001$.

[ccxlvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: $\chi^2(8, N = 2{,}873) = 28.8, p < .001$.

[ccxlvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by sexual identity: $\chi^2(8, N = 2{,}741) = 15.6, p < .05$.

[ccxlviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by racial identity: $\chi^2(16, N = 2{,}840) = 38.1, p < .001$.

[ccxlix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by first-generation status: $\chi^2(4, N = 2{,}872) = 10.4, p < .05$.

[ccl] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by student status: $\chi^2(4, N = 2{,}890) = 22.3, p < .001$.

[ccli] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by undergraduate student status: $\chi^2(4, N = 2{,}239) = 22.6, p < .001$.

[cclii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by gender identity: $\chi^2(8, N = 2{,}876) = 18.2, p < .05$.

[ccliii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by racial identity: $\chi^2(16, N = 2{,}842) = 97.2, p < .001$.

[ccliv] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by first-generation/income status: $\chi^2(4, N = 2{,}890) = 28.7, p < .001$.

[cclv] A chi-square test was conducted to compare percentages of Student respondents who thought that their English speaking skills limited their ability to be successful at SJSU by student status: $\chi^2(4, N = 2{,}896) = 13.6, p < .01$.

[cclvi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought that their English speaking skills limited their ability to be successful at SJSU by undergraduate student status: $\chi^2(4, N = 2{,}244) = 23.0, p < .001$.

[cclvii] A chi-square test was conducted to compare percentages of Student respondents who thought that their English speaking skills limited their ability to be successful at SJSU by gender identity: $\chi^2(8, N = 2{,}883) = 27.2, p < .001$.

[cclviii] A chi-square test was conducted to compare percentages of Student respondents who thought that their English speaking skills limited their ability to be successful at SJSU by sexual identity: $\chi^2(4, N = 2{,}751) = 9.9, p < .05$.

[cclix] A chi-square test was conducted to compare percentages of Student respondents who thought that their English speaking skills limited their ability to be successful at SJSU by racial identity: $\chi^2(16, N = 2{,}848) = 245.7, p < .001$.

[cclx] A chi-square test was conducted to compare percentages of Student respondents who thought that their English speaking skills limited their ability to be successful at SJSU by first-generation/income status: $\chi^2(4, N = 2{,}896) = 58.2, p < .001$.

[cclxi] A chi-square test was conducted to compare percentages of Student respondents who thought that their English writing skills limited their ability to be successful at SJSU by student status: $\chi^2(4, N = 2{,}878) = 19.9, p < .001$.

[cclxii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought that their English writing skills limited their ability to be successful at SJSU by undergraduate student status: $\chi^2(4, N = 2{,}229) = 18.6, p < .001$.

[cclxiii] A chi-square test was conducted to compare percentages of Student respondents who thought that their English writing skills limited their ability to be successful at SJSU by gender identity: $\chi^2(8, N = 2{,}865) = 29.0, p < .001$.

[cclxiv] A chi-square test was conducted to compare percentages of Student respondents who thought that their English writing skills limited their ability to be successful at SJSU by racial identity: $\chi^2(16, N = 2{,}830) = 246.8, p < .001$.

[cclxv] A chi-square test was conducted to compare percentages of Student respondents who thought that their English writing skills limited their ability to be successful at SJSU by first-generation/income status: $\chi^2(4, N = 2{,}878) = 76.9, p < .001$.

[cclxvi] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by student status: χ^2 (4, $N = 2{,}901$) = 10.0, $p < .05$.

[cclxvii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by undergraduate student status: χ^2 (4, $N = 2{,}246$) = 26.0, $p < .001$.

[cclxviii] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by gender identity: χ^2 (8, $N = 2{,}887$) = 72.6, $p < .001$.

[cclxix] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by sexual identity: χ^2 (8, $N = 2{,}754$) = 26.7, $p < .001$.

[cclxx] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by racial identity: χ^2 (16, $N = 2{,}853$) = 87.1, $p < .001$.

[cclxxi] A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by first-generation/income status: χ^2 (4, $N = 2{,}901$) = 21.8, $p < .001$.

[cclxxii] A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by student status: χ^2 (4, $N = 2{,}905$) = 21.2, $p < .001$.

[cclxxiii] A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by gender identity: χ^2 (4, $N = 2{,}732$) = 13.5, $p < .01$.

[cclxxiv] A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by racial identity: χ^2 (16, $N = 2{,}857$) = 42.3, $p < .001$.

[cclxxv] A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by student status: χ^2 (4, $N = 2{,}896$) = 12.7, $p < .05$.

[cclxxvi] A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by gender identity: χ^2 (8, $N = 2{,}882$) = 23.3, $p < .01$.

[cclxxvii] A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by sexual identity: χ^2 (8, $N = 2{,}749$) = 16.6, $p < .05$.

[cclxxviii] A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by racial identity: χ^2 (16, $N = 2{,}848$) = 35.7, $p < .01$.

[cclxxix] A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by first-generation status: χ^2 (4, $N = 2{,}881$) = 12.6, $p < .05$.

[cclxxx] A chi-square test was conducted to compare percentages of Student respondents who had staff whom the perceived as role models by housing status: χ^2 (12, $N = 2{,}602$) = 21.3, $p < .05$.

[cclxxxi] A chi-square test was conducted to compare percentages of Graduate Student respondents who felt satisfied with the quality of advising they received from their department by gender identity: χ^2 (8, $N = 613$) = 20.2, $p < .01$.

[cclxxxii] A chi-square test was conducted to compare percentages of Graduate Student respondents who felt satisfied with the quality of advising they received from their department by racial identity: χ^2 (16, $N = 596$) = 30.3, $p < .05$.

[cclxxxiii] A chi-square test was conducted to compare percentages of Graduate Student respondents who felt satisfied with the quality of advising they received from their department by first-generation status: χ^2 (4, $N = 609$) = 10.9, $p < .05$.

[cclxxxiv] A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate access to their advisor by gender identity: χ^2 (8, $N = 610$) = 22.1, $p < .01$.

[cclxxxv] A chi-square test was conducted to compare percentages of Graduate Student respondents who had adequate access to their advisor by first-generation status: χ^2 (4, $N = 606$) = 10.6, $p < .05$.

[cclxxxvi] A chi-square test was conducted to compare percentages of Graduate Student respondents who their advisor provides clear expectations by racial identity: χ^2 (16, $N = 589$) = 34.1, $p < .01$.

[cclxxxvii] A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their advisor responded to their emails, calls, or voicemails in a prompt manner by sexual identity: χ^2 (4, $N = 558$) = 15.4, $p < .01$.

[cclxxxviii] A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their advisor responded to their emails, calls, or voicemails in a prompt manner by racial identity: χ^2 (8, $N = 589$) = 20.9, $p < .01$.

[cclxxxix] A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by racial identity: χ^2 (16, $N = 591$) = 31.0, $p < .05$.

ccxc A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that adequate opportunities existed for them to interact with other university faculty outside of their department by racial identity: $\chi^2(8, N = 591) = 20.6, p < .01$.

ccxci A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that adequate opportunities existed for them to interact with other university faculty outside of their department by first-generation/income status: $\chi^2(4, N = 610) = 11.3, p < .05$.

ccxcii A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department faculty members encouraged them to produce publications and present research by racial identity: $\chi^2(8, N = 591) = 17.2, p < .05$.

ccxciii A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by gender identity: $\chi^2(8, N = 605) = 32.7, p < .001$.

ccxciv A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by racial identity: $\chi^2(8, N = 588) = 19.9, p < .05$.

ccxcv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SJSU by gender identity: $\chi^2(2, N = 2,314) = 18.1, p < .001$.

ccxcvi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SJSU by racial identity: $\chi^2(4, N = 2,296) = 26.6, p < .001$.

ccxcvii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SJSU by sexual identity: $\chi^2(2, N = 2,227) = 14.9, p < .001$.

ccxcviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving SJSU by housing status: $\chi^2(2, N = 2,133) = 43.3, p < .001$.

ccxcix A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving SJSU by gender identity: $\chi^2(2, N = 617) = 16.6, p < .001$.

ccc A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving SJSU by racial identity: $\chi^2(4, N = 600) = 19.0, p < .001$.

ccci A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they intend to graduate from SJSU by undergraduate student status: $\chi^2(4, N = 2,254) = 46.0, p < .001$.

cccii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave SJSU before they graduate by undergraduate student status: $\chi^2(4, N = 2,264) = 64.6, p < .001$.

ccciii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave SJSU before they graduate by gender identity: $\chi^2(8, N = 2,311) = 21.9, p < .01$.

ccciv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave SJSU without meeting their academic goal by racial identity: $\chi^2(16, N = 2,292) = 42.2, p < .001$.

cccv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave SJSU before they graduate by sexual identity: $\chi^2(4, N = 2,228) = 10.7, p < .05$.

cccvi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave SJSU before they graduate by housing status: $\chi^2(12, N = 2,130) = 38.6, p < .001$.

cccvii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave SJSU before they graduate by first-generation/income status: $\chi^2(4, N = 2,321) = 18.5, p < .001$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which SJSU does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty Respondents' Awareness of Institutional Actions

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at SJSU and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at SJSU, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 134).

Sixty-six percent ($n = 329$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 34% ($n = 168$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Sixty-seven percent ($n = 219$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 84% ($n = 141$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-one percent ($n = 314$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 39% ($n = 198$) of Faculty respondents thought that they were not available. Sixty-eight percent ($n = 213$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 82% ($n = 162$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Seventy-nine percent ($n = 417$) of Faculty respondents thought that diversity and inclusivity training for faculty was available and 21% ($n = 113$) of Faculty respondents thought that such

training for faculty was not available. Seventy-three percent (*n* = 306) of Faculty respondents who thought that diversity and inclusivity training for faculty was available believed that it positively influenced the climate and 88% (*n* = 99) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent (*n* = 347) of Faculty respondents thought that diversity and inclusivity training for senior administrators (e.g., dean, vice president, provost, associate vice president) was available and 33% (*n* = 168) of Faculty respondents thought that such training for senior administrators was not available. Seventy-three percent (*n* = 254) of Faculty respondents who thought that diversity and inclusivity training for senior administrators was available believed that it positively influenced the climate and 91% (*n* = 153) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent (*n* = 302) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 42% (*n* = 219) of Faculty respondents thought that such toolkits were not available. Seventy-six percent (*n* = 228) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 85% (*n* = 186) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-seven percent (*n* = 290) of Faculty respondents thought that support to engage in inclusive scholarship was available and 44% (*n* = 223) of Faculty respondents thought that such support was not available. Seventy-four percent (*n* = 214) of the Faculty respondents who thought that support to engage in inclusive scholarship was available believed that it positively influenced the climate and 85% (*n* = 190) of Faculty respondents who did not think that support was available thought that it would positively influence the climate if they were available.

Fifty-seven percent (*n* = 290) of Faculty respondents thought that supervisory training (e.g., departmental chair training) for faculty was available and 44% (*n* = 223) of Faculty respondents thought that it was not available. Seventy-six percent (*n* = 221) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced

the climate and 90% ($n = 201$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 399$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 23% ($n = 119$) of Faculty respondents thought that such counseling was not available. Eighty-seven percent ($n = 345$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 92% ($n = 110$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent ($n = 309$) of Faculty respondents thought that mentorship for new faculty was available and 42% ($n = 220$) of Faculty respondents thought that faculty mentorship was not available. Ninety-two percent ($n = 283$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 96% ($n = 210$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ($n = 262$) of Faculty respondents thought that mentorship for mid-career faculty was available and 49% ($n = 251$) of Faculty respondents thought that faculty mentorship for mid-career faculty was not available. Eighty-two percent ($n = 214$) of Faculty respondents who thought that mentorship for mid-career faculty was available believed that it positively influenced the climate and 90% ($n = 227$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 305$) of Faculty respondents thought that a clear process to resolve conflicts was available and 41% ($n = 209$) of Faculty respondents thought that such a process was not available. Eighty-three percent ($n = 254$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 94% ($n = 197$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-one percent (*n* = 311) of Faculty respondents thought that a fair process to resolve conflicts was available and 39% (*n* = 199) of Faculty respondents thought that such a process was not available. Eighty-five percent (*n* = 264) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 97% (*n* = 192) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty percent (*n* = 307) of Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 40% (*n* = 203) of Faculty respondents thought that it was not available at SJSU. Sixty-two percent (*n* = 190) of Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 75% (*n* = 153) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 134. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at SJSU								Initiative NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	219	66.6	99	30.1	11	3.3	**329**	**66.2**	141	83.9	22	13.1	5	3.0	**168**	**33.8**
Providing recognition and rewards for including diversity issues in courses across the curriculum	213	67.8	79	25.2	22	7.0	**314**	**61.3**	162	81.8	30	15.2	6	3.0	**198**	**38.7**
Providing diversity and inclusivity training for faculty	306	73.4	88	21.1	23	5.5	**417**	**78.7**	99	87.6	11	9.7	< 5	---	**113**	**21.3**
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	254	73.2	80	23.1	13	3.7	**347**	**67.4**	153	91.1	12	7.1	< 5	---	**168**	**32.6**
Providing faculty with toolkits to create an inclusive classroom environment	228	75.5	61	20.2	13	4.3	**302**	**58.0**	186	84.9	29	13.2	< 5	---	**219**	**42.0**
Providing faculty with support to engage in inclusive scholarship	214	73.8	65	22.4	11	3.8	**290**	**56.5**	190	85.2	31	13.9	< 5	---	**223**	**43.5**
Providing faculty with supervisory training (e.g., departmental chair training)	221	76.2	64	22.1	5	1.7	**290**	**56.5**	201	90.1	21	9.4	< 5	---	**223**	**43.5**

Table 134. Faculty Respondents' Perceptions of Institutional Initiatives

| | Initiative available at SJSU | | | | | | | | Initiative NOT available at SJSU | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Faculty respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Faculty respondents who believed initiative was not available | |
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing access to counseling for people who have experienced harassment	345	86.5	48	12.0	6	1.5	**399**	**77.0**	110	92.4	9	7.6	0	0.0	**119**	**23.0**
Providing mentorship for new faculty	283	91.6	25	8.1	< 5	---	**309**	**58.4**	210	95.5	7	3.2	< 5	---	**220**	**41.6**
Providing mentorship for mid-career faculty	214	81.7	46	17.6	< 5	---	**262**	**51.1**	227	90.4	21	8.4	< 5	---	**251**	**48.9**
Providing a clear process to resolve conflicts	254	83.3	49	16.1	< 5	---	**305**	**59.3**	197	94.3	12	5.7	0	0.0	**209**	**40.7**
Providing a fair process to resolve conflicts	264	84.9	45	14.5	< 5	---	**311**	**61.0**	192	96.5	7	3.5	0	0.0	**199**	**39.0**
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	190	61.9	89	29.0	28	9.1	**307**	**60.2**	153	75.4	35	17.2	15	7.4	**203**	**39.8**

Note: Table reports responses only from Faculty respondents ($n = 667$).

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Qualitative comment analyses

One hundred and five Faculty respondents further elaborated on their responses regarding institutional actions. Three themes emerged: lack of information about institutional actions, training and support, and diversity and inclusion.

Lack of Information About Institutional Actions. A theme that emerged from respondents was the lack of information about institutional actions. Faculty respondents stated, "Some of those I don't know what they are or don't know if they exist or would influence," "I do not know about many of these offerings," and "I have included cases where I do not have information to determine or assess the availability of particular programs in the 'initiative is not available' columns." Respondents explained, "As a lecturer, I don't always know about institutional initiatives. My challenging class schedule can make it difficult to participate in initiatives like the ones listed here," and "What if you don't know if an initiative IS available at SJSU? Maybe there are plenty of initiatives that I am not aware of because of lack of need?? I would have added an 'I'm not sure if this initiative exists at SJSU' column. And what if an initiative IS available at SJSU but isn't being implemented in a particular college or department? And what if an initiative IS available but isn't always put in place in practice? For example, sometimes new faculty are provided with mentorship and sometimes they aren't. It's not 100%."

Training and Support. Another theme was the lack of training and support for faculty at the University. Respondents explained, "A lot of junior faculty feel fairly lost in our department. A lot of things we feel like we are simply expected to know or figure out. We recently talked about how it feels like being a graduate student going through quals, but with a PhD. Obviously, we are independent adults who can figure this out, but it seems like there is a lot of opportunity for growth here. It is hard to fix this on [an] institutional level because of department specific cultures/initiatives…," and "As a new lecturer I felt completely unsupported and anxious. The expectation was that I can learn everything on my own and I eventually did, but it would have tremendously helped to have a support mechanism in place to familiarize me with the most basic information during the first semester." Respondents further elaborated on the need for support, "Faculty need training, incentives, support, resources and funds to create more inclusive classroom environments. We are not trained for this," and "New faculty come in and are handed a pamphlet on Temporary Hires and are given a schedule and a modicum of Admin support and

that's about it. There is almost 0 collegial activity that takes place at a reasonable time of day - for instance not in the evening - therefore, without trying you don't meet anyone and we are only paid to go to one faculty meeting a semester/in contract - so we are limited but we are also often doing a lot for the department. So while working extremely hard and taking on the classes with a ton of students, we have little influence - or what influence we have is 'read' wrong by the faculty - we are often made to feel as complete outsiders because everyone else has been there so much longer...." One respondent also added, "Faculty, in my experience, are significantly overloaded. This is especially true of service demands, and it is exacerbated by the number of faculty who are tenured and choose to do nothing. So, offering more training resources will be a hard sell for people who already feel overwhelmed. Without more, and better supported, support staff, and without better equity in service assignments (and, frankly, fewer service assignments), more training is unlikely to make a real impact. I'll add here also, that until we find a way to fully support NTT faculty, who make up such an important and valuable part of our community, we're going to be spinning our wheels because they cannot be reasonably expected to do the work that we're expecting from them under the conditions we're providing.

Diversity and Inclusion. Another theme that emerged from respondents was mixed approaches to diversity and inclusion. Some respondents, who would like to see SJSU increase diversity and inclusion initiatives, shared, "Does the institution really care about real diversity? Most VPs are men, most deans are white. Where is the diversity? Do they mentor faculty? All that seems to be the focus at this university is research and shifting our degrees to online formats?," "The university has done a poor job overall in terms of changing the landscape of the faculty with respect to racial inclusion. While we have hired more faculty of color, we have also lost and not replace some of them," and "Female faculty of color being undermined in promotion from Associate to full Professor. Not convinced all is well - seems like there are problems brewing and haven't heard clear expressions of 'we will fix this' from senior leadership at university. I've read senate meeting minutes and senate subcommittee meeting minutes and it seems there is growing concern. So why isn't there growing scaffold for faculty of color?" Respondents also added that they believed training should be mandatory, "It feels as though diversity-related training should be mandatory. Though I understand it is tricky because if someone is not open to it then they can resist the training and not really learn. I would suggest a historical perspective…," "All administrators (especially upper management) and faculty must take part in

a longer term program such as the Whiteness and Race 8 week training to examine and identify how white privilege permeates our campus and its current culture. There should be no exceptions made. Follow up training every 2-3 years should also be required," and "We also need more clear and directive inclusivity training about teaching queer and trans students [best practices around pronouns and names, combatting heterosexism and cissexism, creating syllabi that are inclusive]." Respondents suggested that these trainings be paired with systematic change, explaining, "Creating a system of checks in which faculty and department chairs who have engaged in harassment, discrimination, and other incidents are monitored, so that faculty, staff, and students reporting incidents are protected and not retaliated against."

Other respondents shared that diversity and inclusion created division, "The over emphasis on diversity and labeling everyone into categories is poison and only divides people against each other…," "It's not that I believe diversity is not good. It's just that SJSU seems to be leaning more toward caring about diversity than caring about everyone. The goal should be to make EVERYONE feel welcome at the college, not to trade one group's importance for another's. I think SJSU already does a pretty good job at protecting diversity and negating as much prejudice as possible for many minorities, and I want SJSU to protect those people...it just isn't right to achieve that by discriminating against others," and "The concepts of Diversity and Inclusion have very positive potential. However, there is a strong tendency to approach these concepts simplistically as the promotion only of identify groups viewed as traditionally excluded. This is relevant and valuable, but needs to be framed more broadly. Every single human being is made up of many diverse influences and we all benefit when these diversities are included socially and professionally. Promoting a more complete version of diversity requires internal work (engaging conscience and human values) more than labelling and relabelling in an essentialist way. Unfortunately, my experience of 'diversity training' often take a non-inclusive approach." Some respondents went even further and added, "I don't think that rewarding people for diversity initiatives in the classroom would help anything, just ghettoize the issue of diversity and make people who are not doing that jealous. I don't think that experience with diversity should necessarily be a factor in hiring."

Staff Respondents' Awareness of Institutional Actions

The survey asked Staff respondents ($n = 675$) to respond regarding similar initiatives, which are listed in Table 135. Seventy-seven percent ($n = 472$) of the Staff respondents thought that diversity and equity training for staff was available at SJSU and 23% ($n = 139$) of Staff respondents thought that it was not available. Eighty-five percent ($n = 400$) of the Staff respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 89% ($n = 124$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 421$) of the Staff respondents thought that diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president) was available at SJSU and 30% ($n = 176$) of Staff respondents thought that it was not available. Eighty-four percent ($n = 354$) of the Staff respondents who thought that diversity and equity training for senior administrators was available believed that it positively influenced the climate and 89% ($n = 157$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 452$) of Staff respondents thought that release time for professional development was available at SJSU and 26% ($n = 156$) of Staff respondents thought that such release time was not available. Eighty-nine percent ($n = 402$) of Staff respondents who thought that release time for professional development was available believed that it positively influenced the climate and 89% ($n = 139$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 502$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at SJSU and 16% ($n = 92$) of Staff respondents thought that such access to counseling was not available. Ninety-two percent ($n = 460$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 87% ($n = 84$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

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Sixty-four percent (*n* = 387) of Staff respondents thought that supervisory training for supervisors/managers was available and 36% (*n* = 218) of Staff respondents thought that such training was not available. Eighty-nine percent (*n* = 346) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 95% (*n* = 206) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent (*n* = 336) of Staff respondents thought that supervisory training for faculty supervisors was available and 42% (*n* = 243) of Staff respondents thought that such training was not available. Ninety-one percent (*n* = 304) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 94% (*n* = 228) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-eight percent (*n* = 293) of Staff respondents thought that mentorship for new staff was available and 52% (*n* = 314) of Staff respondents thought that staff mentorship was not available. Eighty-nine percent (*n* = 262) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 95% (*n* = 298) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-five percent (*n* = 270) of Staff respondents thought that mentorship for mid-career staff was available and 55% (*n* = 332) of Staff respondents thought that staff mentorship was not available. Eighty-seven percent (*n* = 234) of Staff respondents who thought that mentorship for mid-career staff was available believed that it positively influenced the climate and 93% (*n* = 307) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent (*n* = 375) of Staff respondents thought that a clear process to resolve conflicts was available at SJSU and 37% (*n* = 224) of Staff respondents thought that such a process was not available. Eighty-nine percent (*n* = 334) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 91% (*n* =

203) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 385$) of Staff respondents thought that a fair process to resolve conflicts was available at SJSU and 35% ($n = 207$) of Staff respondents thought that such a process was not available. Eighty-nine percent ($n = 344$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 93% ($n = 192$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 388$) of Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 34% ($n = 201$) of Staff respondents thought that it was not available. Seventy-five percent ($n = 292$) of Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 73% ($n = 147$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 429$) of Staff respondents thought that career development opportunities for staff were available and 28% ($n = 171$) of Staff respondents thought that they were not available. Ninety-three percent ($n = 397$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 94% ($n = 160$) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Fifty-three percent ($n = 314$) of Staff respondents thought that affordable child care was available at SJSU and 47% ($n = 278$) of Staff respondents thought that it was not available. Eighty-six percent ($n = 269$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 92% ($n = 256$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-five percent ($n = 260$) of Staff respondents thought that support/resources for spouse/partner employment were available and 55% ($n = 323$) of Staff respondents thought that they were not available. Seventy-nine percent ($n = 204$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 82% ($n = 266$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 135. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at SJSU								Initiative NOT available at SJSU								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and equity training for staff	400	84.7	66	14.0	6	1.3	**472**	**77.3**	124	89.2	11	7.9	< 5	---	**139**	**22.7**
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	354	84.1	64	15.2	< 5	---	**421**	**70.5**	157	89.2	15	8.5	< 5	---	**176**	**29.5**
Providing release time for professional development	402	88.9	47	10.4	< 5	---	**452**	**74.3**	139	89.1	15	9.6	< 5	---	**156**	**25.7**
Providing access to counseling for people who have experienced harassment	460	91.6	40	8.0	< 5	---	**502**	**83.8**	84	86.6	8	8.2	5	5.2	**97**	**16.2**
Providing supervisors/managers with supervisory training	346	89.4	38	9.8	< 5	---	**387**	**64.0**	206	94.5	7	3.2	5	2.3	**218**	**36.0**
Providing faculty supervisors with supervisory training	304	90.5	30	8.9	< 5	---	**336**	**58.0**	228	93.8	10	4.1	5	2.1	**243**	**42.0**
Providing mentorship for new staff	262	89.4	27	9.2	< 5	---	**293**	**48.3**	298	94.9	13	4.1	< 5	---	**314**	**51.7**
Providing mentorship for mid-career staff	234	86.7	32	11.9	< 5	---	**270**	**44.9**	307	92.5	22	6.6	< 5	---	**332**	**55.1**
Providing a clear process to resolve conflicts	334	89.1	36	9.6	5	1.3	**375**	**62.6**	203	90.6	16	7.1	5	2.2	**224**	**37.4**

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Table 135. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at SJSU								Initiative NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing a fair process to resolve conflicts	344	89.4	36	9.4	5	1.3	**385**	**65.0**	192	92.8	11	5.3	< 5	---	**207**	**35.0**
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	292	75.3	78	20.1	18	4.6	**388**	**65.9**	147	73.1	43	21.4	11	5.5	**201**	**34.1**
Providing career development opportunities for staff	397	92.5	31	7.2	< 5	---	**429**	**71.5**	160	93.6	7	4.1	< 5	---	**171**	**28.5**
Providing affordable child care	269	85.7	43	13.7	< 5	---	**314**	**53.0**	256	92.1	19	6.8	< 5	---	**278**	**47.0**
Providing support/resources for spouse/partner employment	204	78.5	52	20.0	< 5	---	**260**	**44.6**	266	82.4	47	14.6	10	3.1	**323**	**55.4**

Note: Table reports responses only from Staff respondents (*n* = 675).

Qualitative comment analyses

Eighty Staff respondents further elaborated on their responses regarding institutional actions. Three themes emerged: lack of information about institutional initiatives, supervisor and management training, and child care initiatives.

Lack of Information About Institutional Initiatives. A theme that emerged from respondents was the lack of information about institutional initiatives. Staff respondents stated, "It's difficult to answer a lot of these questions because I'm not sure how much of this exists already. If I knew what did or didn't exist on campus, I'd more likely be able to answer these questions," and "I don't know the entirety of these which are or are not available on campus. Only the items where I have been required to take training. It might be useful to have a centralized . . . place where these are made available." Other respondents shared that these initiatives were not easily accessible, "Initiatives pop up and disappear as quickly as the people who establish them. Or no communication is given campus wide on initiatives," and "While there are independent programs there aren't really organized campus initiatives around many of these issues." Respondents also attributed the inaccessibility of these initiatives because of workload, "Some of these services are offered but not enough or not made available to all staff and faculty and administrators. Additionally, the campus does not allow for time to be taken or emphasis to be given that asks staff/faculty/administrators to take these services seriously," and "The initiatives we have are underfunded, so they impact a small group of people. Also everyone at SJSU is SO OVERWORKED they don't have time for extra training. If we are going to develop programs like these to improve campus climate, we have to let other things go. People are exhausted."

Supervisor and Management Training. Respondents shared that they believed the university needed supervisor and management training. They stated, "Management has for years been an issue. While the new wave of managers in general is welcome improvement, there is still a management climate to be addressed," "This is an overall observation from my work with the staff on campus and not my office per se: Supervisors need more training regarding supervision, talent development, and team relations. Many supervisors lack basic social skills and in turn keep hurting the department's morale, employee relations, and their performance," and "To create a sense of belonging at SJSU is ultimately the goal. But there are so many mid-level and senior managers/administrators that are a detriment to this. I've tried team building with my group and

it gets undermined by unhappy people who are being mismanaged (or worse) who sit just feet away. I can't insulate them from the stress that goes on in other departments. As a leader to see the lack of consistency in the way people are managed, it's hard to build your team up when they are watching others torn apart."

Some respondents commented on the need for a supervision orientation, "The onboarding process is miserable and utterly inadequate. There is no orientation for managers on the evaluation processes. Understanding the budget and procurement? Good luck. Better hope you have a good relationship with the budget person in your division. The diversity and equity training, education and programming that exists is good. But it's barely adequate and seems to exist in an echo chamber - the same people participate all the time and the people who need it the most are too busy, opt out, don't care or avoid it," and "Overall I think lower level staff and faculty seem to be required or have more knowledge about diversity and inequity issues, whereas high level administrators (non-faculty) don't seem to have much knowledge about inequity issues. There are still a few clueless supervisors. Though my supervisor is excellent, anecdotally I've observed poor leadership by others." One respondent connected supervision to fear in the workplace, "As I mentioned previously, people afraid to speak up is an issue. No employee should be afraid of getting on their supervisor's bad side. Perhaps the workload on management is too much or training on delegation is necessary…." Respondents explained the need for more specific coaching and support, "There are a number of supervisors that need to be trained. Although professional development is available through outside entities, most of them are general and don't cover working in a union environment. That is severely needed," "There are many online self-directed management training resources, but self-directed training is difficult. It is hard to determine your own strengths and weaknesses. Coaching or 360 review would help those who want to improve," and "I think there should be more supervisor training for those who want to move up, but are having trouble getting experience."

Child Care. Another theme that emerged from respondents was the need for additional initiatives for child care. Respondents explained, "My children went to the Associated Students Child Development Center. As staff, I paid full price (as opposed to students who paid a reduced/sliding scale price.) Since this was ASCDC, intended for the children of students, that pricing arrangement is understandable. That said, I could barely afford to send them to the

ASCDC -- if I'd had to send both kids at the same time, I might has well have quit and stayed home with them because I'd be pouring all my income into child care. So while child care for staff was technically available, it's not what I'd call affordable at all…," "Also, while there are a couple of child care options here, they are SO expensive. Something affordable so my child can be close but doesn't cost basically my whole check would be great," and "SJSU staff needs support for mothers who have children and need affordable child care. This university makes so much money, it needs to take care of its workers by providing a safe place for their children. It would lead to great work moral and efficiency. Mothers wouldn't have to compromise work to care for children. It would make mothers more productive knowing their children are safe and close by." Other respondents added that child care benefits could improve the climate, "The child care at SJSU is quite expensive for our staff. As a working mom of 2 and 5 years old, this will positively influence climate working at SJSU," and "Yes, SJSU provides daycare through the ASCDC, but it's up for debate whether that child care is 'affordable.' And how much it would impact campus climate would depend upon how much more 'affordable' it could become. If SJSU subsidized the ASCDC so faculty and staff could receive free child care, that would immediately improve campus climate for younger professionals and attract new talent."

Student Respondents' Awareness of Institutional Actions

The survey also asked Student respondents ($n = 2,946$) to consider a similar list of initiatives, provided in Table 136. Eighty-one percent ($n = 2,132$) of the Student respondents thought that diversity and equity training for students was available at SJSU and 19% ($n = 493$) of Student respondents thought that it was not available. Eighty-one percent ($n = 1,722$) of the Student respondents who thought that diversity and equity training for students was available believed that it positively influenced the climate and 80% ($n = 394$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 2,138$) of Student respondents thought that diversity and equity training for staff was available at SJSU and 18% ($n = 453$) of Student respondents thought that it was not available. Eighty-four percent ($n = 1,789$) of Student respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 84% ($n = 379$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-two percent (*n* = 2,083) of Student respondents thought that diversity and equity training for faculty was available at SJSU and 18% (*n* = 466) of Student respondents thought that it was not available. Eighty-four percent (*n* = 1,747) of the Student respondents who thought that diversity and equity training for faculty was available believed that it positively influenced the climate and 84% (*n* = 391) of the Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty percent (*n* = 2,032) of Student respondents thought that diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president) was available at SJSU and 20% (*n* = 516) of Student respondents thought that it was not available. Eighty-one percent (*n* = 1,650) of the Student respondents who thought that diversity and equity training for senior administrators was available believed that it positively influenced the climate and 85% (*n* = 440) of the Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-two percent (*n* = 1,840) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories) was available and 28% (*n* = 711) of Student respondents thought that such a person was not available. Eighty-two percent (*n* = 1,500) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 87% (*n* = 616) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-one percent (*n* = 1,813) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 29% (*n* = 727) of Student respondents thought that such a resource was not available. Eighty percent (*n* = 1,450) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 85% (*n* = 617) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-five percent (*n* = 1,906) of Student respondents thought that increasing opportunities for cross-cultural dialogue between students was available and 25% (*n* = 633) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-three percent (*n* = 1,580) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between students was available believed that it positively influenced the climate and 86% (*n* = 546) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-four percent (*n* = 1,860) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available at SJSU and 26% (*n* = 665) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-two percent (*n* = 1,525) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available believed that they positively influenced the climate and 86% (*n* = 572) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-five percent (*n* = 1,890) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at SJSU and 25% (*n* = 637) of Student respondents thought that it was not available. Eighty percent (*n* = 1,520) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 78% (*n* = 498) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-seven percent (*n* = 2,225) of Student respondents thought that information about policies regarding sexual misconduct, domestic/dating violence, and stalking at new student orientation was available and 13% (*n* = 329) of Student respondents thought that it was not available. Eighty-three percent (*n* = 1,847) of Student respondents who thought that information about policies regarding sexual misconduct, domestic/dating violence, and stalking at new student orientation was available believed that it positively influenced the climate and 84% (*n* = 275) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available

Seventy-six percent ($n = 1,936$) of Student respondents thought that effective faculty mentorship of students was available and 24% ($n = 602$) of Student respondents thought that it was not available. Eighty-five percent ($n = 1,653$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 90% ($n = 543$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-three percent ($n = 2,099$) of Student respondents thought that effective academic advising was available at SJSU and 17% ($n = 440$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 1,821$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 93% ($n = 409$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty percent ($n = 2,026$) of Student respondents thought that diversity training for student staff (e.g., student union, Resident Assistants, Peer Connections) was available and 20% ($n = 512$) of Student respondents thought that it was not available. Eighty-three percent ($n = 1,677$) of Student respondents who thought that diversity training for student staff (e.g., student union, Resident Assistants, Peer Connections) was available believed that it positively influenced the climate and 84% ($n = 431$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 136. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at SJSU | | | | | | | | Initiative NOT available at SJSU | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believed initiative was not available | |
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and equity training for students	1,722	80.8	362	17.0	48	2.3	**2,132**	**81.2**	394	79.9	81	16.4	18	3.7	**493**	**18.8**
Providing diversity and equity training for staff	1,789	83.7	316	14.8	33	1.5	**2,138**	**82.5**	379	83.7	60	13.2	14	3.1	**453**	**17.5**
Providing diversity and equity training for faculty	1,747	83.9	300	14.4	36	1.7	**2,083**	**81.7**	391	83.9	60	12.9	15	3.2	**466**	**18.3**
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	1,650	81.2	343	16.9	39	1.9	**2,032**	**79.7**	440	85.3	63	12.2	13	2.5	**516**	**20.3**
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,500	81.5	306	16.6	34	1.8	**1,840**	**72.1**	616	86.6	70	9.8	25	3.5	**711**	**27.9**
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,450	80.0	317	17.5	46	2.5	**1,813**	**71.4**	617	84.9	81	11.1	29	4.0	**727**	**28.6**

Table 136. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at SJSU								Initiative NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Increasing opportunities for cross-cultural dialogue among students	1,580	82.9	305	16.0	21	1.1	**1,906**	**75.1**	546	86.3	75	11.8	12	1.9	**633**	**24.9**
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,525	82.0	305	16.4	30	1.6	**1,860**	**73.7**	572	86.0	83	12.5	10	1.5	**665**	**26.3**
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,520	80.4	316	16.7	54	2.9	**1,890**	**74.8**	498	78.2	107	16.8	32	5.0	**637**	**25.2**
Providing information about policies regarding sexual misconduct, domestic/dating violence, and stalking at new student orientation	1,847	83.0	340	15.3	38	1.7	**2,225**	**87.1**	275	83.6	45	13.7	9	2.7	**329**	**12.9**
Providing effective faculty mentorship of students	1,653	85.4	263	13.6	20	1.0	**1,936**	**76.3**	543	90.2	49	8.1	10	1.7	**602**	**23.7**
Providing effective academic advising	1,821	86.8	248	11.8	30	1.4	**2,099**	**82.7**	409	93.0	23	5.2	8	1.8	**440**	**17.3**

Table 136. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at SJSU								Initiative NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity training for student staff (e.g., student union, Resident Assistants, Peer Connections)	1,677	82.8	315	15.5	34	1.7	**2,026**	**79.8**	431	84.2	63	12.3	18	3.5	**512**	**20.2**

Note: Table reports responses only from Student respondents (*n* = 2,946).

Qualitative comment analyses

Three hundred and forty-six Undergraduate Student and Graduate Student respondents further elaborated on their responses regarding institutional actions. For Undergraduate Student respondents, four themes emerged: advising, faculty interactions, positive experiences, and lack of information about institutional initiatives. For Graduate Student respondents, two themes emerged: lack of information about institutional initiatives, and diversity and inclusion.

Undergraduate Student Respondents

Advising. A theme that emerged from Undergraduate Student respondents was more support for advising. Respondents shared, "Academic advising is very inefficient. There is no universal procedure for scheduling academic advising appointments. I work as a [redacted], and I get numerous students asking for help on how to find out who their advisor is. The process of scheduling for an appointment differs widely across various departments. There are some departments that assign an advisor to students based on last names, while others personally email students to schedule an appointment," "There are sometimes where I feel like advisors in certain colleges could do a better job at giving student's better advice. I had one advisor recommend I'd take two bio classes, which didn't make sense. If I were to have listen to him, I would have been struggling," and "I think the most important thing would be to not allow the colleges to change a student's advisor every semester. It's hard to build a relationship with an advisor when they're always different. Also make sure the advisors know what they're doing. Dr. [redacted] was not a helpful advisor at all and she felt impossible to reach." Multiple respondents stared concerns about information provided by their advisors, "Academic Advisors do not help and sometimes more harm than good. I feel like only my professors and department chairs know what to do exactly," "My personal experience, as well as many other friends and classmates, has shown that many major advisors can give false information, be discouraging, and not helpful at all. I think the school should educate advisors more about the system and the major requirements," "…In my experiences with advisors, I've been misguided and rushed out of the appointments (when I still had questions/doubts about future semesters and career plans)," and "Please hire people to be advisors who are not professors. These people need to ONLY deal with advising, and specialize in it. I hate so much that I am just expected to know exactly what to take. I barely knew how to USE CANVAS when I went to my first advising appointment, and they were upset

that I didn't have my plan mapped out from the MyProgress area. I felt ridiculed by my advisors. I understand students are responsible to stay on track towards graduation, but due to the actions of my advisors I will have a heavy load for my senior year that could have EASILY been avoided had I been told what major classes I was actually eligible to take my freshman year."

Two respondents illustrated this theme by elaborating on their challenges with their majors, "There was too much miscommunication on academic advising. I switched majors the second semester I was here and thought the MyProgress was up to date with my new major. It wasn't and I had to take more classes than intended. When I went to discuss with the department chair, they told me since I missed one appointment, that is why I messed up when the information was not transparent and updated enough on all formats. Advising and information regarding graduation should be fool-proof and be set up for failure," and "…Genuinely, I know many other students who were also given wrong academic advice from their academic advisors and had to figure out their own academic plan by themselves because the information they were being given was not useful and was incredibly confusing. When discussing classes, often academic advisors do not even remember prerequisites for certain classes and then recommend those classes to students who later realize they cannot even take that recommended course yet. Incredibly frustrating!!"

Faculty Interactions. Another theme that emerged from respondents was overall interactions with faculty. Undergraduate Student respondents indicated that they wanted more support from faculty, "I think most important for myself is providing effective faculty mentorship of students and effective academic advising," "I experienced a hardship while a SJSU student, it was clear I was having a hard time and not one teacher cared enough to reach out even though I expressed to them that I was having a difficult time," and "Professors and faculty should be mindful of circumstances that their students face at the time of a crisis, especially with the worry COVID-19 is bringing to our society. The push of assignments to be completed even with what is happening is completely insensitive. If SJSU really sees itself as very committed to its students and worries about their well-being, then maybe they should show that. Be mindful of the situations people are going through at the moment…." Some respondents described also witnessing bias in the classroom from faculty, "I've seen multiple accounts of upper division business professors belittle someone of ethnic background-- shot in the dark but I don't think they care about the

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'sensitivity' training SJSU does/it doesn't make any difference," and "I do not believe that providing a person to address bias in the classroom would do anything. It might make teachers more aware of how they treat their favorites, but I believe that they will always favor certain students. There are some actions that may not be helpful." Other respondents re-emphasized the need for training, "I do feel like there are certain professors that need to be more educated on the cultural aspect of their students so that they don't offend them although they try their best it does come off wrong sometimes," "Please make instructors from [redacted] finally take a workshop about student mental health and regulate their conduct towards students," and "I believe overall that faculty at SJSU should be educated on transgender problems and difficulties. And I do not mean by some half-explaining, half-reassuring exercises and lectures. There should be fully explained course given to faculty on transgender rights (pronouns, words that give gender exclusion, and offering common inclusion) …."

Positive Experiences. One theme that emerged from respondents was the positive experience on campus. Respondents explained, "As my experience on this wonderful campus. I can say that I'm very pleased with all the services provided by the staff. I am very satisfied and happy to be part of such an amazing university," "I love my time during attending SJSU. This is my last semester here at SJSU, but I will definitely come back to register to obtain my Master degree. Thank you much for all your support," "I believe that SJSU helps students and faculty in any way, shape, or form as needed…," and "I love my campus and feel included here." Respondents stated, "Our institution is very diverse as we welcome people from various culture. There are many great services on campus that support students' needs and their academic performance," "I like the fact that SJSU is transparent and prompt in regards to events that affect the university (i.e. COVID-19, air pollution, etc.). It is my hope that this remains for years to come," and "Several professors in the Sociology department have been able to open the floor for dialogue amongst students, or allowing for a safe and healthy expression when issues arise in class that relate to class, race, and sexism. I believe this department is well prepared and efficient in opening dialogue for students, and they could help develop or assist other professors in creating healthier environments where student diversity in status, race, gender, and class can be respected."

Lack of Information About Institutional Initiatives. Another theme was the lack of information about institutional initiatives. Respondents stated, "I can't comment on most of these since I don't encounter those initiatives or don't know about a lack of availability," "I can't tell if it's because i haven't looked for it or because I haven't noticed but I really can't tell if some of these exist already," and "I don't know much about if these things are being done on campus or not, so if they are being done, there clearly needs to be better/different marketing. I think all of these are beneficial, and even if they're not, they won't hurt." One respondent stated, "This question was confusing because I have NO IDEA if these services are available or not besides the diversity and sexual misconduct trainings we get at orientation. How would I know if faculty/staff get training on diversity? I'm not faculty/ staff! If I had to guess: they don't. The syllabi are too white and the professors regularly leave out race even when it is relevant to the fact they are attempting to teach us! And I feel like the orientation trainings have no effect. It would probably help if the person trying to teach us about diversity wasn't a presumable white, cis, abled man."

Graduate Student Respondents

Lack of Information About Institutional Initiatives. Graduate Student respondents indicated that they did not have much information about institutional initiatives on campus, "Some of these programs may exist but I am unaware of them," "I feel like I do not have nearly enough exposure or insight to things that would give me the info to answer these items accurately," and "To be honest, I don't know how many of these initiatives are actually available at SJSU." Other respondents shared that their personal circumstances affected their knowledge of institutional initiatives, "I am on campus 6 hours a week. I really don't know much about what is going on," "I am a first-year grad student who lives an hour from SJ, so I don't get involved/know much about what is available on campus," and "As a 100% online student, I don't really know what trainings/etc. are offered/mandatory at SJSU. I vaguely remember a training session related to anti-harassment policies and such, but as someone who a) is 100% online and b) very aware of institutional practices in these areas in general, though not specifically SJSU, it wasn't very memorable."

Diversity and Inclusion. Respondents had mixed sentiments about diversity and inclusion initiatives at SJSU. Some respondents indicated that they believed that these initiatives fostered a

positive climate at the University, "If it helps with the climate or not - I think it does, and at the very least it is educational, and it helps people to be at least respectful or conscious of differences," "This would positively influence SJSU climate," and "While there is a lot of benefits and focus on providing information on the things above, I think it is also important to consider the spaces. For example, is the room contributing to the lack of diversity or dialogue?" One respondent added that trainings should be mandatory, "I think that all professors teaching classes that address issues of diversity in the curriculum should be required to receive up to date diversity training." Other respondents questioned the effectiveness of the design of the trainings: "Many of the initiatives (if they are available on campus) does not have a meaningful influence on campus climate, because those initiatives are ultimately just 'trainings' that talk about issues of inequity and inequality (that if SJSU staff and faculty) are like my work's staff and faculty, the training's offered are just mandatory courses that employees take so employers can provide documentation that the training's were provided. It does not change the person (or employees) biased responses, or reduces one's experiences of discrimination perpetuated by faculty or staff microaggressions or personal biases. In my opinion, the only way to affect change constructively, is if students/faculty are made personally aware (through experiential training) to know what it feels like to be oppressed or discriminated against, as a marginalized population, and how this pain impacts them. And see? How can just one training incorporate 'all of this?' Implementing issues of racism, oppression, bias via ethnic and cultural diversity trainings at SJSU, involves a bottom up (from the student perspectives) which is difficult (but not impossible) to do," and "The most effective practice is communication with peers. All the really boring computer based training in the world will not change people's actions of perceptions." Additionally, a respondent shared, "…With the way people respond to required sexual harassment education courses, anecdotally, many students rolled their eyes and skirted through this requirement -- even when these same anecdotal people knew individuals who had been sexually harassed, assaulted, or raped during their undergraduate career. I'm not exactly sure how this kind of content/learning can be made to resonate more with students in ways that they will take it seriously or see it as something that matters to them."

Some respondents also indicated that they believed these initiatives had no effect or a negative effect on campus, "Codifying and institutionalizing fairness, openness and inclusion can only have a limited positive effect. While minimum standards of structural impartiality and mutual

respect must be observed, a far deeper and necessary level of cooperation can be achieved through courageous, often spontaneous engagement between individual pairs or groups of people. Mandatory, burdensome, lengthy training or any atmosphere of hypersensitivity to perceived offense will injure the campus climate," "I feel all these bs trainings that are offered are useless. Take Title 9 training. The gist of title 9 is sexual assault is bad/can't happen at school because it discriminates on gender. Making students sit through a 2 hour online class isn't going to give them some sort of revelation that sexual assault is bad…," and "…The more mandatory classes and training you make students and staff take the less attention they are going to pay to them. You really think a sexual predator is going to give up being a sexual predator because they took some stupid online class? You really think someone who is racist is going to revoke their racist ways because you make them take a whole semester course on it, instead of a course they actually want to take or might make them more resentful and racist. People who reform from being a racist typically don't do so because they are forced to. It happens naturally. Or it doesn't. I've seen several enforced diversity initiatives now in my career and my sense is that they do everyone a disservice: those who they are supposed to benefit are tortured by a sense of illegitimacy. Those who are negatively affected by them or not affected do not value diversity any more or less…."

Summary

Perceptions of SJSU's actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on SJSU's campus. If, in fact, these initiatives are available, SJSU would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Moving Forward

Embarking on this campus-wide assessment is further evidence of SJSU's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within SJSU and to shed light on respondents' personal experiences and observations of living, learning, and working at SJSU. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the SJSU community.

Different from previous campus-wide surveys, the "*San José State University: Assessment of Climate for Learning, Living, and Working,*" was underway when the COVID-19 pandemic forced colleges and universities to shift to online instruction and close most of their on campus activities and services in order to follow state stay-at-home orders. Certainly, these circumstances have influenced the experiences of SJSU's community of students, faculty, and staff members and have been noted, to an extent, in this report.

Assessments and reports, however, are not enough to effect change. Developing a strategic actions and implementation plan is critical to improving the campus climate, even as institutions of higher education grapple with financial and other operational challenges resulting from the COVID-19 situation. Though the process may be more arduous owing to the pandemic's effects, SJSU will want to use the assessment data to build on the successes and address the challenges uncovered in the report to follow through with its commitment at the outset of the project. R&A encourages the CCBC and the SJSU community to develop and undertake two or three measurable action items based on the findings in this report. Furthermore, SJSU may choose to repeat the assessment process at regular intervals to respond to the ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #116, #117, #118, #119, and #120)

Appendix D – Survey: *San José State University Assessment of Climate for Learning, Living, and Working*

Appendix A – Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Women	1,419	61.0	394	63.5	393	58.1	430	63.7	2,636	61.3
	Men	771	33.1	186	30.0	245	36.2	213	31.6	1,415	32.9
	Trans-spectrum	125	5.4	37	6.0	31	4.6	17	2.5	210	4.9
	Missing/Not Listed	11	0.5	3	0.5	8	1.2	15	2.2	37	0.9
Racial identity	Asian/South Asian	651	28.0	209	33.7	97	14.3	108	16.0	1,065	24.8
	Black/African/African American	66	2.8	15	2.4	10	1.5	35	5.2	126	2.9
	Filipinx	101	4.3	7	1.1	3	0.4	25	3.7	136	3.2
	Hispanic/Latinx/Chicanx	625	26.9	70	11.3	44	6.5	124	18.4	863	20.1
	Historically Underserved	147	6.3	31	5.0	59	8.7	40	5.9	277	6.4
	Multiracial	349	15.0	101	16.3	82	12.1	82	12.1	614	14.3
	White/European American	358	15.4	167	26.9	358	52.9	232	34.4	1,115	25.9
	Missing	29	1.2	20	3.2	24	3.5	29	4.3	102	2.4
Sexual identity	Queer-spectrum	335	14.4	441	71.1	528	78.0	522	77.3	3,159	73.5
	Heterosexual	1,668	71.7	79	12.7	67	9.9	49	7.3	530	12.3
	Bisexual/Pansexual	225	9.7	47	7.6	32	4.7	29	4.3	333	7.7
	Missing/Not Listed	98	4.2	53	8.5	50	7.4	75	11.1	276	6.4
Citizenship status	U.S. Citizen-Birth	1,368	58.8	309	49.8	431	63.7	419	62.1	2,527	58.8
	U.S. Citizen-Naturalized	646	27.8	129	20.8	181	26.7	224	33.2	1,180	27.5
	Non-U.S. Citizen	266	11.4	175	28.2	55	8.1	25	3.7	521	12.1
	Missing	46	2.0	7	1.1	10	1.5	7	1.0	70	1.6
Disability status	Single Disability	173	7.4	51	8.2	64	9.5	47	7.0	335	7.8

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
	No Disability	2,027	87.1	529	85.3	577	85.2	589	87.3	3,722	86.6
	Multiple Disabilities	107	4.6	32	5.2	24	3.5	27	4.0	190	4.4
	Unknown/Missing/Not Listed	15	0.6	6	1.0	7	1.0	5	0.7	33	0.8
	Buddhist Affiliation	135	5.8	15	2.4	16	2.4	32	4.7	198	4.6
	Christian Affiliation	849	36.5	167	26.9	185	27.3	303	44.9	1,504	35.0
	Hindu Affiliation	57	2.5	97	15.6	16	2.4	11	1.6	181	4.2
	Jewish Affiliation	15	0.6	11	1.8	23	3.4	9	1.3	58	1.3
Religious/spiritual affiliation	Muslim Affiliation	57	2.5	17	2.7	11	1.6	5	0.7	90	2.1
	Many and Diverse Religious Affiliations	68	2.9	27	4.4	19	2.8	18	2.7	132	3.1
	No Affiliation	969	41.7	218	35.2	295	43.6	231	34.2	1,713	39.9
	Multiple Affiliations	107	4.6	45	7.3	56	8.3	22	3.3	230	5.4
	Unknown/Missing	69	3.0	23	3.7	56	8.3	44	6.5	192	4.5

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your <u>primary</u> position at SJSU? (Question 1)

Position	n	%
Undergraduate student	**2,326**	**54.1**
Started at SJSU as a first-time, first-year student	1,313	56.4
Transferred to SJSU from another institution	956	41.1
Re-entry student (i.e., returning to college after an extended period)	57	2.5
Graduate student (includes Credential students)	**620**	**14.4**
Faculty (includes Counselors and Librarians)	**677**	**15.8**
Lecturer (or equivalent)	385	56.9
Assistant professor (or equivalent)	108	16.0
Associate professor (or equivalent)	60	8.9
Professor (or equivalent)	124	18.3
Staff (including coaches and MPPs)	**675**	**15.7**
Non-Exempt (Hourly)	177	26.2
Exempt (Salary)	498	73.8

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that <u>primary</u> position? (Question 2)

Status	n	%
Full-time	3,563	83.1
Part-time	726	16.9
Missing	9	0.2

Table B3. Students only: What proportion of your classes have you taken exclusively online at SJSU? (Question 3)

Percentage of online classes	n	%
All	342	11.6
Most	140	4.8
Some	1,353	45.9
None	1,111	37.7
Missing	0	0.0

Note: Table includes responses only from only those respondents who indicated that they were Students in Question 1 ($n = 2,946$).

Table B4. What is your gender/gender identity? (Mark all that apply.)
(Question 46)

Gender identity	*n*	%
Woman	2,685	62.5
Man	1,449	33.7
Gender Non-Conforming	56	1.3
Nonbinary	55	1.3
Questioning/Not Sure	39	0.9
Genderfluid	32	0.7
Genderqueer	31	0.7
Transgender	24	0.6
Two-Spirit	10	0.2
Intersex	3	0.1
A gender not listed here	32	0.7

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B5. Although the categories listed below may not represent your full
identity or use the language you prefer, for the purpose of this survey, please
indicate which choice below most accurately describes your sexual identity.
(Mark all that apply.) (Question 47)

Sexual identity	*n*	%
Heterosexual	3,261	75.9
Bisexual	365	8.5
Questioning/Not sure	143	3.3
Gay	120	2.8
Pansexual	114	2.7
Queer	104	2.4
Asexual/Aromantic	94	2.2
Fluid	65	1.5
Lesbian	63	1.5
Two-Spirit	11	0.3
A sexual identity not listed here	56	1.3
Demisexual*	10	0.2

Note: Percentages may not sum to 100 as a result of multiple response choices.
*Demisexual was added based on respondent's write-in responses

Table B6. What is your citizenship/immigrant status in U.S.? (Question 48)

Citizenship/immigrant status	*n*	%
U.S. citizen, birth	2,527	58.8
U.S. citizen, naturalized	1,180	27.5
Temporary resident – International student	211	4.9
Permanent immigrant Status (e.g., lawful legal resident, refugee, asylee, T Visa, VAWA)	194	4.5
Discretionary status (e.g., TPS, DACA)	55	1.3
Temporary resident – Dual intent worker (e.g., H-1B visa holder) or other temporary worker status	27	0.6
Unprotected status (not protections)	11	0.3
Other legally documented status	23	0.5
Missing	70	1.6

Table B7. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 49)

Racial/ethnic identity	*n*	%
White/European	1,498	34.9
Asian	1,119	26.0
Hispanic/Latinx/Chicanx	1,108	25.8
Filipinx	221	5.1
Black/African/African American	190	4.4
Multiracial/Multiethnic/Multicultural	145	3.4
South Asian	144	3.4
Southeast Asian	135	3.1
Jewish	115	2.7
American Indian/Native	113	2.6
Middle Eastern	109	2.5
Pacific Islander	61	1.4
Native Hawaiian	12	0.3
Alaska Native	3	0.1
A racial/ethnic identity not listed here	48	1.1

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B8. What is your age? (Question 50)

Age	*n*	%
19 or younger	569	13.2
20–21	700	16.3
22–24	675	15.7
25–34	851	19.8
35–44	445	10.4
45–54	434	10.1
55–64	316	7.4
65–74	113	2.6
75 and older	15	0.3
Missing	180	4.2

Table B9. What is current political party affiliation? (Question 51)

Political affiliation	*n*	%
Democrat	2,294	53.4
No political affiliation	1,314	30.6
Independent	256	6.0
Republican	200	4.7
Libertarian	46	1.1
Green	32	0.7
Political affiliation note listed above	76	1.8
Missing	80	1.9

Table B10. How would you describe your current political views? (Question 52)

Political views	*n*	%
Very conservative	58	1.3
Conservative	271	6.3
Moderate	1,586	36.9
Liberal	1,418	33.0
Very liberal/Progressive	833	19.4
Missing	132	3.1

Table B11. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 53)

Parenting or caregiving responsibility	*n*	%
No	**3,112**	**72.4**
Yes	**1,147**	**26.7**
Children 5 years old or under	269	23.5
Children 6–18 years old	547	47.7
Children over 18 years old, but still legally dependent (e.g., in college, disabled)	167	14.6
Independent adult children over 18 years old	72	6.3
Partner(s) with a disability or illness	46	4.0
Senior/elder	293	25.5
Additional family member not listed	99	8.6
A substantial parenting or caregiving responsibility not listed here (e.g., friends, pregnant, adoption pending)	37	3.2
Missing	**39**	**0.9**

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B12. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, family member)? If so, please indicate your primary status. (Question 54)

Military status	*n*	%
I have never served in the U.S. Armed Forces.	3,837	89.3
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	152	3.5
I am a Veteran (have served, but not currently serving).	76	1.8
I am currently a member of the Reserves (but not in ROTC).	11	0.3
I am in ROTC.	8	0.2
I am currently on active duty.	3	0.1
I am currently a member of the National Guard (but not in ROTC).	2	0.0
Missing	209	4.9

Table B13. What is the highest level of education achieved by your primary caregiver(s) (i.e., people who raised you? (Question 55)

Level of education	Caregiver 1		Caregiver 2		Caregiver 3		Caregiver 4	
	n	%	*n*	%	*n*	%	*n*	%
No high school	472	11.0	448	10.4	67	1.6	41	1.0
Some high school	388	9.0	363	8.4	36	0.8	26	0.6
Completed high school/GED	644	15.0	662	15.4	66	1.5	43	1.0
Some college	566	13.2	579	13.5	51	1.2	26	0.6
Business/technical certificate/degree	94	2.2	130	3.0	9	0.2	5	0.1
Associate's degree	202	4.7	187	4.4	10	0.2	6	0.1
Bachelor's degree	849	19.8	823	19.1	72	1.7	31	0.7
Some graduate work	56	1.3	52	1.2	4	0.1	2	0.0
Master's degree (e.g., MA, MS, MFA, MBA)	582	13.5	366	8.5	33	0.8	17	0.4
Specialist degree (e.g., EdS)	15	0.3	17	0.4	1	0.0	2	0.0
Doctoral degree (e.g., PhD, EdD)	166	3.9	67	1.6	10	0.2	5	0.1
Professional degree (e.g., MD, JD)	96	2.2	51	1.2	6	0.1	2	0.0
Unknown	48	1.1	90	2.1	74	1.7	79	1.8
Not applicable	83	1.9	313	7.3	2,253	62.6	2,335	54.3
Missing	37	0.9	150	3.5	1,606	37.4	1,678	39.0

Table B14. Students Only: Are you a former foster youth (i.e., have you experienced foster care, are/were a ward of the court, or are/were under legal guardianship? (Question 56)

Former foster youth	n	%
Yes	61	2.1
No	2,878	97.7
Missing	7	0.2

Note: Table includes responses only from only those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

Table B15. Faculty/Staff only: What is your highest level of education? (Question 57)

Level of education	n	%
No high school	5	0.4
Some high school	5	0.4
Completed high school/GED	21	1.6
Some college	48	3.6
Business/technical certificate/degree	16	1.2
Associate's degree	29	2.1
Bachelor's degree	233	17.2
Some graduate work	53	3.9
Master's degree (e.g., MA, MS, MFA, MBA, MLS)	467	34.5
Specialist degree (e.g., EdS)	9	0.7
Doctoral degree (e.g., PhD, EdD)	433	32.0
Professional degree (e.g., MD, JD)	16	1.2
Missing	17	1.3

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,352).

Table B16. Faculty/Staff only: How long have you been employed at SJSU? (Question 58)

Length of employment	n	%
Less than one year	175	12.9
1–5 years	463	34.2
6–10 years	207	15.3
11–15 years	215	15.9
16–20 years	119	8.8
More than 20 years	161	11.9
Missing	12	0.9

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,352).

Table B17. Undergraduate Students only: How many years have you been enrolled at SJSU? (Question 59)

Years attended SJSU	*n*	%
Up to one year	877	37.7
Two years	647	27.8
Three years	440	18.9
Four years	212	9.1
Five years	113	4.9
Six or more years	32	1.4
Missing	5	0.2

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,326).

Table B18. Graduate Students only: Where are you in your graduate studies program at SJSU? (Question 60)

Years attended SJSU	*n*	%
Certificate student	**18**	**2.9**
Credential student	**29**	**4.7**
Master degree student	**568**	**91.6**
First year	269	51.5
Second year	186	35.6
Third year	48	9.2
Fourth year or more	19	3.6
Doctoral degree student	**4**	**0.6**
First year	0	0.0
Second year	0	0.0
Third year	1	25.0
Fourth year or more	2	50.0
Missing	1	25.0
Missing	**1**	**0.2**

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 620).

Table B19. Faculty only: With which academic division are you <u>primarily affiliated</u> at this time? (Question 61)

Academic division/college	*n*	%
College of Humanities and the Arts	154	22.7
College of Social Sciences	116	17.1

College of Health and Human Sciences	113	16.7
College of Science	95	14.0
Charles W. Davidson College of Engineering	52	7.7
Connie L. Lurie College of Education	51	7.5
Lucas College and Graduate School of Business	45	6.6
Counseling and Psychological Services, College of Professional and Global Education, Martin Luther King, Jr. Library	33	4.9
Missing	18	2.7

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 ($n = 677$).

Table B20. Staff only: With which work unit or academic college/school are you primarily affiliated at this time? (Question 62)

Academic college/school unit	*n*	%
Student Affairs (including Student Union, Associated Students)	164	24.3
Administration and Finance (including Spartan Shops, Spartan Eats)	92	13.6
Academic Affairs (including College of Graduate Studies)	54	8.0
Division of Information Technology	44	6.5
Office of the President (including Office of Diversity, Equity, and Inclusion, Immediate Office of the President, Strategic Communications and Marketing, and University Personnel)	40	5.9
University Library	32	4.7
University Advancement (including Tower Foundation)	29	4.3
College of Humanities & the Arts	24	3.6
College of Health and Human Sciences	22	3.3
College of Science	21	3.1
College of Social Sciences	19	2.8
Intercollegiate Athletics	16	2.4
Division of Research and Innovation and SJSU Research Foundation	16	2.4
Charles W. Davidson College of Engineering	14	2.1
College of Professional & Global Education	13	1.9
Lucas College and Graduate School of Business	11	1.6
Connie L. Lurie College of Education	10	1.5
Missing	54	8.0

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 ($n = 675$).

Table B21. Undergraduate Students only: What is your academic major? (Mark all that apply.) (Question 63)

Major	*n*	%
Undeclared	72	3.1
Pre-nursing	22	0.9
Business Administration – Accounting	64	2.8
Business Administration – Accounting Information Systems	2	0.1
Business Administration – Business Analytics	6	0.3
Business Administration – Corporate Accounting and Finance	14	0.6
Business Administration – Entrepreneurship	17	0.7
Business Administration – Finance	45	1.9
Business Administration – General Business	27	1.2
Business Administration – Global Operations Management	10	0.4
Business Administration – Human Resource Management	27	1.2
Business Administration – International Business	27	1.2
Business Administration – Management	58	2.5
Business Administration – Management Information Systems	52	2.2
Business Administration – Marketing	70	3.0
Education – Child and Adolescent Development	73	3.1
Education – Communicative Disorders and Sciences	15	0.6
Education – All Credential Programs	4	0.2
Engineering – Aerospace	19	0.8
Engineering – Aviation	22	0.9
Engineering – Biomedical Engineering	25	1.1
Engineering – Chemical and Materials Engineering	26	1.1
Engineering – Civil and Environmental Engineering	29	1.2
Engineering – Computer Engineering	45	1.9
Engineering – Electrical Engineering	27	1.2
Engineering – General	4	0.2
Engineering – Industrial Technology	27	1.2
Engineering – Industrial and Systems Engineering	36	1.5
Engineering – Mechanical Engineering	51	2.2
Engineering – Software Engineering	43	1.8
Humanities and Arts – Art	62	2.7
Humanities and Arts – Creative Arts, Dance, Theatre Arts	11	0.5
Humanities and Arts – Design Studies	105	4.5
Humanities and Arts – English	28	1.2

Humanities and Arts – Humanities, Linguistics, Philosophy	13	0.6
Humanities and Arts – Journalism	32	1.4
Humanities and Arts – Liberal Studies	24	1.0
Humanities and Arts – Music	15	0.6
Humanities and Arts – Television-Radio-Film	23	1.0
Humanities and Arts – World Language and Literatures	13	0.6
Health and Human Sciences – Hospitality, Tourism, Event Management	17	0.7
Health and Human Sciences – Justice Studies	81	3.5
Health and Human Sciences – Kinesiology	94	4.0
Health and Human Sciences – Nursing	54	2.3
Health and Human Sciences – Nutritional Science and Applied Nutrition	41	1.8
Health and Human Sciences – Public Health and Recreation	113	4.9
Health and Human Sciences – Social Work	28	1.2
Science – Biological Sciences	88	3.8
Science – Chemistry	28	1.2
Science – Computer Science	67	2.9
Science – Earth Science, Geology, Meteorology, Physics	14	0.6
Science – Mathematics	35	1.5
Social Sciences – Anthropology	26	1.1
Social Sciences – Communication Studies	59	2.5
Social Sciences – Economics	18	0.8
Social Sciences – Environmental Studies	45	1.9
Social Sciences – Geography, Global Studies	9	0.4
Social Sciences – History	27	1.2
Social Sciences – Political Science	42	1.8
Social Sciences – Psychology	159	6.8
Social Sciences – Sociology, African-American Studies, Chicano and Chicano Studies	106	4.6

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (n = 2,326). Percentages may not sum to 100 as a result of multiple response choices.

Table B22. Graduate Students only: What is your academic division? (Mark all that apply.) (Question 64)

Academic division.	*n*	%
Lucas College and Graduate School of Business	26	4.2
Connie L. Lurie College of Education	69	11.3
Charles W. Davidson College of Engineering	155	25.3
College of Health and Human Sciences	84	13.7
College of Humanities and the Arts	44	7.2
College of Professional and Global Education	61	10.0
College of Science	43	7.0
College of Social Sciences	70	11.4
Undergraduate Education (select this option only if you are in Undergraduate Special Major)	3	.5
Graduate Studies (select this option only if you are a Graduate Interdisciplinary Studies major)	57	9.3
Missing	8	1.3

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 620). Percentages may not sum to 100 as a result of multiple response choices.

Table B23. Do you have a condition/disability that influences your learning, working, or living activities? (Question 65)

Condition	*n*	%
No	3,722	86.6
Yes	558	13.0
Missing	18	0.4

Table B24. Which of the following listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 66)

Condition	*n*	%
Mental health (e.g., anxiety, depression)	246	44.1
Medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	138	24.7
Attention Deficit Hyperactivity Disorder (ADHD)	114	20.4
Learning disability	90	16.1
Physical Impairment	53	9.5
Mobility Impairment	39	7.0
Autism Spectrum Disorder (ASD)	33	5.9
Deaf of hard of hearing	26	4.7
Blind or visually impaired	22	3.9

Acquired/traumatic brain injury	18	3.2
Speech/communication impairment	9	1.6
A disability/condition not listed here	20	3.6

Note: Table includes responses from only those respondents who indicated that they have a disability in Question 65 (*n* = 558). Percentages may not sum to 100 as a result of multiple response choices.

Table B25. Students only: Are you receiving accommodations through the Accessible Education Center (AEC)? (Question 67)

Receiving accommodations	*n*	%
No	241	62.8
Yes	143	37.2
Missing	0	0.0

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 65 (*n* = 384).

Table B26. Faculty/Staff only: Are you receiving accommodations for your disability? (Question 68)

Receiving accommodations	*n*	%
No	133	76.4
Yes	37	21.3
Missing	4	2.3

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a disability in Question 65 (*n* = 174).

Table B27. Please select the option that most closely describes your language use? (Question 69)

English primary language	*n*	%
English is my primary language, but I speak one or more other languages	1,722	40.1
English is the only language I speak	1,693	39.4
English is not my primary language, but I speak one or more other languages	766	17.8
Missing	117	2.7

Table B28. What is your religious or spiritual identity? (Mark all that apply.) (Question 70)

Religious/spiritual identity	*n*	%
Agnostic	487	11.3
Atheist	385	9.0
Baha'i	7	0.2
Buddhist	275	6.4
Christian	1,614	37.6

390

**Table B28. What is your religious or spiritual identity? (Mark all that apply.)
(Question 70)**

Religious/spiritual identity	*n*	%
African Methodist Episcopal	2	0.1
African Methodist Episcopal Zion	1	0.1
Assembly of God	12	0.9
Baptist	96	7.1
Catholic/Roman Catholic	822	51.3
Church of Christ	26	1.9
Church of God in Christ	5	0.4
Christian Methodist Episcopal	2	0.1
Christian Orthodox	10	0.7
Christian Reformed Church (CRC)	2	0.1
Episcopalian	38	2.8
Evangelical	31	2.3
Greek Orthodox	5	0.4
Jehovah's Witness	7	0.5
Lutheran	35	2.6
Mennonite	2	0.1
Moravian	0	0.0
Nondenominational Christian	158	11.7
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	8	0.6
Pentecostal	34	2.5
Presbyterian	47	3.5
Protestant	44	3.3
Protestant Reformed Church (PR)	1	0.1
Quaker	5	0.4
Reformed Church of America (RCA)	2	0.1
Russian Orthodox	5	0.4
Seventh Day Adventist	10	0.7
The Church of Jesus Christ of Latter-day Saints	20	1.5
United Methodist	27	2.0
United Church of Christ	8	0.6
A Christian affiliation not listed here	31	2.3
Confucianist	8	0.2
Druid	3	0.1
Hindu	203	4.7

Table B28. What is your religious or spiritual identity? (Mark all that apply.)
(Question 70)

Religious/spiritual identity	*n*	%
Jain	10	0.2
Jewish	95	2.2
Conservative	9	9.5
Orthodox	3	3.2
Reform	50	52.6
A Jewish affiliation not listed here	17	17.9
Muslim	97	2.3
Ahmadi	0	0.0
Shi'ite	9	9.3
Sufi	3	3.1
Sunni	59	60.8
A Muslim affiliation not listed here	3	3.1
Native American Traditional Practitioner or Ceremonial	20	0.5
Pagan	29	0.7
Rastafarian	3	0.1
Scientologist	3	0.1
Secular Humanist	17	0.4
Shinto	3	0.1
Sikh	31	0.7
Taoist	19	0.4
Tenrikyo	16	0.4
Unitarian Universalist	12	0.3
Wiccan	374	8.7
Spiritual but no religious affiliation	372	8.7
No affiliation	732	17.0
A religious affiliation or spiritual identity not listed above	64	1.5

Table B29. Students only: Do you receive substantial financial support from a family
member or guardian to assist with your living/educational expenses (e.g., living at
home, tuition assistance, food assistance)? (Question 71)

Receive financial support	*n*	%
Yes	1,782	60.5
No	1,097	37.2
Missing	67	2.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

Table B30. Students only: What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 72)

Income	*n*	%
$29,999 and below	849	28.8
$30,000 - $49,999	470	16.0
$50,000 - $69,999	365	12.4
$70,000 - $99,999	378	12.8
$100,000 - $149,999	385	13.1
$150,000 - $199,999	179	6.1
$200,000 - $249,999	103	3.5
$250,000 - $499,999	66	2.2
$500,000 or more	19	0.6
Missing	132	4.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

Table B31. Students only: Where do you live? (Question 73)

Residence	*n*	%
Campus housing	**420**	**14.3**
Campus Village A	15	4.3
Campus Village B	161	45.7
Campus Village C	49	13.9
Campus Village 2	49	13.9
Washburn-The Bricks	21	6.0
Joe West	57	16.2
Non-campus housing	**2,142**	**72.7**
College-owned housing	8	0.4
Fraternity/Sorority housing	19	1.0
Independently in an apartment/house	955	51.5
Living with family member/guardian	873	47.0
SJSU International House	1	0.1
Other	**365**	**12.4**
Missing	**19**	**0.6**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

Table B32. Students only: Since having been a student at SJSU, have you been a member or participated in any of the following? (Mark all that apply.) (Question 74)

Clubs/organizations	*n*	%
I do not participate in any clubs or organizations at SJSU (cannot select this and another option)	1,344	45.6
Culture-specific organization (e.g., Native American Student Organization, Vietnamese Student Association, Black Student Union, Queers Thoughtfully Interrupting Prejudice, M.E.Ch.A de SJSU)	329	11.2
Professional or pre-professional organization (e.g., Society for Human Resource Management, South Bay Assembly of Nursing, American Society of Mechanical Engineers)	302	10.3
Academic and academic honorary organizations (e.g., Tau Beta Pi, Alpha Kappa Psi, Phi Alpha Theta, Health Science Honor Society)	295	10.0
Social club (e.g., Board Game Club, Pokémon Go Club)	172	5.8
Greek letter organization (e.g., Zeta Phi Beta, Kappa Sigma, Delta Zeta, Alpha Sigma Phi)	171	5.8
Club sport (e.g., Badminton Club, Competitive Dance, Men's Lacrosse, Spartan Quidditch, Club Boxing, Overwatch)	144	4.9
Religious or spirituality-based organization (e.g., Sikh Student Association, International Youth Fellowship)	126	4.3
Recreational organization (e.g., Intramural sports, Spartan Recreation Outdoor Adventures, Fitness)	99	3.4
Health and wellness organization (e.g., Peer Health Educators, Active Minds, Women's Wellness)	77	2.6
Athletic team (e.g., Volleyball, Women's/Men's Basketball, Football, Swim Team)	73	2.5
Performance organization (e.g., Pride of the Pacific Islands, Grupo Folklórico Luna y Sol, Hip Hop Club, Spartan Mambo Salsa Team)	68	2.3
Governance organization (e.g., Associated Students, Residence Hall Association)	64	2.2
Political or issue-oriented organization (e.g., College Republicans, Spartans for Sustainability, Pi Sigma Alpha)	50	1.7
Publication/media organization (e.g., The Spartan Daily)	34	1.2
A student organization not listed above	352	11.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946). Percentages may not sum to 100 as a result of multiple response choices.

Table B33. Students only: At the end of your last semester, what was your cumulative SJSU grade point average? (Question 75)

GPA	n	%
No GPA at this time—first semester at SJSU	150	5.1
3.75–4.00	748	25.4
3.50–3.74	481	16.3
3.25–3.49	458	15.5
3.00–3.24	423	14.4
2.75–2.99	326	11.1
2.50–2.74	137	4.7
2.25–2.49	81	2.7
2.00–2.24	61	2.1
Below 2.00	66	2.2
Missing	15	0.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

Table B34. Students only: Have you experienced financial hardship while a member of the SJSU community? (Question 76)

Financial hardship	n	%
No	**1,480**	**50.2**
Yes, I have had difficulty affording…	**1,437**	**48.8**
Tuition and fees	855	59.5
Books/course materials	850	59.2
Housing	778	54.1
Food	710	49.4
Transportation (e.g., commuting, parking, to/from internship)	500	34.8
Cost when I'm not enrolled in classes (e.g., summer, winter break)	436	30.3
Health care (e.g., mental and physical health)	408	28.4
Participation in social events	359	25.0
Other campus fees	335	23.3
Studying abroad	326	22.7
Alternative spring breaks and other SJSU volunteer trips	263	18.3
Travel to and from SJSU (e.g., returning home from break)	233	16.2
Professional development (e.g., conference travel)	225	15.7
Unpaid internships	197	13.7
Cocurricular events or activities	195	13.6

Research activities	120	8.4
Child/family care	99	6.9
Other volunteer opportunities	99	6.9
Travel during mandatory evacuation	54	3.8
A financial hardship not listed here	73	5.1
Missing	**29**	**1.0**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 2,946$). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B35. Students only: How are you currently paying for your education at SJSU? (Mark all that apply.) (Question 77)

Source of funding	n	%
Family/Friend contribution	1,320	44.8
State and/or federal grants (e.g., Cal Grants, Pell)	1,147	38.9
Loans	903	30.7
Personal contribution/job	709	24.1
Credit card	468	15.9
Campus employment	231	7.8
Non-need-based scholarship (e.g., merit, ROTC)	132	4.5
Need-based scholarship (e.g., Gates)	117	4.0
Military educational benefits (e.g., GI Bill, NGEAP)	72	2.4
Graduate assistantship/research assistantship	33	1.1
Public assistance	29	1.0
Residential Assistant	17	0.6
Fellowship	12	0.4
Home country contribution	10	0.3
Teacher/mentor contribution	6	0.2
A method of payment not listed here	165	5.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 2,946$). Percentages may not sum to 100 as a result of multiple response choices.

Table B36. Students only: Are you employed on campus, off campus, or both during the academic year? (Question 78)

Employed	*n*	%
No, I am not employed	**1,170**	**39.7**
Yes, I work on campus	**546**	**18.5**
1–10 hours/week	184	34.5
11–20 hours/week	311	58.3
21–30 hours/week	28	5.3
31–40 hours/week	9	1.7
More than 40 hours/week	1	0.2
Yes, I work off campus	**1,282**	**43.5**
1–10 hours/week	231	18.5
11–20 hours/week	456	36.5
21–30 hours/week	282	22.6
31–40 hours/week	201	16.1
More than 40 hours/week	79	6.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

Table B37. How many minutes do you commute to SJSU one-way? (Question 79)

Minutes	*n*	%
10 or fewer	1,035	24.1
11–20	922	21.5
21–30	833	19.4
31–40	438	10.2
41–50	261	6.1
51–60	250	5.8
60–90	349	8.1
90 or more	150	3.5
Missing	60	1.4

Table B38. What is your method of transportation to SJSU? (Question 80)

Method of transportation	*n*	%
Personal vehicle	2,247	52.3
Walk	1,131	26.3
VTA	952	22.1
Carpool	330	7.7
Public bus	294	6.8

Bicycle/skateboard/scooter	292	6.8
Public transportation	251	5.8
Ride-sharing services (e.g., Lyft, Uber, Waze Carpool)	134	3.1
Caltrain	110	2.6
BART	100	2.3
Ride-sharing bicycles/scooters	65	1.5
Highway 17 Express	52	1.2
ACE	49	1.1
AC Transit	40	0.9
Amtrak	37	0.9
Mobility device	21	0.5
Ferry	3	0.1
Greyhound	3	0.1
Other method not listed	201	4.7

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B39. Overall, how comfortable are you with the climate at SJSU? (Question 4)

Comfort	*n*	%
Very comfortable	801	18.7
Comfortable	2,263	52.7
Neither comfortable nor uncomfortable	871	20.3
Uncomfortable	296	6.9
Very uncomfortable	63	1.5

Table B40. Faculty/Staff only: Overall, how comfortable are you with the climate in your department or work unit at SJSU? (Question 5)

Comfort	*n*	%
Very comfortable	448	33.2
Comfortable	513	38.1
Neither comfortable nor uncomfortable	190	14.1
Uncomfortable	140	10.4
Very uncomfortable	57	4.2

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,352).

Table B41. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at SJSU? (Question 6)

Comfort	*n*	%
Very comfortable	893	24.8
Comfortable	1,924	53.4
Neither comfortable nor uncomfortable	605	16.8
Uncomfortable	150	4.2
Very uncomfortable	32	0.9

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 3,623).

Table B42. Have you ever <u>seriously considered</u> leaving SJSU? (Question 7)

Considered leaving	*n*	%
No	2,931	68.2
Yes	1,366	31.8

Table B43. Students only: When did you seriously consider leaving SJSU? (Mark all that apply.) (Question 8)

Year	*n*	%
During my first semester as a student	341	49.5
During my second semester as a student	269	39.0
During my second year as a student	231	33.5
During my third year as a student	136	19.7
During my fourth year as a student	59	8.6
During my fifth year as a student	23	3.3
During my sixth year as a student	10	1.5
After my sixth year as a student	12	1.7

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 689). Percentages may not sum to 100 as a result of multiple response choices.

Table B44. Students only: Why did you seriously consider leaving SJSU? (Mark all that apply). (Question 9)

Reasons	*n*	%
Lack of a sense of belonging	324	47.0
Cost of living in the Bay Area	227	32.9
Personal reasons	218	31.6
Lack of social life at SJSU	216	31.3
Financial reasons	207	30.0
Mental health reasons	200	29.0
Impersonal interactions with SJSU faculty/staff/students	183	26.6
Lack of support group	161	23.4
Lack of support services	152	22.1
Campus Climate not welcoming	132	19.2
Couldn't get into the courses I need	130	18.9
Coursework too difficult	96	13.9
Did not like major	91	13.2
Homesick	88	12.8
Lack of support for my social identities	85	12.3
Couldn't get into my intended major	61	8.9

Family obligations (e.g., caregiving responsibility)	56	8.1
Coursework not challenging enough	37	5.4
Did not have my major	33	4.8
Medical health reasons	26	3.8
My marital/relationship status	17	2.5
A reason not listed above	164	23.8

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 ($n = 689$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B45. Faculty/Staff only: Why did you seriously consider leaving SJSU? (Mark all that apply.) (Question 10)

Reasons	n	%
Low salary/pay rate	428	63.2
Cost of living in the Bay Area	321	47.4
Limited advancement opportunities	280	41.4
Insufficient institutional support (e.g., technical support, understaffed, laboratory space/equipment)	227	33.5
Tension with supervisor/manager	214	31.6
Increased workload	210	31.0
Interested in a position at another institution	170	25.1
Tension with coworkers	161	23.8
Lack of professional development opportunities	155	22.9
Poor quality workplace facilities	153	22.6
Unfair evaluation systems	128	18.9
Impersonal interactions with SJSU faculty/staff/students	115	17.0
Campus climate unwelcoming	112	16.5
Recruited or offered a position at another institution/organization	104	15.4
Personal reasons (e.g., medical, mental health, family emergencies)	65	9.6
Family obligations (e.g., caregiving responsibility)	50	7.4
Relocation	49	7.2
Lack of benefits	45	6.6
Local community climate not welcoming	37	5.5
Local community did not meet my (my family) needs	29	4.3
Spouse or partner unable to find suitable employment	26	3.8
Spouse or partner relocated	11	1.6
A reason not listed above	139	20.5

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 7 ($n = 677$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B46. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at SJSU. (Question 12)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	730	24.8	1,357	46.1	454	15.4	340	11.6	62	2.1
I am satisfied with my academic experience at SJSU.	561	19.1	1,433	48.9	593	20.2	279	9.5	66	2.3
I am satisfied with the extent of my intellectual development since enrolling at SJSU.	722	24.7	1,493	51.0	496	16.9	168	5.7	49	1.7
I have performed academically as well as I anticipated I would.	630	21.6	1,291	44.2	574	19.7	353	12.1	72	2.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	892	30.5	1,401	47.9	426	14.6	152	5.2	52	1.8
My interest in ideas and intellectual matters has increased since coming to SJSU.	904	30.9	1,326	45.3	502	17.2	145	5.0	49	1.7
I intend to graduate from SJSU.	1,968	67.3	770	26.3	159	5.4	17	0.6	11	0.4
Thinking ahead, it is likely that I will leave SJSU before graduation.	107	3.6	136	4.6	347	11.8	770	26.2	1,576	53.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

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Table B47. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at SJSU? (Question 13)

Personally experienced conduct	*n*	%
No	3,533	82.3
Yes	762	17.7

Table B48. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 14)

Basis	*n*	%
Position (e.g., staff, faculty, student)	239	31.4
Ethnicity	167	21.9
Gender/gender identity	152	19.9
Age	146	19.2
Racial identity	146	19.2
Major field of study	89	11.7
Philosophical views	88	11.5
Political views	77	10.1
Mental health/psychological disability/impairment	76	10.0
Physical characteristics	70	9.2
Educational credentials (e.g., BS, MS, PhD, MD)	66	8.7
Academic performance	65	8.5
Length of service at SJSU	65	8.5
Socioeconomic status	61	8.0
Religious/spiritual views	59	7.7
Gender expression	53	7.0
Sexual identity	49	6.4
English language proficiency/accent	42	5.5
Learning disability/impairment	34	4.5
Participation in an organization/team	30	3.9
Immigrant/citizenship/visa status	28	3.7
Medical disability/impairment	27	3.5
Physical disability/impairment	21	2.8
Marital status (e.g., single, married, partnered)	18	2.4
Parental status (e.g., having children under the age of 18)	17	2.2
International status/national origin	16	2.1

Caregiver status (e.g., eldercare, adult children with special needs)	13	1.7
Pregnancy	9	1.2
Military/veteran status	8	1.0
Do not know	141	18.5
A reason not listed above	152	19.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 762$). Percentages may not sum to 100 as a result of multiple response choices.

Table B49. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 15)

Instances	*n*	%
1 instance	176	23.4
2 instances	173	23.0
3 instances	146	19.4
4 instances	48	6.4
5 or more instances	210	27.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 762$).

Table B50. How would you describe what happened? (Mark all that apply.) (Question 16)

Form	*n*	%
I was ignored or excluded.	349	45.8
I was isolated or left out.	274	36.0
I was intimidated/bullied.	225	29.5
I experienced a hostile work environment.	186	24.4
I was the target of derogatory verbal remarks.	172	22.6
I was the target of workplace incivility.	145	19.0
My position on campus was questioned	131	17.2
I felt others staring at me.	119	15.6
I experienced a hostile classroom environment.	107	14.0
I received a low or unfair performance evaluation.	107	14.0
The conduct made me fear that I would get a poor grade.	96	12.6
I was the target of racial/ethnic profiling.	71	9.3
I was singled out as the spokesperson for my identity group.	69	9.1
I was not fairly evaluated in the promotion and tenure process.	60	7.9
I received derogatory written comments.	54	7.1
I received derogatory phone calls/text messages/email.	46	6.0
The conduct threatened my physical safety.	40	5.2
I was the target of stalking.	36	4.7

I experienced threat(s) of being outed.	33	4.3
Someone assumed I was admitted/hired/promoted because of my identity group.	32	4.2
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).	31	4.1
I received threats of physical violence.	21	2.8
Someone assumed I was not admitted/hired/promoted because of my identity group.	20	2.6
I was the target of physical violence.	12	1.6
I was the target of graffiti/vandalism.	11	1.4
The conduct threatened my family's safety.	7	0.9
An experience not listed above	124	16.3

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 762$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B51. Where did the conduct occur? (Mark all that apply.) (Question 17)

Location	n	%
While working at a SJSU job	196	25.7
In a class/laboratory	179	23.5
In a meeting with a group of people	174	22.8
In a SJSU staff/administrative office	142	18.6
On phone calls/text messages/email	133	17.5
While walking on campus	126	16.5
In a meeting with one other person	125	16.4
In other public spaces at SJSU	123	16.1
In a faculty office	85	11.2
Off campus	66	8.7
In campus housing	54	7.1
At a SJSU event/program	49	6.4
In a SJSU library	44	5.8
On social media sites (e.g., Instagram, Facebook, Twitter, Snapchat)	36	4.7
In a SJSU dining facility	19	2.5
On messaging services (e.g., Whatsapp, WeChat, Facebook Messenger)	19	2.5
In an experiential learning environment (e.g., community-based learning, externship, internship)	15	2.0
In athletic facilities	15	2.0
In off-campus housing	14	1.8
In the SJSU Health Center	12	1.6

In SJSU Counseling and Psychological Services	11	1.4
On a campus shuttle	8	1.0
In a fraternity or sorority house	6	0.8
In a religious center	4	0.5
A venue not listed above	73	9.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 762$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B52. Who/what was the source of the conduct? (Mark all that apply.)
(Question 18)

Source	n	%
Student	237	31.1
Faculty member/other instructional staff	219	28.7
Staff member	142	18.6
Coworker/colleague	141	18.5
Supervisor or manager	127	16.7
Stranger	87	11.4
Department/program chair	82	10.8
Senior administrator (e.g., dean, vice president, provost, associate vice president)	68	8.9
Academic advisor	46	6.0
Friend	36	4.7
Student staff	36	4.7
Off-campus community member	29	3.8
Student organization	20	2.6
Student teaching assistant/student laboratory assistant/student tutor	15	2.0
SJSU University Police Department (UPD)	13	1.7
Alum	12	1.6
Social networking site (e.g., Instagram, Facebook, Twitter, Snapchat)	12	1.6
Direct report (e.g., person who reports to me)	10	1.3
SJSU media (e.g., posters, brochures, flyers, handouts, websites)	10	1.3
Athletic coach/trainer	4	0.5
Donor	0	0.0
Do not know source	37	4.9
A source not listed above	54	7.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 762$).
Percentages may not sum to 100 as a result of multiple response choices.

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Table B53. How did you feel after experiencing the conduct? (Mark all that apply.) (Question 19)

Emotional response	n	%
Angry	468	61.4
Distressed	449	58.9
Sad	366	48.0
Embarrassed	279	36.6
Afraid	200	26.2
Somehow responsible	117	15.4
A feeling not listed above	178	23.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 762$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B54. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 20)

Response	n	%
I told a friend.	304	39.9
I avoided the person/venue.	262	34.4
I told a family member.	240	31.5
I did not do anything.	219	28.7
I told a coworker.	216	28.3
I did not know to whom to go.	131	17.2
I contacted a SJSU resource.	111	14.6
Counseling and Psychological Services (CAPS)	*29*	*26.1*
Faculty member	*28*	*25.2*
Senior administrator (e.g., dean, vice president, provost, associate vice president)	*19*	*17.1*
Department/program chair	*18*	*16.2*
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	*17*	*15.3*
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	*15*	*13.5*
Bargaining Unit Representative	*13*	*11.7*
Student staff (e.g., residential assistant, student coordinators, building managers, event staff)	*11*	*9.9*
Title IX Coordinator	*11*	*9.9*
Office of Diversity, Equity, and Inclusion	*10*	*9.0*
SJSU University Police Department (UPD)	*7*	*6.3*

Office of Student Conduct and Ethical Development (SCED)	*6*	*5.4*
Ombudsperson	*6*	*5.4*
MOSAIC Cross-Cultural Center	*5*	*4.5*
PRIDE Center	*5*	*4.5*
Student Wellness Center	*5*	*4.5*
Educational Opportunity Program (EOP)	*4*	*3.6*
An academic college Student Success Center	*3*	*2.7*
Campus Survivor Advocate	*3*	*2.7*
Gender Equity Center	*3*	*2.7*
Peer Connections	*3*	*2.7*
SJSU Cares	*3*	*2.7*
Behavioral Intervention Team (BIT)	*2*	*1.8*
Chicanx/Latinx Student Success Center	*2*	*1.8*
Employee Assistance Program (EAP)	*2*	*1.8*
UndocuSpartan Resource Center	*2*	*1.8*
African American/Black Student Success Center	*1*	*0.9*
Veterans Resource Center	*1*	*0.9*
Clery Act Compliance Officer	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) at the time.	95	12.5
I confronted the person(s) later.	95	12.5
I sought information online.	58	7.6
I sought support from an off-campus community-based organization.	30	3.9
I sought support from off-campus hotline/advocacy services.	24	3.1
I contacted a local law enforcement official.	19	2.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	18	2.4
I submitted a bias incident report or a report through the blue button/link on this website: http://www.sjsu.edu/diversity.	9	1.2
A response not listed above	135	17.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 762). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. Did you report the conduct? (Question 21)

Reported conduct	*n*	%
No, I did not report it.	622	84.1

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Yes, I reported it.	118	15.9
Yes, I reported the conduct but felt that it was not addressed appropriately.	*27*	*37.5*
Yes, I reported the conduct and the outcome is still pending.	*16*	*22.2*
Yes, I reported the conduct, but the outcome was not shared.	*14*	*19.4*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*9*	*12.5*
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*6.9*
Yes, I reported the conduct, but chose not to pursue.	*1*	*1.4*

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 762).

Table B56. <u>While a member of the SJSU community</u>, have you experienced any of the following? (Mark all that apply.) (Question 23).

Unwanted sexual contact/conduct	*n*	%
No	3,856	89.7
Yes – relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)	87	2.0
Yes – gender-based stalking (e.g., following me, on social media, texting, phone calls	121	2.8
Yes – unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)	287	6.7
Yes – unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)	105	2.4

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B57. When did the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) occur? (Question 24rv)

When incident(s) occurred	*n*	%
Less than 6 months ago	23	26.7
6 – 12 months ago	14	16.3
13 – 23 months ago	24	27.9
2 – 4 years ago	17	19.8
5 – 10 years ago	5	5.8
11 – 20 years ago	3	3.5
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) (*n* = 87).

Table B58. Students only: What semester were you in when you experienced the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)? (Mark all that apply.) (Question 25rv)

Semester	*n*	*%*
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	16	23.2
First year	40	58.0
Fall semester	*30*	*75.0*
Spring semester	*32*	*80.0*
Summer semester	*11*	*27.5*
Second year	32	46.4
Fall semester	*23*	*71.9*
Spring semester	*21*	*65.6*
Summer semester	*6*	*18.8*
Third year	19	27.5
Fall semester	*13*	*68.4*
Spring semester	*10*	*52.6*
Summer semester	*6*	*31.6*
Fourth year	4	5.8
Fall semester	*4*	*100.0*
Spring semester	*3*	*75.0*
Summer semester	*3*	*75.0*
After my fourth year	4	5.8

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 69). Percentages may not sum to 100 as a result of multiple response choices.

Table B59. Who did this to you? (Mark all that apply.) (Question 26rv)

Source	*n*	*%*
Current or former dating/intimate partner	62	71.3
SJSU student	17	19.5
Acquaintance/friend	8	9.2
SJSU staff member	7	8.0
SJSU faculty member	6	6.9
Family member	3	3.4
Stranger	3	3.4
Other role/relationship not listed above	3	3.4

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) (*n* = 87). Percentages may not sum to 100 as a result of multiple response choices.

Table B60. Where did the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) occur? (Mark all that apply.) (Question rv)

Location	n	%
Off campus	62	71.3
On campus	41	47.1

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) ($n = 87$). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. How did you feel after experiencing the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)? (Mark all that apply.) (Question 28rv)

Emotional response	n	%
Sad	62	71.3
Distressed	58	66.7
Angry	53	60.9
Afraid	46	52.9
Embarrassed	44	50.6
Somehow responsible	40	46.0
A feeling not listed above	14	16.1

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) ($n = 87$). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. What did you do in response to experiencing the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)? (Mark all that apply.) (Question 29rv)

Response	n	%
I told a friend.	50	57.5
I avoided the person/venue.	28	32.2
I did not do anything.	25	28.7
I did not know to whom to go.	21	24.1
I sought information online.	20	23.0
I confronted the person(s) at the time.	18	20.7
I confronted the person(s) later.	18	20.7
I told a family member.	18	20.7
I told a coworker.	14	16.1
I contacted a SJSU resource.	12	13.8
Counseling and Psychological Services (CAPS)	*2*	*16.7*
Employee Assistance Program (EAP)	*1*	*8.3*
SJSU University Police Department (UPD)	*1*	*8.3*

Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	*1*	*8.3*
Student staff (e.g., residential assistant, student coordinators, building managers, event staff)	*1*	*8.3*
Student Wellness Center	*1*	*8.3*
Title IX Coordinator	*1*	*8.3*
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	*1*	*8.3*
African American/Black Student Success Center	*0*	*0.0*
An academic college Student Success Center	*0*	*0.0*
Bargaining Unit Representative	*0*	*0.0*
Behavioral Intervention Team (BIT)	*0*	*0.0*
Campus Survivor Advocate	*0*	*0.0*
Chicanx/Latinx Student Success Center	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Department/program chair	*0*	*0.0*
Educational Opportunity Program (EOP)	*0*	*0.0*
Faculty member	*0*	*0.0*
Gender Equity Center	*0*	*0.0*
MOSAIC Cross-Cultural Center	*0*	*0.0*
Office of Diversity, Equity, and Inclusion	*0*	*0.0*
Office of Student Conduct and Ethical Development (SCED)	*0*	*0.0*
Ombudsperson	*0*	*0.0*
Peer Connections	*0*	*0.0*
PRIDE Center	*0*	*0.0*
Senior administrator (e.g., dean, vice president, provost, associate vice president)	*0*	*0.0*
SJSU Cares	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
UndocuSpartan Resource Center	*0*	*0.0*
Veterans Resource Center	*0*	*0.0*
I sought support from off-campus hotline/advocacy services.	11	12.6
I sought support from an off-campus community-based organization.	9	10.3
I contacted a local law enforcement official.	5	5.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	3	3.4

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) (*n* = 87). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Did you report the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)? (Question 30rv)

Reported conduct	*n*	%
No, I did not report it.	77	89.5
Yes, I reported it.	9	10.5
Yes, I reported the conduct and was satisfied with the outcome.	*2*	*25.0*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*2*	*25.0*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*1*	*12.5*
Yes, I reported the conduct, but chose not to pursue.	*0*	*0.0*
Yes, I reported the conduct and the outcome is still pending.	*2*	*25.0*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*12.5*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) (*n* = 87).

Table B64. When did the gender-based stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 24stlk)

When incident(s) occurred	*n*	%
Less than 6 months ago	49	40.8
6 – 12 months ago	23	19.2
13 – 23 months ago	22	18.3
2 – 4 years ago	13	10.8
5 – 10 years ago	6	5.0
11 – 20 years ago	5	4.2
More than 20 years ago	2	1.7

Note: Table includes responses only from respondents who indicated that they experienced gender-based stalking (*n* = 121). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. Students only: What semester were you in when you experienced the gender-based stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 25stlk)

Semester	n	%
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	8	7.8
First year	53	52.0
Fall semester	*39*	*73.6*
Spring semester	*27*	*50.9*
Summer semester	*4*	*7.5*
Second year	33	32.4
Fall semester	*16*	*48.5*
Spring semester	*16*	*48.5*
Summer semester	*4*	*12.1*
Third year	29	28.4
Fall semester	*19*	*65.5*
Spring semester	*19*	*65.5*
Summer semester	*3*	*10.3*
Fourth year	14	3.7
Fall semester	*10*	*71.4*
Spring semester	*9*	*64.3*
Summer semester	*2*	*14.3*
After my fourth year	14	13.7

Note: Table includes responses only from Student respondents who indicated that they experienced gender-based stalking ($n = 102$). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Who did this to you? (Mark all that apply.) (Question 26stlk)

Source	n	%
SJSU student	56	46.3
Stranger	50	41.3
Acquaintance/friend	21	17.4
Current or former dating/intimate partner	11	9.1
SJSU staff member	6	5.0
SJSU faculty member	2	1.7
Family member	1	0.8
Other role/relationship not listed above	5	4.1

Note: Table includes responses only from respondents who indicated that they experienced gender-based stalking ($n = 121$). Percentages may not sum to 100 as a result of multiple response choices.

Table B67. Where did the gender-based stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 27stlk)

Location	n	%
Off campus	65	53.7
On campus	68	56.2

Note: Table includes responses only from respondents who indicated that they experienced gender-based stalking (*n* = 121). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. How did you feel after experiencing the gender-based stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 28stlk)

Emotional response	n	%
Distressed	63	52.1
Afraid	58	47.9
Angry	56	46.3
Embarrassed	35	28.9
Somehow responsible	23	19.0
Sad	20	16.5
A feeling not listed above	27	22.3

Note: Table includes responses only from respondents who indicated that they experienced gender-based stalking (*n* = 121). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. What did you do in response to experiencing the gender-based stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 29stlk)

Response	n	%
I told a friend.	77	63.6
I avoided the person/venue.	58	47.9
I told a family member.	29	24.0
I did not do anything.	25	20.7
I confronted the person(s) at the time.	24	19.8
I told a coworker.	24	19.8
I contacted a SJSU resource.	14	11.6
Counseling and Psychological Services (CAPS)	*3*	*21.4*
SJSU University Police Department (UPD)	*2*	*14.3*
Department/program chair	*1*	*7.1*
Faculty member	*1*	*7.1*
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	*1*	*7.1*
Title IX Coordinator	*1*	*7.1*
African American/Black Student Success Center	*0*	*0.0*
An academic college Student Success Center	*0*	*0.0*

Bargaining Unit Representative	0	0.0
Behavioral Intervention Team (BIT)	0	0.0
Campus Survivor Advocate	0	0.0
Chicanx/Latinx Student Success Center	0	0.0
Clery Act Compliance Officer	0	0.0
Educational Opportunity Program (EOP)	0	0.0
Employee Assistance Program (EAP)	0	0.0
Gender Equity Center	0	0.0
MOSAIC Cross-Cultural Center	0	0.0
Office of Diversity, Equity, and Inclusion	0	0.0
Office of Student Conduct and Ethical Development (SCED)	0	0.0
Ombudsperson	0	0.0
Peer Connections	0	0.0
PRIDE Center	0	0.0
Senior administrator (e.g., dean, vice president, provost, associate vice president)	0	0.0
SJSU Cares	0	0.0
Student staff (e.g., residential assistant, student coordinators, building managers, event staff)	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Student Wellness Center	0	0.0
UndocuSpartan Resource Center	0	0.0
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	0	0.0
Veterans Resource Center	0	0.0
I contacted a local law enforcement official.	12	9.9
I sought information online.	11	9.1
I confronted the person(s) later.	10	8.3
I did not know to whom to go.	10	8.3
I sought support from off-campus hotline/advocacy services.	7	5.8
I sought support from an off-campus community-based organization.	4	3.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	1.7

Note: Table includes responses only from respondents who indicated that they experienced gender-based stalking (*n* = 121). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Did you officially report the gender-based stalking (e.g., following me, on social media, texting, phone calls)? (Question 30stlk)

Reported conduct	*n*	%
No, I did not report it.	100	83.3
Yes, I reported it.	20	16.7
Yes, I reported the conduct and was satisfied with the outcome.	*7*	*38.9*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*6*	*33.3*
Yes, I reported the conduct, but the outcome was not shared.	*3*	*16.7*
Yes, I reported the conduct, but chose not to pursue.	*1*	*5.6*
Yes, I reported the conduct and the outcome is still pending.	*1*	*5.6*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced gender-based stalking (*n* = 121).

Table B71. When did the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 24si)

When incident(s) occurred	*n*	%
Less than 6 months ago	129	45.3
6–12 months ago	64	22.5
13–23 months ago	38	13.3
2–4 years ago	39	13.7
5–10 years ago	12	4.2
11–20 years ago	2	0.7
More than 20 years ago	1	0.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) (*n* = 287). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 25si)

Semester	*n*	%
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	30	12.3
First year	137	56.4
Fall semester	*102*	*74.5*
Spring semester	*91*	*66.4*
Summer semester	*10*	*7.3*
Second year	103	42.4
Fall semester	*76*	*73.8*
Spring semester	*67*	*65.0*
Summer semester	*9*	*8.7*
Third year	79	32.5
Fall semester	*50*	*63.3*
Spring semester	*46*	*58.2*
Summer semester	*4*	*5.1*
Fourth year	38	15.6
Fall semester	*28*	*73.7*
Spring semester	*24*	*63.2*
Summer semester	*2*	*5.3*
After my fourth year	11	4.5

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) (*n* = 243). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. Who did this to you? (Mark all that apply.) (Question 26si)

Source	*n*	%
Stranger	184	64.1
SJSU student	89	31.0
Acquaintance/friend	36	12.5
SJSU faculty member	17	5.9
Current or former dating/intimate partner	13	4.5
SJSU staff member	12	4.2
Family member	3	1.0
Other role/relationship not listed above	13	4.5

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) (*n* = 287). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. Where did the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 27si)

Location	n	%
Off campus	179	62.4
On campus	167	58.2

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) ($n = 287$). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. How did you feel after experiencing the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 28si)

Emotional response	n	%
Angry	168	58.5
Distressed	145	50.5
Embarrassed	132	46.0
Afraid	126	43.9
Somehow responsible	68	23.7
Sad	64	22.3
A feeling not listed above	55	19.2

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) ($n = 287$). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. What did you do in response to experiencing the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 29si)

Response	n	%
I told a friend.	162	56.4
I avoided the person/venue.	118	41.1
I did not do anything.	104	36.2
I told a family member.	41	14.3
I confronted the person(s) at the time.	33	11.5
I did not know to whom to go.	33	11.5
I told a coworker.	30	10.5
I contacted a SJSU resource.	22	7.7
Counseling and Psychological Services (CAPS)	*6*	*27.3*
SJSU University Police Department (UPD)	*4*	*18.2*
Title IX Coordinator	*4*	*18.2*
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	*3*	*13.6*

Student staff (e.g., residential assistant, student coordinators, building managers, event staff)	*3*	*13.6*
Faculty member	*2*	*9.1*
Campus Survivor Advocate	*1*	*4.5*
Gender Equity Center	*1*	*4.5*
MOSAIC Cross-Cultural Center	*1*	*4.5*
Office of Diversity, Equity, and Inclusion	*1*	*4.5*
Office of Student Conduct and Ethical Development (SCED)	*1*	*4.5*
Ombudsperson	*1*	*4.5*
SJSU Cares	*1*	*4.5*
Student Wellness Center	*1*	*4.5*
African American/Black Student Success Center	*0*	*0.0*
An academic college Student Success Center	*0*	*0.0*
Bargaining Unit Representative	*0*	*0.0*
Behavioral Intervention Team (BIT)	*0*	*0.0*
Chicanx/Latinx Student Success Center	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Department/program chair	*0*	*0.0*
Educational Opportunity Program (EOP)	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Peer Connections	*0*	*0.0*
PRIDE Center	*0*	*0.0*
Senior administrator (e.g., dean, vice president, provost, associate vice president)	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
UndocuSpartan Resource Center	*0*	*0.0*
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	*0*	*0.0*
Veterans Resource Center	*0*	*0.0*
I confronted the person(s) later.	17	5.9
I sought information online.	12	4.2
I contacted a local law enforcement official.	11	3.8
I sought support from off-campus hotline/advocacy services.	7	2.4
I sought support from an off-campus community-based organization.	5	1.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	0.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) (*n* = 287). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Did you officially report the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)? (Question 30si)

Reported conduct	*n*	%
No, I did not report it.	256	89.5
Yes, I reported it.	30	10.5
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*8*	*28.6*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*7*	*25.0*
Yes, I reported the conduct and was satisfied with the outcome.	*6*	*21.4*
Yes, I reported the conduct, but chose not to pursue.	*4*	*14.3*
Yes, I reported the conduct and the outcome is still pending.	*3*	*10.7*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) (*n* = 287).

Table B78. When did the incidents of sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) occur? (Question 24sc)

When incident(s) occurred	*n*	%
Less than 6 months ago	31	29.5
6 – 12 months ago	23	21.9
13 – 23 months ago	11	10.5
2 – 4 years ago	28	26.7
5 – 10 years ago	8	7.6
11 – 20 years ago	2	1.9
More than 20 years ago	2	1.9

Note: Table includes responses only from respondents who indicated that they experienced sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) (*n* = 105).

Table B79. Students only: What semester were you in when you experienced the sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 25sc)

Semester	*n*	%
Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)	6	6.7
First year	40	44.9
Fall semester	*28*	*70.0*
Spring semester	*19*	*47.5*
Summer semester	*2*	*5.0*
Second year	23	25.8
Fall semester	*13*	*56.5*
Spring semester	*9*	*39.1*
Summer semester	*3*	*13.0*
Third year	23	25.8
Fall semester	*7*	*30.4*
Spring semester	*12*	*52.2*
Summer semester	*2*	*8.7*
Fourth year	9	10.1
Fall semester	*5*	*55.6*
Spring semester	*2*	*22.2*
Summer semester	*2*	*22.2*
After my fourth year	4	4.5

Note: Table includes responses only from Student respondents who indicated that they experienced sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) (*n* = 89). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. Who did this to you? (Mark all that apply.) (Question 26sc)

Source	*n*	%
Acquaintance/friend	37	35.2
SJSU student	35	33.3
Stranger	21	20.0
Current or former dating/intimate partner	17	16.2
SJSU staff member	9	8.6
SJSU faculty member	4	3.8
Family member	2	1.9
Other role/relationship not listed above	7	6.7

Note: Table includes responses only from respondents who indicated that they experienced sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) (*n* = 105). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. Where did the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 27sc)

Location	n	%
Off campus	67	63.8
On campus	43	41.0

Note: Table includes responses only from respondents who indicated that they experienced sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) (*n* = 105). Percentages may not sum to 100 as a result of multiple response choices.

Table B82. How did you feel after experiencing the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 28sc)

Emotional response	n	%
Angry	66	62.9
Distressed	61	58.1
Embarrassed	59	56.2
Somehow responsible	57	54.3
Afraid	51	48.6
Sad	50	47.6
A feeling not listed above	25	23.8

Note: Table includes responses only from respondents who indicated that they experienced sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) (*n* = 105). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. What did you do in response to experiencing the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 29sc)

Response	n	%
I told a friend.	54	51.4
I avoided the person/venue.	44	41.9
I did not do anything.	34	32.4
I confronted the person(s) later.	20	19.0
I confronted the person(s) at the time.	18	17.1
I contacted a SJSU resource.	17	16.2
Counseling and Psychological Services (CAPS)	*6*	*35.3*
Title IX Coordinator	*4*	*23.5*
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	*2*	*11.8*
Student staff (e.g., residential assistant, student coordinators, building managers, event staff)	*2*	*11.8*
Student Wellness Center	*2*	*11.8*
Faculty member	*1*	*5.9*

SJSU University Police Department (UPD)	*1*	*5.9*
African American/Black Student Success Center	*0*	*0.0*
An academic college Student Success Center	*0*	*0.0*
Bargaining Unit Representative	*0*	*0.0*
Behavioral Intervention Team (BIT)	*0*	*0.0*
Campus Survivor Advocate	*0*	*0.0*
Chicanx/Latinx Student Success Center	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Department/program chair	*0*	*0.0*
Educational Opportunity Program (EOP)	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Gender Equity Center	*0*	*0.0*
MOSAIC Cross-Cultural Center	*0*	*0.0*
Office of Diversity, Equity, and Inclusion	*0*	*0.0*
Office of Student Conduct and Ethical Development (SCED)	*0*	*0.0*
Ombudsperson	*0*	*0.0*
Peer Connections	*0*	*0.0*
PRIDE Center	*0*	*0.0*
Senior administrator (e.g., dean, vice president, provost, associate vice president)	*0*	*0.0*
SJSU Cares	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
UndocuSpartan Resource Center	*0*	*0.0*
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	*0*	*0.0*
Veterans Resource Center	*0*	*0.0*
I told a coworker.	13	12.4
I told a family member.	13	12.4
I did not know to whom to go.	12	11.4
I sought information online.	10	9.5
I contacted a local law enforcement official.	8	7.6
I sought support from off-campus hotline/advocacy services.	7	6.7
I sought support from an off-campus community-based organization.	4	3.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	1.9

Note: Table includes responses only from respondents who indicated that they experienced sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) (*n* = 105). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Did you report the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)? (Question 30sc)

Reported conduct	*n*	%
No, I did not report it.	86	85.1
Yes, I reported it.	15	14.9
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*5*	*38.5*
Yes, I reported the conduct and the outcome is still pending.	*3*	*23.1*
Yes, I reported the conduct and was satisfied with the outcome.	*2*	*15.4*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*2*	*15.4*
Yes, I reported the conduct, but chose not to pursue.	*1*	*7.7*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) (*n* = 105).

Table B85. Please indicate how much you agree or disagree with each of the following statements: (Question 33)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of what Affirmative Consent means.	2,621	61.3	1,337	31.3	216	5.0	72	1.7	32	0.7
I am generally aware of the role of SJSU Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,032	47.6	1,749	40.9	299	7.0	159	3.7	33	0.8
I know how and where to report such incidents.	1,419	33.3	1,670	39.2	645	15.1	456	10.7	75	1.8
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,658	39.0	1,830	43.0	474	11.1	248	5.8	45	1.1
I am generally aware of the campus resources listed on the SJSU Title IX website.	1,465	34.4	1,783	41.9	624	14.7	328	7.7	55	1.3
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	2,303	54.0	1,600	37.5	293	6.9	41	1.0	24	0.6
I understand that SJSU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,644	38.6	1,706	40.1	651	15.3	209	4.9	48	1.1
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the SJSU Annual Safety Report at http://www.sjsu.edu/police/crime_reporting/clery_act/index.html.	1,482	34.9	1,587	37.4	669	15.8	416	9.8	92	2.2
I'm aware that when there is an imminent safety threat that SJSU sends a campus safety alert.	2,355	55.3	1,580	37.1	228	5.4	72	1.7	26	0.6

Table B86. Tenured and Tenure-Track Faculty only: As a faculty member at SJSU, I feel… (Question 34)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	39	13.4	120	41.2	46	15.8	69	23.7	17	5.8
The criteria for promotion are clear.	31	10.7	111	38.3	60	20.7	68	23.4	20	6.9
The process for obtaining tenure is clear.	51	17.5	123	42.3	45	15.5	53	18.2	19	6.5
The process for obtaining promotion is clear.	48	16.6	106	36.7	52	18.0	63	21.8	20	6.9
The tenure standards/promotion standards are applied equally to faculty in my college.	35	12.1	67	23.1	74	25.5	77	26.6	37	12.8
Supported and mentored during the tenure-track years.	52	18.1	88	30.6	70	24.3	54	18.8	24	8.3
SJSU faculty who qualify for delaying their tenure-clock feel empowered to do so.	32	11.2	56	19.6	154	54.0	31	10.9	12	4.2
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	28	9.6	35	12.0	72	24.7	92	31.6	64	22.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, school/departmental/program work assignments).	52	17.8	80	27.4	69	23.6	64	21.9	27	9.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	73	25.1	76	26.1	82	28.2	41	14.1	19	6.5
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	4	1.4	11	3.9	153	53.9	69	24.3	47	16.5
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost, associate vice president).	20	6.9	73	25.2	78	26.9	63	21.7	56	19.3
Faculty opinions are valued within SJSU committees.	30	10.4	111	38.4	81	28.0	39	13.5	28	9.7
I would like more opportunities to participate in substantive committee assignments.	12	4.1	52	17.9	132	45.5	69	23.8	25	8.6

Table B86. Tenured and Tenure-Track Faculty only: As a faculty member at SJSU, I feel… (Question 34)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have opportunities to participate in substantive committee assignments.	58	19.9	118	40.5	80	27.5	29	10.0	6	2.1

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 292).

Table B87. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at SJSU, I feel… (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	54	14.2	144	37.9	93	24.5	74	19.5	15	3.9
The criteria used for contract renewal are applied equally within classifications.	39	10.3	105	27.8	162	42.9	58	15.3	14	3.7
Clear expectations of my responsibilities exist.	68	17.8	181	47.5	65	17.1	49	12.9	18	4.7
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	25	6.6	53	14.1	122	32.4	124	33.0	52	13.8
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	48	12.6	86	22.6	141	37.0	86	22.6	20	5.2
Pressured to do extra work that is uncompensated.	45	11.8	76	20.0	93	24.5	109	28.7	57	15.0
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost, associate vice president).	31	8.2	83	22.0	130	34.4	86	22.8	48	12.7
Non-tenure-track faculty opinions are taken seriously by other tenured or tenure-track faculty in my unit.	48	12.6	120	31.5	116	30.4	61	16.0	36	9.4
I have job security.	25	6.6	72	18.9	103	27.0	89	23.4	92	24.1

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 385).

Table B88. All Faculty: As a faculty member at SJSU, I feel... (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by SJSU.	197	29.4	299	44.6	122	18.2	37	5.5	15	2.2
Teaching is valued by SJSU.	201	30.0	319	47.6	58	8.7	68	10.1	24	3.6
Service is valued by SJSU.	117	17.4	313	46.6	138	20.6	73	10.9	30	4.5
Shared governance is valued by SJSU.	64	9.7	189	28.5	256	38.7	100	15.1	53	8.0
Salaries for tenure-track faculty positions are competitive.	10	1.5	78	11.7	298	44.9	130	19.6	148	22.3
Salaries for non-tenure-track faculty are competitive.	13	2.0	52	7.8	197	29.6	189	28.4	214	32.2
Health insurance benefits are competitive.	183	27.4	295	44.1	148	22.1	26	3.9	17	2.5
Child care benefits are competitive.	21	3.2	43	6.6	484	74.2	48	7.4	56	8.6
Retirement/supplemental benefits are competitive.	135	20.5	240	36.4	236	35.8	33	5.0	15	2.3
SJSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	29	4.3	81	12.1	302	45.2	149	22.3	107	16.0
My colleagues include me in opportunities that will help my career as much as they do others in my position.	80	11.9	257	38.4	208	31.0	80	11.9	45	6.7
The performance evaluation process is clear.	72	10.7	308	45.9	125	18.6	110	16.4	56	8.3
The performance evaluation process is productive.	47	7.1	181	27.2	203	30.5	159	23.9	76	11.4
SJSU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	64	9.6	242	36.3	153	22.9	140	21.0	68	10.2
Positive about my career opportunities at SJSU.	72	10.7	236	35.1	195	29.0	95	14.1	74	11.0
I would recommend SJSU as good place to work.	92	13.7	293	43.7	179	26.7	66	9.8	41	6.1
I have job security.	127	19.0	206	30.7	128	19.1	102	15.2	107	16.0

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 677).

Table B89. Staff only: As a staff member at SJSU, I feel… (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	194	28.8	237	35.2	132	19.6	71	10.5	40	5.9
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	196	29.1	293	43.5	121	18.0	46	6.8	17	2.5
I am included in opportunities that will help my career as much as others in similar positions.	179	26.8	233	34.9	136	20.4	84	12.6	36	5.4
The performance evaluation process is clear.	139	20.7	267	39.8	150	22.4	89	13.3	26	3.9
The performance evaluation process is productive.	108	16.0	178	26.4	201	29.9	129	19.2	57	8.5
My supervisor provides adequate support for me to manage work-life balance.	237	35.5	235	35.2	100	15.0	68	10.2	27	4.0
I am able to complete my assigned duties during scheduled hours.	162	24.4	265	39.8	96	14.4	101	15.2	41	6.2
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	151	22.5	159	23.7	153	22.8	137	20.4	70	10.4
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	59	8.8	113	16.8	165	24.6	233	34.7	101	15.1
I am given a reasonable time frame to complete assigned responsibilities.	150	22.4	319	47.6	121	18.1	64	9.6	16	2.4
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	49	7.3	107	16.0	216	32.4	215	32.2	80	12.0
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	83	12.5	142	21.3	239	35.9	152	22.8	50	7.5

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Table B89. Staff only: As a staff member at SJSU, I feel… (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	141	21.1	184	27.5	177	26.5	116	17.4	50	7.5
SJSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	61	9.1	176	26.3	276	41.3	106	15.8	50	7.5

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 675).

Table B90. Staff only: As a staff member at SJSU, I feel… (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
SJSU provides me with resources to pursue training/professional development opportunities.	138	20.7	331	49.6	132	19.8	51	7.6	16	2.4
My supervisor provides me with resources to pursue training/professional development opportunities.	162	24.4	278	41.8	145	21.8	57	8.6	23	3.5
SJSU is supportive of taking extended leave (e.g., FMLA, parental).	128	19.4	236	35.8	265	40.2	25	3.8	6	0.9
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	216	32.6	277	41.8	126	19.0	28	4.2	15	2.3
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	19	2.9	50	7.6	316	47.9	178	27.0	97	14.7
SJSU policies (e.g., FMLA) are fairly applied across SJSU.	70	10.6	161	24.4	385	58.3	33	5.0	11	1.7
SJSU is supportive of flexible work schedules.	91	13.7	208	31.4	169	25.5	136	20.5	59	8.9
My supervisor is supportive of flexible work schedules.	164	24.9	244	37.1	118	17.9	78	11.9	54	8.2
Staff salaries are competitive.	36	5.4	75	11.3	148	22.3	190	28.6	216	32.5
Vacation and personal time benefits are competitive.	132	20.0	254	38.5	148	22.5	78	11.8	47	7.1
Health insurance benefits are competitive.	230	34.6	290	43.6	110	16.5	29	4.4	6	0.9
Child care benefits are competitive.	43	6.5	86	13.1	421	64.0	64	9.7	44	6.7
Retirement benefits are competitive.	169	25.7	249	37.8	190	28.9	37	5.6	13	2.0
Staff opinions are valued on SJSU committees.	55	8.3	203	30.6	267	40.2	93	14.0	46	6.9
Staff opinions are valued by SJSU faculty and administration.	46	6.9	191	28.9	246	37.2	114	17.2	65	9.8
Clear expectations of my responsibilities exist.	121	18.2	330	49.7	107	16.1	75	11.3	31	4.7
Clear procedures exist on how I can advance at SJSU.	45	6.8	131	19.7	217	32.7	170	25.6	101	15.2
Positive about my career opportunities at SJSU.	86	13.0	193	29.1	216	32.6	106	16.0	62	9.4
I would recommend SJSU as good place to work.	121	18.3	299	45.1	164	24.7	53	8.0	26	3.9

Table B90. Staff only: As a staff member at SJSU, I feel… (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have job security.	135	20.3	319	48.0	142	21.4	47	7.1	21	3.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 675).

Table B91. Graduate Students only: As a graduate student, I feel… (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	148	24.0	221	35.9	154	25.0	65	10.6	28	4.5
I have adequate access to my advisor.	172	28.1	221	36.1	148	24.1	46	7.5	26	4.2
My advisor provides clear expectations.	157	25.8	189	31.0	187	30.7	52	8.5	24	3.9
My advisor responds to my emails, calls, or voicemails in a prompt manner.	196	32.2	219	36.0	147	24.1	29	4.8	18	3.0
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	229	37.4	273	44.5	80	13.1	24	3.9	7	1.1
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	206	33.8	271	44.5	100	16.4	27	4.4	5	0.8
Adequate opportunities exist for me to interact with other university faculty outside of my department.	112	18.4	171	28.0	221	36.2	79	13.0	27	4.4
I receive support from my advisor to pursue personal research interests.	140	22.9	150	24.5	236	38.6	52	8.5	33	5.4
My department faculty members encourage me to produce publications and present research.	139	22.7	188	30.8	198	32.4	57	9.3	29	4.7
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	125	20.6	193	31.7	200	32.9	63	10.4	27	4.4
I feel comfortable sharing my professional goals with my advisor.	197	32.2	199	32.5	160	26.1	34	5.6	22	3.6

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 620).

Table B92. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at SJSU? (Question 81)

Observed conduct	*n*	%
No	3,515	82.0
Yes	773	18.0

Table B93. Who/what was the target of the conduct? (Mark all that apply.) (Question 82)

Target	*n*	%
Student	388	50.2
Coworker/colleague	117	15.1
Staff member	111	14.4
Faculty member/other instructional staff	106	13.7
Friend	103	13.3
Stranger	92	11.9
Student staff	55	7.1
Student organization	31	4.0
Supervisor or manager	24	3.1
Department/program chair	19	2.5
Social networking site (e.g., Instagram, Facebook, Twitter, Snapchat)	15	1.9
Senior administrator (e.g., dean, vice president, provost, associate vice president)	14	1.8
Student teaching assistant/student laboratory assistant/student tutor	14	1.8
Off-campus community member	13	1.7
SJSU media (e.g., posters, brochures, flyers, handouts, websites)	13	1.7
Academic advisor	7	0.9
Athletic coach/trainer	7	0.9
Direct report (e.g., person who reports to me)	5	0.6
Alum	4	0.5
SJSU University Police Department (UPD)	3	0.4
Donor	0	0.0
Do not know target	67	8.7
A target not listed above	58	7.5

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices.

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Table B94. Who/what was the <u>source</u> of the conduct? (Mark all that apply.) (Question 83)

Source	*n*	%
Student	221	28.6
Faculty member/other instructional staff	158	20.4
Stranger	123	15.9
Staff member	98	12.7
Coworker/colleague	74	9.6
Supervisor or manager	67	8.7
Student organization	57	7.4
Senior administrator (e.g., dean, vice president, provost, associate vice president)	55	7.1
Off-campus community member	48	6.2
Department/program chair	44	5.7
Friend	23	3.0
Student staff	22	2.8
Academic advisor	20	2.6
SJSU University Police Department (UPD)	14	1.8
SJSU media (e.g., posters, brochures, flyers, handouts, websites)	11	1.4
Social networking site (e.g., Instagram, Facebook, Twitter, Snapchat)	11	1.4
Direct report (e.g., person who reports to me)	10	1.3
Student teaching assistant/student laboratory assistant/student tutor	10	1.3
Athletic coach/trainer	7	0.9
Alum	3	0.4
Patient	1	0.1
Donor	0	0.0
Do not know source	74	9.6
A source not listed above	67	8.7

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices.

Table B95. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 84)

Instances	*n*	%
1 instance	206	27.2
2 instances	172	22.7
3 instances	136	18.0
4 instances	46	6.1
5 or more instances	197	26.0

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 773).

Table B96. Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 85)

Characteristic	*n*	%
Ethnicity	192	24.8
Racial identity	172	22.3
Gender/gender identity	152	19.7
Position (e.g., staff, faculty, student)	137	17.7
Religious/spiritual views	135	17.5
Political views	123	15.9
Age	97	12.5
Philosophical views	86	11.1
Gender expression	81	10.5
Sexual identity	69	8.9
Immigrant/citizenship/visa status	59	7.6
Socioeconomic status	58	7.5
English language proficiency/accent	56	7.2
Physical characteristics	53	6.9
Academic performance	50	6.5
Mental health/psychological disability/impairment	49	6.3
International status/national origin	43	5.6
Participation in an organization/team	38	4.9
Major field of study	32	4.1
Length of service at SJSU	30	3.9
Medical disability/impairment	29	3.8
Pregnancy	28	3.6
Physical disability/impairment	27	3.5
Educational credentials (e.g., BS, MS, PhD, MD)	25	3.2
Learning disability/impairment	24	3.1

Parental status (e.g., having children under the age of 18)	12	1.6
Marital status (e.g., single, married, partnered)	9	1.2
Caregiver status (e.g., eldercare, adult children with special needs)	8	1.0
Military/veteran status	7	0.9
Do not know	157	20.3
A reason not listed above	92	11.9

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 773$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B97. Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 86)

Form of observed conduct	n	%
Person intimidated or bullied	239	30.9
Derogatory verbal remarks	216	27.9
Person ignored or excluded	214	27.7
Person isolated or left out	178	23.0
Person experienced a hostile work environment	137	17.7
Person was stared at	131	16.9
Racial/ethnic profiling	127	16.4
Person experienced a hostile classroom environment	108	14.0
Person was the target of workplace incivility	103	13.3
Person's position on campus was questioned	88	11.4
Derogatory written comments	65	8.4
Singled out as the spokesperson for their identity group	63	8.2
Person received a low or unfair performance evaluation	60	7.8
Person was stalked	47	6.1
Person was unfairly evaluated in the promotion and tenure process	46	6.0
Derogatory phone calls/text messages/email	44	5.7
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	36	4.7
Person received a poor grade	33	4.3
Threats of physical violence	29	3.8
Threat(s) of being outed	27	3.5
Assumption that someone was admitted/hired/promoted based on their identity	25	3.2
Graffiti/vandalism	20	2.6
Physical violence	18	2.3
Assumption that someone was not admitted/hired/promoted based on their identity	15	1.9
Something not listed above	82	10.6

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices.

Table B98. Where did this conduct occur? (Mark all that apply.) (Question 87)

Location	*n*	%
While walking on campus	186	24.1
In other public spaces at SJSU	181	23.4
In a class/laboratory	163	21.1
In a meeting with a group of people	138	17.9
While working at a SJSU job	117	15.1
In a SJSU staff/administrative office	101	13.1
In a meeting with one other person	74	9.6
On phone calls/text messages/email	60	7.8
Off campus	59	7.6
In a faculty office	50	6.5
At a SJSU event/program	45	5.8
In a SJSU library	45	5.8
In campus housing	44	5.7
On social media sites (e.g., Instagram, Facebook, Twitter, Snapchat)	38	4.9
In a SJSU dining facility	24	3.1
In a fraternity or sorority house	18	2.3
On messaging services (e.g., Whatsapp, WeChat, Facebook Messenger)	18	2.3
In athletic facilities	13	1.7
In off-campus housing	12	1.6
In the SJSU Health Center	10	1.3
On a campus shuttle	6	0.8
In an experiential learning environment (e.g., community-based learning, externship, internship)	5	0.6
In the SJSU Counseling and Psychological Services	5	0.6
In a religious center	1	0.1
A venue not listed above	52	6.7

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices.

Table B99. How did you feel after experiencing the conduct? (Mark all that apply.) (Question 88)

Emotional response	*n*	%
Angry	449	58.1

Distressed	335	43.3
Sad	309	40.0
Embarrassed	178	23.0
Afraid	127	16.4
Somehow responsible	88	11.4
A feeling not listed above	109	14.1

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 773$).
Percentages may not sum to 100 as a result of multiple response choices.

Table B100. What was your response to observing this conduct? (Mark all that apply.) (Question 89)

Response	n	%
I offered support to the person affected.	245	31.7
I told a friend.	220	28.5
I did not do anything.	186	24.1
I told a coworker.	151	19.5
I avoided the person/venue.	148	19.1
I did not know to whom to go.	114	14.7
I told a family member.	112	14.5
I contacted a SJSU resource.	75	9.7
Title IX Coordinator	*14*	*18.7*
Faculty member	*12*	*16.0*
Senior administrator (e.g., dean, vice president, provost, associate vice president)	*12*	*16.0*
University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)	*8*	*10.7*
Department/program chair	*7*	*9.3*
SJSU University Police Department (UPD)	*7*	*9.3*
Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)	*7*	*9.3*
MOSAIC Cross-Cultural Center	*6*	*8.0*
Counseling and Psychological Services (CAPS)	*5*	*6.7*
Office of Diversity, Equity, and Inclusion	*5*	*6.7*
Gender Equity Center	*3*	*4.0*
Bargaining Unit Representative	*2*	*2.7*
Campus Survivor Advocate	*2*	*2.7*
Office of Student Conduct and Ethical Development (SCED)	*2*	*2.7*
PRIDE Center	*2*	*2.7*
SJSU Cares	*2*	*2.7*
Student Wellness Center	*2*	*2.7*

An academic college Student Success Center	*1*	*1.3*
Ombudsperson	*1*	*1.3*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*1*	*1.3*
African American/Black Student Success Center	*0*	*0.0*
Behavioral Intervention Team (BIT)	*0*	*0.0*
Chicanx/Latinx Student Success Center	*0*	*0.0*
Clery Act Compliance Officer	*0*	*0.0*
Educational Opportunity Program (EOP)	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Peer Connections	*0*	*0.0*
Student staff (e.g., residential assistant, student coordinators, building managers, event staff)	*0*	*0.0*
UndocuSpartan Resource Center	*0*	*0.0*
Veterans Resource Center	*0*	*0.0*
I confronted the person(s) at the time.	56	7.2
I sought information online.	53	6.9
I confronted the person(s) later.	51	6.6
I sought support from an off-campus community-based resource.	15	1.9
I contacted a local law enforcement official.	10	1.3
I submitted a bias incident report or a report through the blue button/link on this website: http://www.sjsu.edu/diversity.	8	1.0
I sought support from off-campus hotline/advocacy services.	6	0.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	4	0.5
A response not listed above.	90	11.6

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 773). Percentages may not sum to 100 as a result of multiple response choices.

Table B101. Did you officially report the conduct? (Question 89)

Reported conduct	*n*	%
No, I didn't report it.	671	88.8
Yes, I reported it.	85	11.2
Yes, I reported the conduct, but the outcome was not shared.	*13*	*26.0*
Yes, I reported the conduct and was satisfied with the outcome.	*11*	*22.0*
Yes, I reported the conduct but felt that it was not addressed appropriately.	*9*	*18.0*
Yes, I reported the conduct and the outcome is still pending.	*8*	*16.0*

Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*6*	*12.0*
Yes, I reported the conduct, but chose not to pursue.	*3*	*6.0*

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 773).

Table B102. Faculty/Staff only: Have you observed <u>hiring</u> practices at SJSU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 92)

Observed	*n*	%
No	1,045	77.6
Yes	301	22.4

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,352).

Table B103. Faculty/Staff only: I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 93)

Characteristic	*n*	%
Nepotism/cronyism	81	26.9
Racial identity	62	20.6
Ethnicity	54	17.9
Position (e.g., staff, faculty, student)	52	17.3
Gender/gender identity	44	14.6
Educational credentials (e.g., BS, MS, PhD, MD)	36	12.0
Age	31	10.3
Length of service at SJSU	27	9.0
Major field of study	21	7.0
Philosophical views	18	6.0
International status/national origin	15	5.0
Political views	12	4.0
English language proficiency/accent	11	3.7
Physical characteristics	11	3.7
Sexual identity	11	3.7
Academic performance	9	3.0
Immigrant/citizenship/visa status	9	3.0
Marital status (e.g., single, married, partnered)	9	3.0
Socioeconomic status	9	3.0
Parental status (e.g., having children under the age of 18)	7	2.3
Pregnancy	6	2.0
Gender expression	5	1.7

Participation in an organization/team	5	1.7
Religious/spiritual views	4	1.3
Medical disability/impairment	3	1.0
Physical disability/impairment	3	1.0
Caregiver status (e.g., eldercare, adult children with special needs)	2	0.7
Mental health/psychological disability/impairment	1	0.3
Military/veteran status	1	0.3
Learning disability/impairment	0	0.0
Do not know	28	9.3
A reason not listed above	52	17.3

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 301). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. Faculty/Staff only: Have you observed promotion, tenure, reappointment, and/or reclassification practices at SJSU that you perceive to be unjust? (Question 95)

Observed	*n*	%
No	1,003	75.1
Yes	333	24.9

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,352).

Table B105. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment and/or reclassification were based upon… (Mark all that apply.) (Question 96)

Characteristic	*n*	%
Nepotism/cronyism	82	24.6
Gender/gender identity	57	17.1
Position (e.g., staff, faculty, student)	53	15.9
Length of service at SJSU	47	14.1
Racial identity	41	12.3
Ethnicity	40	12.0
Age	31	9.3
Educational credentials (e.g., BS, MS, PhD, MD)	29	8.7
Philosophical views	27	8.1
Major field of study	23	6.9
Academic performance	22	6.6
Political views	14	4.2
Physical characteristics	11	3.3
English language proficiency/accent	10	3.0

Gender expression	9	2.7
International status/national origin	8	2.4
Socioeconomic status	8	2.4
Sexual identity	7	2.1
Parental status (e.g., having children under the age of 18)	6	1.8
Medical disability/impairment	5	1.5
Caregiver status (e.g., eldercare, adult children with special needs)	4	1.2
Mental health/psychological disability/impairment	4	1.2
Pregnancy	4	1.2
Religious/spiritual views	4	1.2
Learning disability/impairment	3	0.9
Immigrant/citizenship/visa status	2	0.6
Participation in an organization/team	2	0.6
Physical disability/impairment	2	0.6
Marital status (e.g., single, married, partnered)	1	0.3
Military/veteran status	1	0.3
Do not know	53	15.9
A reason not listed above	75	22.5

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (*n* = 333). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at SJSU that you perceive to be unjust? (Question 98)

Observed	*n*	%
No	1,134	84.7
Yes	205	15.3

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,352).

Table B107. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon… (Mark all that apply.) (Question)

Characteristic	*n*	%
Position (e.g., staff, faculty, student)	44	21.5
Length of service at SJSU	30	14.6
Philosophical views	26	12.7
Age	22	10.7
Gender/gender identity	18	8.8

Racial identity	18	8.8
Ethnicity	16	7.8
Political views	9	4.4
Educational credentials (e.g., BS, MS, PhD, MD)	7	3.4
Medical disability/impairment	7	3.4
Participation in an organization/team	6	2.9
Socioeconomic status	6	2.9
Academic performance	5	2.4
Parental status (e.g., having children under the age of 18)	5	2.4
Sexual identity	5	2.4
International status/national origin	4	2.0
Mental health/psychological disability/impairment	4	2.0
Physical disability/impairment	4	2.0
Gender expression	3	1.5
Marital status (e.g., single, married, partnered)	3	1.5
Pregnancy	3	1.5
Caregiver status (e.g., eldercare, adult children with special needs)	2	1.0
English language proficiency/accent	2	1.0
Major field of study	2	1.0
Physical characteristics	2	1.0
Military/veteran status	1	0.5
Immigrant/citizenship/visa status	0	0.0
Learning disability/impairment	0	0.0
Religious/spiritual views	0	0.0
Do not know	43	21.0
A reason not listed above	80	39.0

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions ($n = 205$). Percentages may not sum to 100 as a result of multiple response choices.

Table B108. Using a scale of 1-5, please rate the overall campus climate at SJSU on the following dimensions: (Question 101)

Dimension	1 n	1 %	2 n	2 %	3 n	3 %	4 n	4 %	5 n	5 %	Mean	Standard Deviation
Friendly/Hostile	1,493	35.2	1,659	39.1	906	21.3	157	3.7	31	0.7	2.0	0.9
Inclusive/Exclusive	1,300	30.8	1,537	36.4	1,031	24.4	284	6.7	72	1.7	2.1	1.0
Improving/Regressing	1,171	27.9	1,566	37.3	1,166	27.8	212	5.0	85	2.0	2.2	1.0
Positive for persons with disabilities/Negative	1,242	29.6	1,446	34.4	1,219	29.0	213	5.1	79	1.9	2.2	1.0
Positive for people who identify as lesbian, gay, bisexual, or queer/Negative	1,545	36.8	1,476	35.2	1,032	24.6	112	2.7	33	0.8	2.0	0.9
Positive for people who identify as trans-spectrum(e.g., trans, non-binary, fluid, gender non-conforming)/Negative	1,355	32.4	1,357	32.4	1,245	29.7	181	4.3	50	1.2	2.1	0.9
Positive for people of various spiritual/religious backgrounds/Negative	1,278	30.4	1,394	33.1	1,238	29.4	230	5.5	66	1.6	2.1	1.0
Positive for People of Color/Negative	1,540	36.5	1,492	35.4	898	21.3	216	5.1	68	1.6	2.0	1.0
Positive for men/Negative	1,765	42.0	1,380	32.8	879	20.9	123	2.9	59	1.4	1.9	0.9
Positive for women/Negative	1,475	34.9	1,489	35.3	986	23.4	218	5.2	53	1.3	2.0	0.9
Positive for nonnative English speakers/Negative	1,194	28.4	1,403	33.4	1,237	29.5	292	7.0	71	1.7	2.2	1.0
Positive for people who are not U.S. citizens/Negative	1,367	32.5	1,427	34.0	1,142	27.2	209	5.0	56	1.3	2.1	1.0
Positive for labor unions/Negative	1,052	25.2	1,142	27.3	1,732	41.4	185	4.4	70	1.7	2.3	1.0
Welcoming/Not welcoming	1,474	34.9	1,744	41.2	770	18.2	168	4.0	73	1.7	2.0	0.9
Respectful/Not respectful	1,413	33.6	1,727	41.0	828	19.7	174	4.1	66	1.6	2.0	0.9
Positive for people of high socioeconomic status/Negative	1,528	36.4	1,280	30.5	1,199	28.6	117	2.8	70	1.7	2.0	1.0
Positive for people of low socioeconomic status/Negative	1,104	26.3	1,314	31.3	1,260	30.0	357	8.5	162	3.9	2.3	1.1

Positive for people of various political affiliations/Negative	911	21.7	1,081	25.8	1,642	39.2	379	9.0	176	4.2	**2.5**	**1.1**	
Positive for people in active military/veteran status/Negative	1,280	30.6	1,328	31.7	1,460	34.9	80	1.9	36	0.9	**2.1**	**0.9**	

Table B109. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 102)

	1		2		3		4		5			Standard
Dimension	n	%	n	%	n	%	n	%	n	%	Mean	Deviation
Not racist/Racist	1,271	30.2	1,597	37.9	982	23.3	295	7.0	68	1.6	**2.1**	**1.0**
Not sexist/Sexist	1,240	29.5	1,519	36.2	1,019	24.3	343	8.2	80	1.9	**2.2**	**1.0**
Not homophobic/Homophobic	1,420	34.1	1,580	38.0	978	23.5	146	3.5	38	0.9	**2.0**	**0.9**
Not biphobic/Biphobic	1,421	34.3	1,505	36.3	1,059	25.5	122	2.9	40	1.0	**2.0**	**0.9**
Not transphobic/Transphobic	1,373	33.1	1,469	35.4	1,084	26.1	179	4.3	49	1.2	**2.1**	**0.9**
Not ageist/Ageist	1,301	31.2	1,364	32.7	1,085	26.0	329	7.9	90	2.2	**2.2**	**1.0**
Not classist (socioeconomic status)/Classist	1,199	28.8	1,376	33.0	1,126	27.0	333	8.0	130	3.1	**2.2**	**1.1**
Not classist (position: faculty, staff, student)/Classist	1,209	29.0	1,257	30.1	1,104	26.5	395	9.5	206	4.9	**2.3**	**1.1**
Not ableist (disability-friendly)/Ableist (not disability-friendly)	1,379	33.2	1,437	34.6	1,067	25.7	193	4.6	79	1.9	**2.1**	**1.0**
Not xenophobic/Xenophobic	1,391	33.3	1,452	34.8	1,117	26.8	174	4.2	38	0.9	**2.0**	**0.9**
Not ethnocentric/Ethnocentric	1,335	32.1	1,438	34.6	1,116	26.8	210	5.0	62	1.5	**2.1**	**1.0**

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Table B110. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 103)

Statement	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I feel valued by SJSU faculty.	700	24.0	1,310	44.9	665	22.8	180	6.2	62	2.1
I feel valued by SJSU staff.	642	22.2	1,214	42.0	798	27.6	177	6.1	62	2.1
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	496	17.1	869	29.9	1,026	35.3	318	11.0	194	6.7
I feel valued by faculty in the classroom.	779	26.8	1,400	48.2	573	19.7	100	3.4	52	1.8
I feel valued by other students in the classroom.	645	22.2	1,274	43.9	789	27.2	140	4.8	56	1.9
I feel valued by other students outside of the classroom.	577	20.0	1,091	37.8	963	33.4	180	6.2	76	2.6
I think that faculty prejudge my abilities based on their perception of my identity/background.	303	10.5	598	20.7	932	32.2	685	23.7	372	12.9
I feel that my English speaking skills limit my ability to be successful at SJSU.	227	7.8	386	13.3	547	18.9	627	21.7	1,109	38.3
I feel that my English writing skills limit my ability to be successful at SJSU.	256	8.9	433	15.0	574	19.9	614	21.3	1,001	34.8
I believe that the campus climate encourages free and open discussion of difficult topics.	654	22.5	1,148	39.6	763	26.3	239	8.2	97	3.3
I have faculty whom I perceive as role models.	812	28.0	1,052	36.2	713	24.5	217	7.5	111	3.8
I have staff whom I perceive as role models.	603	20.8	854	29.5	1,006	34.7	298	10.3	135	4.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

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Table B111. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 104)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	232	34.6	271	40.4	78	11.6	66	9.9	23	3.4
I feel valued by my department/program chair.	289	43.3	212	31.8	74	11.1	53	7.9	39	5.8
I feel valued by other faculty at SJSU.	181	27.2	282	42.4	142	21.4	48	7.2	12	1.8
I feel valued by students in the classroom.	280	42.3	290	43.8	63	9.5	19	2.9	10	1.5
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	99	15.0	148	22.4	224	33.9	115	17.4	75	11.3
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	42	6.3	97	14.6	187	28.1	205	30.8	134	20.2
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	39	6.0	67	10.2	165	25.2	198	30.2	186	28.4
I believe that SJSU encourages free and open discussion of difficult topics.	94	14.1	239	35.7	184	27.5	99	14.8	53	7.9
I feel that my English speaking skills limit my ability to be successful at SJSU.	16	2.4	19	2.9	93	14.0	135	20.4	399	60.3
I feel that my English writing skills limit my ability to be successful at SJSU.	14	2.2	24	3.7	87	13.4	136	20.9	389	59.8
I feel that my research/scholarship is valued.	89	13.5	187	28.3	251	38.0	91	13.8	43	6.5
I feel that my teaching is valued.	175	26.1	295	44.0	96	14.3	72	10.7	32	4.8
I feel that my service is valued	122	18.3	247	37.0	171	25.6	85	12.7	43	6.4

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 677).

Table B112. Staff only: Please indicate the extent to which you agree with the following statements. (Question 105)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by coworkers in my department.	261	39.0	299	44.6	59	8.8	37	5.5	14	2.1
I feel valued by coworkers outside my department.	165	24.7	322	48.1	138	20.6	35	5.2	9	1.3
I feel valued by my supervisor/manager.	243	36.5	248	37.2	89	13.4	48	7.2	38	5.7
I feel valued by SJSU students.	164	24.6	279	41.8	196	29.3	20	3.0	9	1.3
I feel valued by SJSU faculty.	97	14.6	229	34.5	253	38.2	61	9.2	23	3.5
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	105	15.9	209	31.6	226	34.2	84	12.7	37	5.6
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	32	4.8	94	14.1	171	25.6	223	33.4	147	22.0
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	41	6.2	88	13.3	143	21.6	219	33.0	172	25.9
I think that faculty prejudge my abilities based on their perception of my identity/background.	32	4.9	96	14.6	229	34.8	178	27.1	123	18.7
I believe that my department/program encourages free and open discussion of difficult topics.	103	15.7	230	35.0	164	25.0	107	16.3	53	8.1
I feel that my English speaking skills limit my ability to be successful at SJSU.	15	2.3	42	6.3	117	17.7	182	27.5	306	46.2
I feel that my English writing skills limit my ability to be successful at SJSU.	16	2.4	49	7.4	119	18.1	185	28.1	289	43.9
I feel that my skills are valued.	155	23.3	307	46.1	115	17.3	59	8.9	30	4.5
I feel that my work is valued.	162	24.3	297	44.5	104	15.6	77	11.5	28	4.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 ($n = 675$).

Table B113. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at SJSU in the past year? (Question 106)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	50	9.6	206	39.5	266	51.0
Campus transportation/parking	87	16.7	221	42.4	213	40.9
Classroom buildings	89	17.2	239	46.1	190	36.7
Classrooms, laboratories (including computer labs)	69	13.6	230	45.4	208	41.0
College housing	36	7.0	172	33.5	305	59.5
Dining facilities	41	8.0	216	42.1	256	49.9
Doors	67	13.0	243	47.2	205	39.8
Elevators/lifts	72	14.0	246	47.9	196	38.1
Emergency preparedness	53	10.4	239	46.7	220	43.0
Student Wellness Center	47	9.1	231	44.9	236	45.9
Office furniture (e.g., chair, desk)	65	12.8	251	49.3	193	37.9
Other campus buildings	57	11.2	250	49.0	203	39.8
Podium	33	6.5	235	46.1	242	47.5
Physically waiting in line for priority access to resources	47	9.2	234	45.7	231	45.1
Restrooms	61	11.9	267	52.3	183	35.8
Signage	45	8.9	258	51.0	203	40.1
Studios/performing arts spaces	25	4.9	214	42.0	270	53.0
Temporary barriers because of construction or maintenance	69	13.6	235	46.2	205	40.3
Walkways, pedestrian paths, crosswalks	54	10.7	261	51.5	192	37.9
Technology/Online Environment						
Accessible electronic format	63	12.5	294	58.4	146	29.0
Canvas	52	10.4	311	62.0	139	27.7
Clickers	24	4.9	264	53.5	205	41.6
Computer equipment (e.g., screens, mouse, keyboard)	45	9.0	311	62.2	144	28.8
Electronic forms	34	6.8	318	63.9	146	29.3
Electronic signage	34	6.8	313	62.9	151	30.3
Electronic surveys (including this one)	40	8.0	322	64.1	140	27.9
Kiosks	27	5.4	285	56.7	191	38.0
Library database	31	6.2	319	63.9	149	29.9
Phone/phone equipment	32	6.4	302	60.3	167	33.3

Table B113. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at SJSU in the past year? (Question 106)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
SAMMY app	26	5.2	261	52.2	213	42.6
Software (e.g., voice recognition/audiobooks)	39	7.8	268	53.6	193	38.6
Video/video audio description	42	8.4	278	55.5	181	36.1
Website	44	8.9	304	61.7	145	29.4
Identity						
Electronic databases (e.g., MySJSU, PeopleSoft, one.SJSU)	45	9.1	318	64.1	133	26.8
Email account	33	6.7	330	66.5	133	26.8
Intake forms (e.g., Student Wellness Center)	31	6.3	276	55.8	188	38.0
Learning technology	32	6.5	306	61.8	157	31.7
Surveys	34	7.0	319	65.9	131	27.1
Instructional/Campus Materials						
Brochures/handouts	32	6.5	299	60.3	165	33.3
Food menus	39	7.8	278	55.8	181	36.3
Forms	38	7.7	296	59.8	161	32.5
Journal articles	37	7.5	305	61.7	152	30.8
Library books	30	6.0	308	62.0	159	32.0
Other publications	29	5.9	303	61.6	160	32.5
Syllabi	38	7.7	304	61.3	154	31.0
Textbooks/course readers	43	8.7	295	59.7	156	31.6
Video-closed captioning and text description	45	9.1	280	56.8	168	34.1

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 65 (*n* = 558).

Table B114. As a person who identifies as transgender/genderqueer/gender nonbinary have you experienced a barrier in any of the following areas at SJSU in the past year? (Question 108)

Barrier	Yes n	Yes %	No n	No %	Not applicable n	Not applicable %
Facilities						
Athletic and recreational facilities	19	21.6	27	30.7	42	47.7
Changing rooms/locker rooms	24	27.3	27	30.7	37	42.0
Restrooms	35	39.3	35	39.3	19	21.3
Signage	21	24.4	40	46.5	25	29.1
Identity accuracy						
Communications and Marketing	23	26.1	41	46.6	24	27.3
Electronic databases (e.g., MySJSU, PeopleSoft, one.SJSU)	19	21.8	51	58.6	17	19.5
Email account	18	20.9	48	55.8	20	23.3
Housing assignments	10	11.4	34	38.6	44	50.0
Intake forms (e.g., Student Wellness Center)	11	12.8	37	43.0	38	44.2
Learning technology (e.g., Canvas)	14	16.1	52	59.8	21	24.1
SAMMY app	7	8.0	43	49.4	37	42.5
SJSU ID Card	12	13.8	49	56.3	26	29.9
Student media (Spartan Daily, Update News)	9	10.5	46	53.5	31	36.0
Surveys	12	13.8	56	64.4	19	21.8

Note: Table includes responses only from those respondents who self-identified as genderqueer, nonbinary, transgender, or a gender not listed in Question 46 ($n = 90$).

Table B115. Faculty only: Based on your knowledge of the availability of the following SJSU initiatives, please indicate how each influences or would influence the climate at SJSU. (Question 110)

SJSU initiatives	If this initiative IS available at SJSU								If this initiative IS NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing flexibility for calculating the tenure clock	219	66.6	99	30.1	11	3.3	**329**	**66.2**	141	83.9	22	13.1	5	3.0	**168**	**33.8**
Providing recognition and rewards for including diversity issues in courses across the curriculum	213	67.8	79	25.2	22	7.0	**314**	**61.3**	162	81.8	30	15.2	6	3.0	**198**	**38.7**
Providing diversity and inclusivity training for faculty	306	73.4	88	21.1	23	5.5	**417**	**78.7**	99	87.6	11	9.7	3	2.7	**113**	**21.3**
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	254	73.2	80	23.1	13	3.7	**347**	**67.4**	153	91.1	12	7.1	3	1.8	**168**	**32.6**
Providing faculty with toolkits to create an inclusive classroom environment	228	75.5	61	20.2	13	4.3	**302**	**58.0**	186	84.9	29	13.2	4	1.8	**219**	**42.0**
Providing faculty with support to engage in inclusive scholarship	214	73.8	65	22.4	11	3.8	**290**	**56.5**	190	85.2	31	13.9	2	0.9	**223**	**43.5**
Providing faculty with supervisory training (e.g., departmental chair training)	221	76.2	64	22.1	5	1.7	**290**	**56.5**	201	90.1	21	9.4	1	0.4	**223**	**43.5**
Providing access to counseling for people who have experienced harassment	345	86.5	48	12.0	6	1.5	**399**	**77.0**	110	92.4	9	7.6	0	0.0	**119**	**23.0**

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Table B115. Faculty only: Based on your knowledge of the availability of the following SJSU initiatives, please indicate how each influences or would influence the climate at SJSU. (Question 110)

SJSU initiatives	If this initiative IS available at SJSU								If this initiative IS NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing mentorship for new faculty	283	91.6	25	8.1	1	0.3	**309**	**58.4**	210	95.5	7	3.2	3	1.4	**220**	**41.6**
Providing mentorship for mid-career faculty	214	81.7	46	17.6	2	0.8	**262**	**51.1**	227	90.4	21	8.4	3	1.2	**251**	**48.9**
Providing a clear process to resolve conflicts	254	83.3	49	16.1	2	0.7	**305**	**59.3**	197	94.3	12	5.7	0	0.0	**209**	**40.7**
Providing a fair process to resolve conflicts	264	84.9	45	14.5	2	0.6	**311**	**61.0**	192	96.5	7	3.5	0	0.0	**199**	**39.0**
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	190	61.9	89	29.0	28	9.1	**307**	**60.2**	153	75.4	35	17.2	15	7.4	**203**	**39.8**

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 677).

Table B116. Staff only: Based on your knowledge of the availability of the following SJSU initiatives, please indicate how each influences or would influence the climate at SJSU. (Question 112)

SJSU initiatives	If this initiative IS available at SJSU								If this initiative IS NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity training for staff	400	84.7	66	14.0	6	1.3	**472**	**77.3**	124	89.2	11	7.9	4	2.9	**139**	**22.7**
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	354	84.1	64	15.2	3	0.7	**421**	**70.5**	157	89.2	15	8.5	4	2.3	**176**	**29.5**
Providing release time for professional development	402	88.9	47	10.4	3	0.7	**452**	**74.3**	139	89.1	15	9.6	2	1.3	**156**	**25.7**
Providing access to counseling for people who have experienced harassment	460	91.6	40	8.0	2	0.4	**502**	**83.8**	84	86.6	8	8.2	5	5.2	**97**	**16.2**
Providing supervisors/managers with supervisory training	346	89.4	38	9.8	3	0.8	**387**	**64.0**	206	94.5	7	3.2	5	2.3	**218**	**36.0**
Providing faculty supervisors with supervisory training	304	90.5	30	8.9	2	0.6	**336**	**58.0**	228	93.8	10	4.1	5	2.1	**243**	**42.0**
Providing mentorship for new staff	262	89.4	27	9.2	4	1.4	**293**	**48.3**	298	94.9	13	4.1	3	1.0	**314**	**51.7**
Providing mentorship for mid-career staff	234	86.7	32	11.9	4	1.5	**270**	**44.9**	307	92.5	22	6.6	3	0.9	**332**	**55.1**
Providing a clear process to resolve conflicts	334	89.1	36	9.6	5	1.3	**375**	**62.6**	203	90.6	16	7.1	5	2.2	**224**	**37.4**
Providing a fair process to resolve conflicts	344	89.4	36	9.4	5	1.3	**385**	**65.0**	192	92.8	11	5.3	4	1.9	**207**	**35.0**

Table B116. Staff only: Based on your knowledge of the availability of the following SJSU initiatives, please indicate how each influences or would influence the climate at SJSU. (Question 112)

| | If this initiative IS available at SJSU | | | | | | | | If this initiative IS NOT available at SJSU | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Staff respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Staff respondents who believe initiative is not available | |
SJSU initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	292	75.3	78	20.1	18	4.6	**388**	**65.9**	147	73.1	43	21.4	11	5.5	**201**	**34.1**
Providing career development opportunities for staff	397	92.5	31	7.2	1	0.2	**429**	**71.5**	160	93.6	7	4.1	4	2.3	**171**	**28.5**
Providing affordable child care	269	85.7	43	13.7	2	0.6	**314**	**53.0**	256	92.1	19	6.8	3	1.1	**278**	**47.0**
Providing support/resources for spouse/partner employment	204	78.5	52	20.0	4	1.5	**260**	**44.6**	266	82.4	47	14.6	10	3.1	**323**	**55.4**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 675).

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Table B117. Students only: Based on your knowledge of the availability of the following SJSU initiatives, please indicate how each influences or would influence the climate at SJSU. (Question 114)

SJSU initiatives	If this initiative IS available at SJSU								If this initiative IS NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and equity training for students	1,722	80.8	362	17.0	48	2.3	**2,132**	**81.2**	394	79.9	81	16.4	18	3.7	**493**	**18.8**
Providing diversity and equity training for staff	1,789	83.7	316	14.8	33	1.5	**2,138**	**82.5**	379	83.7	60	13.2	14	3.1	**453**	**17.5**
Providing diversity and equity training for faculty	1,747	83.9	300	14.4	36	1.7	**2,083**	**81.7**	391	83.9	60	12.9	15	3.2	**466**	**18.3**
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	1,650	81.2	343	16.9	39	1.9	**2,032**	**79.7**	440	85.3	63	12.2	13	2.5	**516**	**20.3**
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,500	81.5	306	16.6	34	1.8	**1,840**	**72.1**	616	86.6	70	9.8	25	3.5	**711**	**27.9**
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,450	80.0	317	17.5	46	2.5	**1,813**	**71.4**	617	84.9	81	11.1	29	4.0	**727**	**28.6**
Increasing opportunities for cross-cultural dialogue among students	1,580	82.9	305	16.0	21	1.1	**1,906**	**75.1**	546	86.3	75	11.8	12	1.9	**633**	**24.9**

Table B117. Students only: Based on your knowledge of the availability of the following SJSU initiatives, please indicate how each influences or would influence the climate at SJSU. (Question 114)

SJSU initiatives	If this initiative IS available at SJSU								If this initiative IS NOT available at SJSU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	1,525	82.0	305	16.4	30	1.6	**1,860**	**73.7**	572	86.0	83	12.5	10	1.5	**665**	**26.3**
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,520	80.4	316	16.7	54	2.9	**1,890**	**74.8**	498	78.2	107	16.8	32	5.0	**637**	**25.2**
Providing information about policies regarding sexual misconduct, domestic/dating violence, and stalking at new student orientation	1,847	83.0	340	15.3	38	1.7	**2,225**	**87.1**	275	83.6	45	13.7	9	2.7	**329**	**12.9**
Providing effective faculty mentorship of students	1,653	85.4	263	13.6	20	1.0	**1,936**	**76.3**	543	90.2	49	8.1	10	1.7	**602**	**23.7**
Providing effective academic advising	1,821	86.8	248	11.8	30	1.4	**2,099**	**82.7**	409	93.0	23	5.2	8	1.8	**440**	**17.3**
Providing diversity training for student staff (e.g., student union, Resident Assistants, Peer Connections)	1,677	82.8	315	15.5	34	1.7	**2,026**	**79.8**	431	84.2	63	12.3	18	3.5	**512**	**20.2**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,946).

Appendix C – Comment Analyses (Questions #116, #117, #118, #119 and #120)

Of the 4,298 surveys submitted for the SJSU climate assessment, 2,771 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final five open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

Q116: Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

One thousand five hundred eighty-nine (1,589) Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on their experiences in the community and on campus. Three themes emerged from all respondents: safer on campus, differences in diversity, lack of information.

Safer on Campus. One theme that emerged from respondents was that they felt safer on campus than within the community. Respondents explained, "I feel a bit uncomfortable walking off campus and I am trying to get to my bus. A lot of homeless people and aggressive talking on the streets. One of them nearly swung a bat at my face as I was walking to school last year," "I feel safer on campus than off-campus. There are times in the surrounding blocks, especially near 4th and San Carlos or on the Paseo de San Antonio, when I feel I'm potentially in danger of assault, theft, etc.," "I have been accosted many times on the VTA, or in San José in general. While San José does provide protection from sexual harassment or violence on campus, just outside of campus it's hit or miss," and "Well, as a disabled woman I don't like to walk alone off campus, especially on the San Fernando side. I haven't felt super safe the couple times I've done so. But campus itself always feels totally safe during the day, and I'm comfortable walking alone on campus after dark. I appreciate how much of a presence campus security has." Other respondents shared similar experiences, "I experience the campus in a bit of a 'bubble' since when I walk off campus, there are times I get accosted by homeless folks. That doesn't happen really on campus except the MLK library" and "On campus, I feel safe. Off campus, I am very concerned for my safety. Within the last year I have been the victim of assault and battery. So, when you add that

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to my concerns about affordable housing, and you can see how and why I have seriously considered leaving SJSU." In addition, respondents shared that they felt campus was more welcoming, "I feel like campus have a very warm and inviting environment. I believe that it is more welcoming than the surrounding city," "The moment I step into the SJSU campus, I feel welcomed, comfortable and excited to be there," "I think the campus is a bit more inclusive and supportive. But when you go into downtown and the city it is like stepping in the real world and it isn't as supportive as the campus, but probably more real than the campus," and "…I feel the SJSU campus has always been very welcoming and friendly, while the area surrounding campus is obviously a little rougher. The area around campus is more frightening, especially for women, and especially at night, in my opinion."

Differences in Diversity. Another theme that emerged from respondents was differences in diversity on and off campus. Some respondents felt that campus was more diverse, stating, "Yes. SJSU people seem to be more diplomatic and sensitive than surrounding community," "My school experience is much more diverse, inclusive, and engaging when it comes to diversity than the actual community I live and work in," "People are more inclusive and open minded on campus than off. I have definitely seen homophobia, racism, ableism, etc. off campus," and "…I find more diversity on campus than off campus, since my friends circle is primarily [redacted] in San José, I get to meet more people of different backgrounds at the school rather than outside of it." Another respondent added, "My experiences inside of SJSU are different from outside SJSU in that the university is much more open to all people of diverse backgrounds, whereas that isn't always the case with communities outside of the university's environment." However, other respondents shared that their experiences were more welcoming in the community than on campus: "…Less gender-ism outside the academy. I don't feel discriminated as a person of color in other life roles outside the academy," "…Within the surrounding community I do feel more comfortable because there are more diverse communities outside in the surrounding campus. On campus the feeling can be different. For example, we have had many visiting groups from the surrounding area visit SJSU and feel like they do not see a diverse community. This shows the great disconnect between the community (specifically low income folks of color) and SJSU," "I have noticed that the student body don't know what is going on in the rest of the country or the rest of the world. While it feels like the rest of the bay area is trying to save the planet through either environmentalism, supporting oppressed groups, etc., it feels like our students are living in

a bubble and exclusively focused on graduating," and "Yes, in the local community I feel much less silenced based on immutable characteristics, I feel more able to have open and honest conversations (especially regarding society, philosophy, religion, and politics), and I feel much less defensive when I am not on campus. I often feel censored and worried about being misinterpreted when I'm on campus."

Lack of Information. Another theme that emerged from respondents was that they didn't know if their experiences were different because they did not have enough experience with the community close to campus . Respondents explained, "I don't live in or spend much time in the community surrounding campus, so I am not in a position to say," "I have not explored the area immediately surrounding campus. I live in Sunnyvale…," and "…I haven't really experienced any hostility in the community on campus, but I can't say the same for the community surrounding the campus because I haven't lived off campus yet." Respondents also shared that they're not involved within the surrounding community, "There is no real connection with outside of the campus," "I do not spend a significant amount of time in the community surrounding the campus to properly answer this question," "I'm not heavily involved in the community surrounding campus," and "I commute from another part of the Bay Area. I only come to San José to work on campus, so I only experience the campus. I have no experience in the San José community outside of SJSU."

Q. 117. In what spaces on campus do you feel safe and supported? Please feel free to elaborate on your response.

One thousand eight hundred twenty-seven (1,827) Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on the spaces on campus where they feel safe and supported. For Student respondents, six themes emerged: everywhere; CAPS, wellness center, and other health resources; student centers; student union and student organizations; academic spaces; and nowhere or few Places. For Staff and Faculty respondents, two themes emerged: everywhere and offices and departments.

Student Respondents

Everywhere. Respondents indicated that they felt safe on campus everywhere on campus: "All spaces of campus make me feel safe and supported," "I feel pretty safe and supported virtually everywhere on campus," and "Most spaces. The campus is very nice, and I feel like it is well governed. The students, staff, and faculty are very friendly and the campus police are thoughtful and quick to arrive to disturbances." Other respondents added, "In all spaces. My experience has been universally positive," and "MLK Library, Student Union, Art Building, Washington Square Hall, Duncan Hall, BBC, etc... I typically feel safe throughout most of the campus."

CAPS, Wellness Center, and Other Health Resources. Another theme that emerged from respondents was feeling safe and supported in the CAPS and the Wellness Center. Respondents described their experiences with CAPS: "My therapist in CAPS is the only person I can trust on campus," "CAPS - I come here regularly. It feels like my adopted home away from my home," and "CAPS is where I feel most safe and comfortable. The people there have contributed a lot in helping me understand myself and changing my outlook on myself and others." Other respondents described feeling safe at the Wellness Center and at other health-related resources on campus, "I feel safe and supported in CAPS, Wellness Center, and with peer educators," "I feel safe going to the gym because you have to sign in with your fingerprints to get in. With this, I can tell that most of the people inside are students or people who applied for membership or maybe just visiting for a day," "I feel safe in the library, dorms, and the gym. Everyone is super nice and helpful. There isn't harassment or animosity whenever I am in these environments," and "I feel particularly supported on the third floor of the wellness center where I can go to meet a therapist when necessary. I also love the SRAC, which provides a space for me to alleviate stress by using the gym or just the extra seating space… As a commuter, safe and comfortable spaces are very essential for me because they are where I can spend my time in peace in between classes or after."

Student Centers. Student respondents felt supported in the student centers on campus. Respondents explained, "I feel the most supported at the Chicanx/Latinx Student Success Center, the Student Union, and at the Jack Holland Student Success Center! I feel very safe and supported in these spaces, as well as within the Wellness Center," "In the African-American

Black Student Success Center, that's a place where I feel safe," "I feel safe and supported in the student union, MESA lounge, and EOP lounge," and "The centers in the campus (CCCAC, Pride, Gen-Eq, Mosaic, Undocuspartan)." Respondents further elaborated on their experience: "In the student success center because the staff are working hard to provide us with the maximum level of comfort to study and work hard," and "Student wellness center, SRAC, and the veterans center are places i feel safe and supported either due to the staff and environment or for my well being of being fit." Other respondents added, "My own department is great, and the Pride Center and Gender Equity Center are also good resources," and "I feel safe in the AEC building and in classrooms and dorm buildings."

Student Union and Student Organizations. Student respondents shared that they felt supported in physical buildings like the Student Union and within clubs and organizations offered on campus. Respondents stated, "I feel safe and supported in the cultural student organization that I'm a part of. There are many people there that come from similar backgrounds as me. This isn't often the case in other contexts at SJSU," "I feel safe within my sorority, while not always the most supportive from a university and administrative level, the girls there have become my home at SJSU," "My club sport is an amazing and safe space for me as it keeps me connected to the campus. I love my classes this semester too it keeps me occupied and welcomed," and "Best Buddies is where I feel safest. In this group, the club is geared towards forming friendships and creating opportunities to hangout, particularly through our interactions with other students with disabilities. The club officers are friendly and supportive, always ready to help in the event of great duress." Respondents also added, "I mentioned in the survey that I had wanted to leave SJSU my first semester due to personal reasons, but I found my reason to stay through a student organization on campus called Akbayan. Although there are no API-centers on campus, Akbayan has provided a safe space and support system for its community...," and "I feel safe and support[ed] in club organizations like Vietnamese Student Association and Akbayan that help me socialize with others and make connections and friendships. Some of the biggest club organizations on campus like VSA and Akbayan are large and diverse, inclusive of all peoples and cultures, which is why I appreciate it so much and have stayed in these organizations for years…" Respondents also stated, "I feel most supported in student organizations and locations like the Chicanx/Latinx Center and Pride center" and "[redacted] club and when I am with my

non [redacted] friends. They address me as I have requested them to and it validates my gender and identity."

Academic Spaces. Student respondents also identified academic spaces, including physical buildings and specific majors or departments, as place that they felt safe and supported on campus: "The support I received from the [redacted] Department on campus was instrumental in my wellbeing and my continuation at SJSU. The professors and staff in the department supported me and made me feel valued and capable. They also went out of their way to try to find accessible solutions for me whenever they could. I was able to thrive in spite of my physical disability. I'm very grateful for them," "My research lab has given me a sense of identity and belonging at SJSU. It's a place I feel like is my 'home base' throughout the day, as I commute and otherwise wouldn't feel comfortable anywhere but my car," and "I feel extremely supported at Peer Connections. That place is amazingly inclusive, and the peer educator staff is very open-minded and welcoming. I come into Peer Connections weekly to do homework and to study. I love the atmosphere that Peer Connections has built." Another respondent shared that they felt mostly safe in their courses, "I'm an online student, but I generally feel safe in my courses. I'm out as trans/queer in most of them and have only had one bad experience. The hateful student was addressed by the professor and some other classmates had my back so to speak on the discussion board. They were positive about me and my identity and told the transphobic student that what they said wasn't okay. My research studies professor talked about the importance of creating inclusive surveys by acknowledging non binary identities when asking survey participants about their gender identity. In that course I felt confident being myself due to the professor's inclusion of trans/non binary identities in her curriculum," "I love the library and classes, honestly. I think my major as a whole (Public Health) is just made up of amazing, caring people, so that is likely why I feel safe and supported in my classes or with my classmates. There are so many professors/lecturers that also feel very supported speaking to," and "I feel the most safe and supported in my classroom with my professors. Any building dedicated to classrooms I feel safe. Other places like the library or student union, i don't feel as safe."

Nowhere or Few Places. Another theme that emerged from Student respondents was feeling a lack of safety and support anywhere on campus. Respondents explained, "I feel safe nowhere," "I rarely feel safe on campus, only in student housing do I feel secure," and "I don't know where

can I easily cool off or get emotional support from employed stations in the school campus."
Respondents also shared that these feelings had been exacerbated by incidents on campus: "I
don't feel 100 percent safe anywhere on campus because of the robberies and shootings that have
occurred. I use to think the library was a safe place but due to it being a public library I don't feel
100% safe," "I don't feel safe on any part of the campus since it's an open campus. I heard about
the shooting at Dr. Martin Luther King Library and the stabbings that happen at night. These are
the reasons why I commute and don't live in the dorms," and "I do not feel safe on all locations
on campus due to open campus policy as well as the fear that staff, including student leaders, can
also be the ones acting the crime. Unsafe reports aren't taken as seriously as they should be. In
regards to safety announcements and emails, there must be a better verbiage, sense of urgency,
and used in emails and text alerts." Other Student respondents echoed these experiences, "I don't
really feel safe on campus much, because a friend of mine got jumped once in broad day light.
Students just stood around watching the event unfold rather than help her out. There's also
people around every corner you turn offering to join their bible study groups. I know it's a way
of being inclusive towards other religions, but I'm asked to join their bible studies at least 2
times a day every week. When I tried joining I found out there are some people whose bible
studies aren't even organizations under SJSU and they tried to get me to join their off campus
event," and "I honestly don't feel safe anywhere, anyone comes on campus and could go
anywhere they want. A person of the street went in our class and sat down. Then got up rapidly
and left not even 5 minutes later an officer came in looked in and closed the door. Even though
an officer was looking for that person, it doesn't help to think what if next time no officer comes
in or if they did what if the random of street person used a student as a shield or hostage." Some
respondents shared that they felt that they did not belong at the University and lacked support,
"Not really much of anywhere. I feel physically safe, but still always anxious because I don't feel
like I fit in here," "N[o]where - everything is meant for the Asian demographic to feel
comfortable; we have an Asian market, several Asian eateries, and limited options for other
ethnicities. Where is the middle eastern representation in our food choices?"

Staff and Faculty Respondents

Everywhere. One theme that emerged from Staff and Faculty respondents was feeling safe and
supported everywhere on campus. Respondents stated, "All - I don't feel unsafe anywhere on

campus," "I feel safe and comfortable in the majority of campus spaces," and "In our society, I cannot imagine a safer environment [than] the campus. There is no area or segment on campus where I do not feel safe and respected." Respondents also shared, "As a white male person, most places. The places I don't need me to feel supported, because they're supporting those who need to be supported in those spaces, as far as I can know," "Everywhere...from the parking lot to the College of Ed building to the Student Union and other places on the SJSU campus. I always feel safe and I have two classes that conclude at 9:45 pm," and "Overall, my experiences on campus have been positive and have helped me to feel safe and supported. Only certain settings have proven to be frustrating and/or isolating."

Office and Department. Staff and Faculty respondents acknowledged having a safe and supportive office and department. One respondent shared, "I feel safe and supported in my immediate department. Our supervisor did a great [job] cultivating a respectful and collaborative environment between our team… I also feel safe and supported by my colleague friends, particularly the ones who do great work promoting diversity and inclusion efforts for the campus community. Mostly, the spaces where I KNOW people and have relationships with them are the ones that feel the most safe and inclusive." Other respondents added, "In my office, with most of my colleagues, by my staff, by my supervisor," "In my own department and the departments/centers on-campus I collaborate with," and "I really love my department and my colleagues here. I generally feel accepted and appreciated at SJSU, but I have witnessed that this is not the case for all of the people around me, whether colleagues, staff, students, etc. I am very lucky to have the privilege to be in my position and to have a supportive chair and dean as well as positive connections around campus. I wish there were a straightforward way to duplicate this for those around me (some have it, some do not)." Additionally, they explained, "Within my department, of course, other services or department on campus as well. But just wanna emphasize on how supportive my department is," "With departments in other colleges that want to cross-collaborate or are interested in having a diverse group of staff give their input. These events are not advertised often, but I participate when they are, as I find them valuable," and "Mostly in my department - I think I'm valued by my coworkers but NOT by administration above."

Q118: How inclusive is SJSU of people of various religious/spiritual backgrounds? Please feel free to elaborate on your response.

One thousand five hundred forty-eight (1,548) Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on inclusion of people of various religious and spiritual backgrounds. Three themes emerged: very inclusive, lack of knowledge, and not inclusive.

Very Inclusive. One theme that emerged from respondents was that the campus was very inclusive of people with various religious and spiritual backgrounds. Respondents explained, "From my experience so far, very inclusive. I love seeing a lot of events throughout the year for various religious holidays/celebrations. I also experience it in the workplace too. People here feel open to share and educate others on their religious/spiritual background and it is always met with such openness," "As far as I can see, SJSU welcomes people of diverse backgrounds on all dimensions. I enjoy the diversity that I experience on campus; it's part of what I value about coming here each day…," "I believe that SJSU is very inclusive of people of various backgrounds to the point where students are able to create religious student organizations that help to maintain the student community's religious backgrounds," and "For what I have experienced, there is inclusiveness of various religious or spiritual backgrounds. Our college in particular makes sure people are aware of religious diversity. For example, during December holidays, the college doesn't center on one single celebration (like Christmas), but makes sure faculty, students and staff include other religious/spiritual celebrations." Another respondent stated, "SJSU has a foundational level of inclusion when it comes to people of various religious/spiritual backgrounds. Certain spaces and monuments designated for inclusion such as the Peace Pole and the meditation room in MOSAIC have helped create a welcoming and inclusive environment for all people however, many people seem to be complacent with the sheer numbers and diverse demographics of our community without taking the extra steps to understand and appreciate how different religious/spiritual backgrounds may impact individual lives."

Lack of Knowledge. Another theme that emerged was the lack of knowledge about religion or spirituality on campus. Respondents stated, "…I have never witnessed anyone being

disrespectful towards another person based on religious/spiritual background. With that being said, I also don't know of any ways in which SJSU lifts these people up. Maybe I'm just not aware, and there actually are services for these purposes," "I do not know. I believe in a separation of church and state and believe my religious beliefs should be kept separate from academics, especially when it is at a public institution," and "How can any individual at a university of this size know the answer to this question?" Other respondents explained that they did not identify with any religion or spirituality, "For this topic, I am not particularly well informed about since I do not affiliate myself in these backgrounds," "I am unable to answer this question because I do not practice or identify with a particular religion/spiritual background," and "I can't answer this question because I have not joined any religious groups." Respondents also explained that they are not on campus to witness it or do not notice it, "I am not sure about this as I am often in two locations for majority of the day. I am either in class or in lab," "I'm not sure. I'm a Sikh and I see my kind around. I'm not sure what they do to assemble together. I rarely see religious/cultural group gatherings in the quad. However, I am rarely on campus," and "I do not notice much in terms of religion and I feel it is more of a thing that happens in the background. From what I have seen, it does not change how people treat one another unless someone is forcefully handing out flyers."

Not Inclusive. Another theme that emerged was that the University was not inclusive of religious and spiritual backgrounds. Respondents stated, "We are definitely not a safe campus for Muslim students. This continues to bother me and I'm not sure what SJSU is actively doing to combat Islamophobia," "Honestly, as a Christian, I feel we take a beating a lot. It seems like sometimes classroom discussions can become too blaming and shaming of my faith and I don't feel comfortable standing up against the group think that can occur," and "I believe SJSU is not inclusive of people of various religious/spiritual backgrounds as many people come from many different places. There is a variety of different religious and spiritual backgrounds in which I do not see any inclusiveness." Another respondent explained, "It is to the point, that I don't talk about my religious faith, and for example, would not feel comfortable showing up to the office, or department meetings with ashes from Ash Wednesday for example. Meetings are scheduled during religious holidays, like Easter for example, and no consideration is given for Jewish, Christian, or Muslim holy weeks." A Faculty respondent also added, "I believe spiritual backgrounds take a back seat to race, gender, etc. I hesitate to mention any of my religious

background in a class room as students would complain in their SOTE. I have had this experience first hand." Other respondents shared that they felt only certain religious and spiritual backgrounds were supported, "The campus has a large Christian majority in fellowship numbers, but is also welcoming to other Abrahamic religions. However, I would not feel safe starting a group for pagan students, due to the societal stigma of polytheistic religions," "The school seems to only support those with a religion and NOT those who are die-hard atheist. Just look at the [redacted] list of organizations, just look at the organization choices for [redacted]-- they are mostly religious or in a church/religious property," and "I feel like Muslim and Eastern religions are not given the same voice as Judeo-Christian religions on campus. Religion so often appears to be political expression rather than personal expression of felt beliefs on campus. I feel like we need some pantheistic space that honors the various religions of our campus."

Respondents expressed the need for more support, "I believe that we aren't inclusive but there are groups who would not stop persisting," and "SJSU feels like a generally non-religious campus, which is generally alright. That said, there does not feel like there is a good way for people to express/practice their religion, especially when it comes to taking days off for significant religious holidays. While there is a policy for students, I didn't know about it until I asked my dean. There seems to be no straightforward way for faculty to take time off for significant religious holidays and there also seems to be no campus-wide awareness of when these holidays are or how they are observed…."

Q119: Do you have any specific recommendations for improving the campus climate at SJSU? Please feel free to elaborate on your response.

One thousand five hundred fifty-four (1,554) Undergraduate Student, Graduate Student, Staff, and Faculty respondents provided specific recommendations for improving the campus climate. From Undergraduate Student and Graduate Student respondents, six themes emerged: campus safety; advising, advisors, and faculty; resources and funding; community building; buildings and facilities; and not applicable. From Staff and Faculty respondents, five themes emerged: more cultural competency; communication and transparency; supervision, management, and leadership; professional development and career advancement; and salary, benefits, and housing.

Student Respondents

Campus Safety. One theme that emerged from Undergraduate Student and Graduate Student respondents was making campus safer. Respondents shared experiences with religious groups who often persistently approach them on campus, making them feel unsafe at times, "I always have bible club people walking up to me and trying to get me to go to their cub meetings. It's a little aggressive because I tell them no and they keep telling me about their organization. I wish they would just post signs around for people to see and leave me alone," and "I get the impression that there is a strong Christian presence on campus. It is not a bad thing because they have all been very polite, but I have been approached a handful of times by various individuals promoting Christian bible study. I've never been approached by anyone of any other religion. As I mentioned they are all very nice with good intentions, but they are pretty persistent in having a conversation even if I politely express to them that I am agnostic and am not interested in joining their study group. It can be a little uncomfortable. I was once approached while I was walking alone on campus around 9pm by two males (I am a woman). It turned out that they were just promoting bible study and were harmless, but it was a little frightening to see them change their direction and start walking at me before I knew who they were and want they wanted…" Student respondents also explained, "Please do something about the Bible group on campus. Ban them from approaching people to join during the non-recruiting portion of the semester because it gets old and tiring having to constantly listen to their spiel and reject them two to three times a day. It's harassment. I don't need saving from Jesus. It makes people not want to sit outside and enjoy the weather," and "Get rid of the God the Mother or Elevate people who bother students on campus," and "stop letting the religious zealots basically surround and force us into these conversations that are rude and unnecessarily pushy. It is not fair to be asked why I think following any religion besides Christianity is okay." Respondents also discussed other related security concerns, "Better UPD presence to help prevent theft. Better security in buildings to help keep the people that shouldn't be there out. Coordinate better with SJPD to help make the downtown area a safer place for students, especially at night," "Limit student access to the library more strictly. Too many homeless frequent the facilities and leave them in disorder or despair," and "Keep working on taking care of the people who are on the streets. Get them housing and social support to get on their feet. Keep providing free food and other giveaways for students. It makes their lives easier. Keep up the safety of the library."

Advising, Advisors, and Faculty. Another theme that emerged from Student respondents was academic advising and advisors. Respondents stated, "Improve advising, we need more supportive, caring and positive advisors in major departments that can actually help us and want to help us," "Have outreach to the community and BETTER ACADEMIC ADVISING. we need people who listen to us as individuals despite our majors," and "Better academic advising in all departments. Mass communication department has very helpful advisors, but a lot of departments don't have this which is frustrating for students who need help with anything involving school. Also, a huge intervention with professors that do not know how to treat students right. If they are going to treat us like idiots and be extremely rude, they do not deserve to be working with young adults who are here to LEARN!!" Other respondents added, "…Hold advisors and faculty accountable to their students by supporting/prioritizing their time in those areas over others; committees that have to do with equity and success need to hold more weight as important work that has to be done…," "The administrators/advisors need to be put under more scrutiny or new people need to be hired to make students feel more included or as the top priority. There is also a lot of miscommunication between advisors/departments. The undeclared advisors should want what's best for students [and know the best way to get a student to the major they want," and "Please don't overburden our advisors with other tasks other than helping students succeed. Often times, I find them occupied with so many other things that they don't even care about the students' wellbeing or successes. Academic counseling isn't just there to help students graduate, but really work with the students to tackle any challenges along the way and help them figure out their lives."

Resources and Funding. Another theme that emerged from Student respondents' recommendations was the need for more resourcing and funding. Respondents stated, "Better awareness/support for student who face homelessness and poverty from student body and school. (See previous answers). The food pantry initiative is a great start…," "Better faculty advising for first gen students. Financial aid services for those underserved. Campus orgs. More academic events. Campus communication," and "CAPS providing more off-campus free support groups nearby campus." Respondents expressed a desire for more spaces on campus: "GET AN API/DA STUDENT SUCCESS CENTER! Asians make up 1/3rd of the student population at SJSU, and we are also the largest organizations on campus (Akbayan (Filipino), VSA (Vietnamese), KESA (Korean), etc. We need ACKNOWLEDGED, ADMINISTRATIVE, and FISCAL support in

helping us achieve success holistically. The model minority is a myth that we do not have trouble getting jobs or we do not struggle with mental health, all because our test scores are doing well. We face our own unique struggle, and my biggest fault in my entire SJSU journey -- a school I have a lot of pride in -- was how I never saw Asians recognized and supported, despite all that we represent and accomplish for the school. Asian students matter too. We need an API/DA center," and "Creating a space for Muslim Students to pray. it would be nice to have s space that is big enough for people to pray in congregation and that isn't just a hole in the wall. It would be nice to have a space that have air flow and a window. There are 1,000s of muslims on campus, not have a meditation room provided for students that is accessible, is disappointing. The administration should work with the MSA to create a space that is big enough for students to have a place to meditate/ pray."

Community Building. One theme was the need for more community building on campus. Respondents stated, "Maybe creating a sense of belonging among students that are not part of a fraternity or sorority," "Create more transfer-friendly events to help them acclimate to the campus," "Enhance student organizations and provide students more opportunities to be involved not only in class, but also in activities," and "Provide a format for online students to have an option to connect with others in their cohort who might be near their local area to build community and attend zoom sessions together. Improve virtual communication systems between online students and administration and faculty, etc." Respondents also made suggestions related to commuting students, "Better events, more events that get people to get out and to know each other. Maybe some incentive to get people to come out to different events on campus. We're a commuter school, and we also have a lot of transfers, so we need to find a way to keep people from just going to class and then going home. We also need people to feel comfortable and to feel at home," and "I think they should try to make a more inclusive community for people who commute. I am a peer mentor and most of my commuting students feel disconnected from campus and have never attended a campus event, and I find myself in very similar situations. It just feels like school but not a community."

Buildings and Facilities. Another theme to emerge from Student respondents was the University's buildings and facilities. Respondents stated, "Something needs to be done about the space we have on campus. May need to expand the campus. Having close to 40,000 students

here does feel somewhat cramped. Student Union, dorms, parking, etc are all full most of the time," "Provide more resting areas and food courts, particularly for commuters. As a commuter, it can be hard to find space in the student union to eat or sit and study. During rush hours even the library feels pretty full," "More spaces for working students during off-hours," and "Create more safe, quiet spaces for students." Respondents also asked SJSU to create more inclusive spaces: "More trans-inclusive spaces - bathrooms, learning groups, classrooms, study spaces, etc. Single-use bathrooms should be gender non-specific facilities. I think there should be more spaces for students to study that doesn't just include the library. Maybe more success centers for different ethnicities," "Please, if you do nothing else, address the serious lack of accessible bathrooms in each building on campus. Having USABLE bathrooms for everyone must be a right, not just for the able bodied but for the disabled community at SJSU. No longer should students have to pre plan their day around which nearby building has an accessible bathroom or worry that they are missing too much class time by having to travel all the way to another building just to pee," and "Have more tables and chairs available. Add more outlets and charging stations. Perhaps, wireless charging tables. Expand parking. We pay so much for parking and we can hardly park our car, which defeats the purpose of buying a $200 worth parking if SJSU cannot accommodate all the students they are accepting each year to have enough parking spaces." Another respondent elaborated on their experience trying to use buildings and facilities, "Improve climate for people with a disability and our spartan safety. I am got surgery on both of my legs and I could walk but it was very hard to get around campus. The shuttle service had no accommodations to help me get on the bus so I was unable to use it. The DC has an old elevator to get up to use the DC in which I would have to have a friend go into the DC and ask someone to come out and help me and if I didn't have a friend I don't know how I would make it into the dc. Our spartan safety I feel like is useless, I called for assistance when getting around and they said all they could do for me is walk with me when I saw them on their carts all the time. I do not feel like if I was in a dangerous situation with another person following me, for an example, that spartan safety would help because all they do is say they can assist you to where ever you are going and how is that helpful."

Staff and Faculty respondents

More Cultural Competency. A theme that emerged from Staff and Faculty respondents was the need for more overall cultural competency at the University. Respondents stated, "Diversity training for faculty and staff should [be] mandatory. There should be regular workshops throughout the academic year for faculty and staff to be included. Student engagement would be great so that we can hear their voices and better understand how we can best support them. There should be a mentoring group for faculty from minority/marginalized groups that serves [as] a safe space to share their experiences and learn how to navigate academia," "Mandatory multicultural/diversity training, customer service/student service training for everyone (primarily staff and ideally student," and "Faculty training on pronouns. Provide students with the opportunity to change their name, so our rosters show their name change. They should have to tell their professor their preferred name." A Staff respondent also shared, "More professional development for faculty and staff related to diversity, equity and inclusion would be helpful. Many faculty who want to help our students have an 'oh these poor people' deficit thinking mindset and could be more proactive about learning approaches to inclusive teaching and learning that would value what our students bring to the classroom from their learned experiences. Staff and some administrators could also benefit from this training." Respondents also discussed the need for resources and hiring that reflect the campus, "I know from my interactions with African American students that they do not feel supported or welcomed on campus, so anything that could be done to improve that would be great. Although . . . this should not be necessary because individual faculty should think to do this, it might be helpful to provide information to faculty in each department about the contributions of people of color in their field. These are usually absent from textbooks written by white people, but they need to be included in the courses anyway. Alternatively, faculty could be coached on how to discuss the domination of white people in academia in a way that accurately reflects the impact of white privilege on the ability of people of color to be part of or be recognized in academia," and "I feel, as with any university setting, that there are some faculty members throughout various departments who do not necessarily reflect the faces back to our students that they are teaching/mentoring. Being a campus that has a widely diverse student demographic, I believe that our faculty NEEDS to be diverse as well. I might be considered the 'cool white guy' professor, but I am just one more white male educator. Most of my students are students of color and they REQUIRE more faculty

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of color if they are to succeed in their academic careers and beyond….” Lastly, respondents also wanted to see more commitment from SJSU, “The president and top leaders need to make a statement of inclusivity about transgender people. The campus leaders need to do their homework around their personal biases and require all administrators to do so. HR needs anti-bias training. SJSU should start a 1st-year retention program modeled after SFSU’s Metro Program to help retain students of color. Implement consequences for microaggressions. We need a campus-wide required training on gender. Supervisors should be able to ‘strongly recommend’ diversity training to folks who are causing problems. Make inclusion part of the evaluation process,” and “…more opportunities for people to meaningfully interact, collaborate, and dialogue with one another - students, staff, and faculty. When something happens that impacts our communities or on the news, I feel like the campus can do a better job of responding - beyond sending a customary email from the President directing us to resources. There really aren’t many spaces for people to come together and process and reflect on these larger issues that impact all of us.”

Communication and Transparency. One theme that emerged from Staff and Faculty respondents was the need for more communication and transparency. Respondents stated, “Transparency with decisions and quicker decision making specifically with COVID-19. I feel as though my department had a plan but were constantly waiting to hear what the decision was and how we were going to need to adapt our plan based off of what came from above…” and “Greater transparency in leadership would help to create a more inclusive climate on campus. It would go a long way to improve communication between people of different ranks, backgrounds, etc. Better communication and improved trust between administration and faculty, faculty and staff, etc. would make life easier for all involved. Though we have several faculty-friendly administrators who work to create a feeling of camaraderie and inclusivity, several do not (and some try to do so unsuccessfully).” Other respondents stated, “Establish a communications team for the entire university. This is not marketing or advertising. A communications team that oversees all internal communications so that all departments and areas are on the same page. Students should not get different answers from different locations on campus. Any campus communication should go through the communications team,” and “More transparency between the administration and the campus community - and not just formal strategic planning meetings. With so much turnover that’s happened on this campus and so many ‘strategic planning’ and

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'visioning' meetings, people have gotten tired and jaded by glossy rhetoric. I think people want REAL, authentic talk from our leadership. I'm hopeful that this climate campus survey will be the starting point of meaningful dialogue on our campus."

Supervision, Management, and Leadership. Another theme that emerged from Staff and Faculty respondents was accountability and training for supervisors, managers, and leadership. Respondents explained in regards to training, "…many directors on campus have worked at the university for many years and don't have the skills to communicate and handle staff they are in charge of which creates a hostile environment for many and we lose good staff because of it," "Managers and leads need training on how to be respectful of others and treat others like an adult. Some people here (MPP and Leads) have a power trip because they been here for a long time and their managers turn the other way because they don't want to deal with it and take time to hire new people, so the employee is there to suffer with no support. The employee works hard, underpaid and is micromanaged and do not give respect. We have to remember people leave managers not companies…," and "Managers may ask their employees for feedback but if they are not willing to listen, or criticize those who do speak up then you create an environment where they don't feel comfortable sharing their perspective." Other respondents discussed the importance of accountability and evaluations for upper management, "Allow employees to provide 360 reviews of their supervisors/managers without fear of retaliation…," "There should be checks and balances for those in management. Supervisors seem to be able to make decisions with no accountability. Supervisors should also have the required credentials in order to lead certain departments…," and "I think that staff should be offered to do performance reviews for management and upper management would be helpful to ferret out issues among upper staff who are at times very dominating people. Since there is no review and/or questioning about how staff feel about their leaders in an anonymous way, people who are afraid to speak up will never say anything for fear of repercussions. I have witnessed several micro-managing people in charge of employees who should not be in charge of them, these employees [are] so unbelievably unhappy and repressed that it caused major resignations and leaving the campus to get out of the hostile environment they were in…" Respondents also stated, "Senior ranking administrators should not be allowed to rule by instilling fear and intimidation in employees and students. Senior ranking administrators should not be allowed access to employee's email accounts without just cause. University administrators should not violate trust and confidentiality by reporting back to

supervisors regarding claims made by an employee, without the employee knowing the information will be shared. This is absolutely unacceptable, and this is the reason why people do not report wrongdoing…" and "Please make SJSU Library free of corruption, intimidation, harassment, discrimination, and bullying by some staff and managers. Let all employee voices be heard and don't ignore them."

Professional Development and Career Advancement. Another theme that emerged from Staff and Faculty respondents was the lack of opportunities for professional development and career advancement. Respondents stated, "Creating an environment with career progression, where employees can feel valued and experience 'fruits of their labor' rather than just be 'workers' at dead-end jobs," "Enable other venues toward administration/advancement beyond becoming a chair. Lots of talented faculty and would be administrators/leaders- may not have the opportunity to be Chair--so this really limits my personal potential/drive/interests/contributions," and "Support non tenure/tenure track faculty in helping them feel supported; create longer term/permanent adjunct positions (e.g., Teaching Professor) similar to what they do at other institutions of higher education (e.g., UC Santa Cruz, Stanford)." Respondents also discussed opportunities for development, "…Professional development that leads to actual development and not just an attendance of a conference or training. In other words, applying that professional development," "Professional development opportunities for POC, LGBTQ+, and people with disabilities," "Empower your workers. CLEAR understanding that training is expected and accounted for is needed. If a worker has been in a position for more than three months and has not been offered training or required to train in a skill that is relative to their position should be frowned upon," and "As a Latina, I would love to see more higher level opportunities for Latinas. Our campus is diverse in color and gender, but I don't see too many Latinas. Latinas are a historically under-served group, and they are a concern as far as student success. They should also be of concern when it comes to professional advancement."

Salary, Benefits, and Housing. Another theme that emerged from Staff and Faculty respondents was low salaries and a lack of affordable housing. Respondents stated, "Pay employees what they're worth; if someone has a Master's degree, their pay should reflect that," "More competitive salaries for faculty that better reflect the cost of living," "More compensation for Lecturers to pursue research and professional development," and "Provide affordable housing

and include parking in rent…." Respondents also added, "It's still just very hard to live close to campus (afford to live close). Somehow we need to address the high cost of living here and the cost to the employee to commute so that they can afford to live," and "Pay the faculty more. Buy housing around SJSU and rent/sell to faculty. Guarantee their housing…." Other respondents discussed benefits like child care, "PLEASE expand child care options on/near campus that are free or subsidized. It is impossible to work and too expensive to afford in the local market," and "More support for childcare (ie. more spaces and subsidies for faculty at the SJSU daycare)."

Q120: Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Six hundred ninety Undergraduate Student, Graduate Student, Staff, and Faculty respondents further elaborated on their survey responses. Two themes emerged: the survey and work in progress.

Survey. A theme that emerged from respondents was the survey itself. Respondents shared general comments about the survey's design and length, "It was a decent survey but long," "wow - 120 question survey. That took a lot of time and attention. I was worn out by the end of it. SJSU asks a lot of attention and time of part timers who have other full-time responsibilities in addition to their home and family life," "I satisfy with this climate survey. Thank you for providing an opportunity for our voice," "I wish you had an option of non-applicable or does not apply on some of your questions," and "I thought the survey was going to be about climate change and helping the environment." Other respondents elaborated on their responses to the survey, "Survey was great, though I realize there were some questions where I opted for a neutral response and was unable to simply un-answer the question, which is what i would have preferred to do rather than answer questions in some areas where I feel I don't have enough exposure/experience to accurately assess. My mistake for clicking through quickly, but just wanted to share that because I wasn't able to un-click those answers I really feel uninformed to answer, I'm concerned that some of my neutral answers might skew toward the center. I'm sure I'm not alone, so wanted to share," "I purposely listed the wrong college as I wish to remain

anonymous," "I was told to explain if I had any opinions on classes and all that, I stated my opinion on the sexual conduct topic. I hope I didn't violate any orders that were given out or something, I'm just stating the truth out on what I saw on my experience from school," and "I wish deans were separated from VP/Provost. The administration (and therefore the responses you asked us to give) aren't adequately able to be dissected with the likert format lumping them all together. I feel supported by my dean but not necessarily any higher up the chain. Many of my experiences have depended wildly based on who was in charge (chair, dean, etc) and the experiences you will share out may be limited by the way in which the questions were asked." Some respondents added that they wanted to know how the survey results would be used: "Inform us in a clear way every year about the result of this survey. Not just again a complicated mail," "I want to know how this data will be used to improve the climate," while others felt that surveys were ineffective, "I've not given any survey responses, as that is more or less useless in this kind of survey. As long as the Higher Administration works top->down, then even the results of this survey will not be of much help," "Like every survey- the problem is people fill all of the bubbles out. And if you do the same survey 5 - 10 - 15 years from now, it will be the same," and "People want action. Not surveys."

Work in Progress. Respondents shared that they felt that SJSU is still a work in progress, "When I came to SJSU for graduate study, I viewed the campus as very passive and unwilling to really take a stand for anything (particularly the student body, compared to that of my previous institution). I have seen the campus improve under Mary Papazian's leadership, however, and I believe she has the best interests in mind for the campus, but I think there are still many chronic issues with inconsistency across departments that impacted my success at the campus. I think some departments operate better than others and student experiences differ quite a bit...," "I started out as a cis-gendered [redacted] over [redacted] years ago. Those intervening decades have helped eliminate nearly all of the inappropriate things that were directed at my gender/physical being when I started (age almost erases gender in some ways for women). I have also reached a certain level of institutional power, so I have a lot less to fear than most survey-takers, I suspect. However, it does seem that SJSU has made a very strong effort in the years since [redacted] started with us (and since the dorm hate crime incidents) to be a more welcoming space. I really believe people at SJSU at least have the will to be inclusive (if not always reaching that goal in their actual words and deeds). We have been successful in our

department in growing a more diverse faculty but will need to keep working at this to be able to build a professoriate fully reflective of our students." Others added, "The climate is 'bearable' but there is so much more room for improvement if and only if the administration takes it more seriously. So far, it's mostly lots of talk and little actions," "SJSU is my home. Right now, I don't love my home. I don't feel valued and I am concerned that the culture on campus is moving away from a focus on people -- all people, students, staff, faculty (in addition to administrators). New leadership has arrived with some terrific ideas for the future. But that same leadership is disconnected from our amazing students, undervalues stellar faculty and disempowers talented, dedicated staff members. There is tremendous potential in leveraging the entire campus community to move SJSU toward the future," and "The other more widespread general attitude I have observed is a frustration at the speed at which things can get accomplished, responsiveness of units providing campus wide services, and a general ennui or fatalism that 'nothing ever changes' while I, as a newcomer could see what appeared to be great efforts being put forward to address various factors of the above as well as other issues which didn't directly impact my area routinely. Those efforts can make little headway however in a jaded core population…." Other respondents added, "I think SJSU is a very nice school, that is open enough to talk about various topics but I know no place is completely free from racism, sexism and etc," "I think SJSU is fine with religion and ethnic/cultural issues, the ones it needs to most work on are female and gender orientation abuse, sexual assault, sexual orientation abuse, and financial hardship for those of us who live in this valley and cannot afford to but want to attend this prestigious university," and "Yes, SJSU is definitely more inclusive and diverse than other places surrounding campus. I love that about sjsu! It's unique! However, it's not as accessible and there aren't as many resources that would make this place attractive to Faculty/Staff. It's not as accessible to low-income faculty/staff who need wellness and good transportation benefits. Other universities allow employees to use the recreation activities for free and help with their transportation costs."

San José State University
Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

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Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier apoyo o servicio para participar en esta encuesta, por favor póngase en contacto con:

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Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

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Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at San José State University. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at SJSU and provide us with specific information about how the environment for learning, living, and working at SJSU can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Discomforts and Risks

No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please go to the appropriate website offered below to contact a resource:

> **Students:**
> http://www.sjsu.edu/counseling/

> **Faculty and Staff:**
> http://www.sjsu.edu/up/careers/wellness/employee_assistance/index.html

Benefits

The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at SJSU is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Confidentiality for Comments

Upon submission, all comments from participants will be de-identified. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:
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Executive Associate & Senior Research Associate
Rankin & Associates Consulting
323-454-3232
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Questions regarding the survey process may also be directed to:
Kathleen Wong(Lau), Ph.D. (Committee co-chair)
Chief Diversity Officer, Office of Diversity, Equity and Inclusion
408-924-8168
kathleen.wonglau@sjsu.edu

Lisa Millora, Ph.D. (Committee co-chair)
Chief of Staff, President's Office
408-924-1177
lisa.millora@sjsu.edu

Questions concerning the rights of participants:
Questions or problems regarding these activities should be addressed to:

Pamela Stacks
Associate Vice President, Research
pamela.stacks@sjsu.edu
408-924-2479

PLEASE MAKE A COPY OF THIS DOCUMENT FOR YOUR RECORDS. IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY.

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian/Native/Indigenous: A person whose cultural, racial, ethnic, political or sovereign identities are rooted with Native peoples, specific tribes or tribal nations indigenous to the Americas. Indigenous refers to a person whose cultural, racial, ethnic, political or sovereign identities are rooted with aboriginal peoples, specific tribes or tribal nations around the world.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprentticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of their role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Social Identity: A person's sense of who they are based on their group membership(s). Social identity theory which is a conceptual perspective on group processes and intergroup relations that assumes that groups influence their members' self-concepts and self-esteem, particularly when individuals categorize themselves as group members and identify strongly with the group. (https://psycnet.apa.org/record/2011-21802-020)

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses. The survey will take between 20 and 30 minutes to complete.

The survey will take between *20 and 30 minutes* to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at SJSU**?**
   - ❍ Undergraduate Student
     - ❍ Started at SJSU as a first-time, first-year student
     - ❍ Transferred to SJSU from another institution
     - ❍ Re-entry student (i.e., returning to college after an extended period)
   - ❍ Graduate Student (includes Credential Students)
   - ❍ Faculty (includes Counselors and Librarians)
     - ❍ Lecturer (or equivalent)
     - ❍ Assistant Professor (or equivalent)
     - ❍ Associate Professor (or equivalent)
     - ❍ Professor (or equivalent)
   - ❍ Staff (including coaches and MPPs)
     - ❍ Non-Exempt (Hourly)
     - ❍ Exempt (Salary)

2. Are you full-time or part-time in that **primary** position?
   - ❍ Full-time
   - ❍ Part-time

3. **Students Only:** What proportion of your classes have you taken exclusively online at SJSU**?**
   - ❍ All
   - ❍ Most
   - ❍ Some
   - ❍ None

Part 1: Personal Experiences

When responding to questions 4 – 6, think about your experiences during the past year at SJSU.

4. Overall, how comfortable are you with the climate at SJSU?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

5. **Faculty/Staff only**: Overall, how comfortable are you with the climate in your department/program or work unit at SJSU?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

6. **Students/Faculty only**: Overall, how comfortable are you with the climate in your classes at SJSU?
   - ❍ Very comfortable
   - ❍ Comfortable
   - ❍ Neither comfortable nor uncomfortable
   - ❍ Uncomfortable
   - ❍ Very uncomfortable

7. Have you ever **seriously considered** leaving SJSU?
- ○ No **(Faculty skip to Q#13, Students skip to Q#12)**
- ○ Yes **(Faculty/Staff-skip to #10)**

8. **Students only**: When did you seriously consider leaving SJSU**? (Mark all that apply.)**
- ❑ During my first semester as a student
- ❑ During my second semester as a student
- ❑ During my second year as a student
- ❑ During my third year as a student
- ❑ During my fourth year as a student
- ❑ During my fifth year as a student
- ❑ During my sixth year as a student
- ❑ After my sixth year as a student

9. **Students only**: Why did you seriously consider leaving SJSU? **(Mark all that apply.)**
- ❑ Campus Climate not welcoming
- ❑ Cost of living in the Bay Area
- ❑ Couldn't get into my intended major
- ❑ Couldn't get into the courses I need
- ❑ Coursework not challenging enough
- ❑ Coursework too difficult
- ❑ Did not have my major
- ❑ Did not like major
- ❑ Family obligations (e.g., caregiving responsibility)
- ❑ Financial reasons
- ❑ Homesick
- ❑ Impersonal interactions with SJSU faculty/staff/students
- ❑ Lack of a sense of belonging
- ❑ Lack of social life at SJSU
- ❑ Lack of support for my social identities
- ❑ Lack of support group
- ❑ Lack of support services
- ❑ Medical health reasons
- ❑ Mental health reasons
- ❑ My marital/relationship status
- ❑ Personal reasons
- ❑ A reason not listed above (Please specify.) _____

10. **Faculty/Staff only**: Why did you seriously consider leaving SJSU? **(Mark all that apply.)**
- ❑ Campus climate unwelcoming
- ❑ Cost of living in the Bay Area
- ❑ Family obligations (e.g., caregiving responsibility)
- ❑ Increased workload
- ❑ Impersonal interactions with SJSU faculty/staff/students
- ❑ Insufficient institutional support (e.g., technical support, understaffed, laboratory space/equipment)
- ❑ Interested in a position at another institution
- ❑ Lack of benefits
- ❑ Lack of professional development opportunities
- ❑ Limited advancement opportunities
- ❑ Local community climate not welcoming
- ❑ Local community did not meet my (my family) needs
- ❑ Low salary/pay rate
- ❑ Personal reasons (e.g., medical, mental health, family emergencies)
- ❑ Poor quality workplace facilities
- ❑ Recruited or offered a position at another institution/organization
- ❑ Relocation
- ❑ Spouse or partner relocated
- ❑ Spouse or partner unable to find suitable employment
- ❑ Tension with supervisor/manager
- ❑ Tension with coworkers
- ❑ Unfair evaluation systems
- ❑ A reason not listed above (Please specify.) _____

11. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

12. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at SJSU.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	❍	❍	❍	❍	❍
I am satisfied with my academic experience at SJSU.	❍	❍	❍	❍	❍
I am satisfied with the extent of my intellectual development since enrolling at SJSU.	❍	❍	❍	❍	❍
I have performed academically as well as I anticipated I would.	❍	❍	❍	❍	❍
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	❍	❍	❍	❍	❍
My interest in ideas and intellectual matters has increased since coming to SJSU.	❍	❍	❍	❍	❍
I intend to graduate from SJSU.	❍	❍	❍	❍	❍
Thinking ahead, it is likely that I will leave SJSU before I graduate.	❍	❍	❍	❍	❍

13. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at SJSU?
    - ❍ No **(Skip to Q#23**)
    - ❍ Yes

14. What do you believe was the basis of the conduct? **(Mark all that apply.)**
    - ❑ Academic performance
    - ❑ Age
    - ❑ Caregiver status (e.g., eldercare, adult children with special needs)
    - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizenship/visa status
    - ❑ International status/national origin
    - ❑ Learning disability/impairment
    - ❑ Length of service at SJSU
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Medical disability/impairment
    - ❑ Mental health/psychological disability/impairment
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children under the age of 18)
    - ❑ Participation in an organization/team (Please specify.) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/impairment
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

15. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
    - ❍ 1 instance
    - ❍ 2 instances
    - ❍ 3 instances
    - ❍ 4 instances
    - ❍ 5 or more instances

16. How would you describe what happened? **(Mark all that apply.)**
   - ❑ I experienced a hostile classroom environment.
   - ❑ I experienced a hostile work environment.
   - ❑ I experienced threat(s) of being outed.
   - ❑ I felt others staring at me.
   - ❑ I received a low or unfair performance evaluation.
   - ❑ I received derogatory phone calls/text messages/email.
   - ❑ I received derogatory written comments.
   - ❑ I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
   - ❑ I received threats of physical violence.
   - ❑ I was ignored or excluded.
   - ❑ I was intimidated/bullied.
   - ❑ I was isolated or left out.
   - ❑ I was not fairly evaluated in the promotion and tenure process.
   - ❑ I was singled out as the spokesperson for my identity group.
   - ❑ I was the target of derogatory verbal remarks.
   - ❑ I was the target of graffiti/vandalism.
   - ❑ I was the target of physical violence.
   - ❑ I was the target of racial/ethnic profiling.
   - ❑ I was the target of stalking.
   - ❑ I was the target of workplace incivility.
   - ❑ My position on campus was questioned
   - ❑ Someone assumed I was admitted/hired/promoted because of my identity group.
   - ❑ Someone assumed I was not admitted/hired/promoted because of my identity group.
   - ❑ The conduct made me fear that I would get a poor grade.
   - ❑ The conduct threatened my family's safety.
   - ❑ The conduct threatened my physical safety.
   - ❑ An experience not listed above (Please specify.) _____

17. Where did the conduct occur? **(Mark all that apply.)**
   - ❑ At a SJSU event/program
   - ❑ In a class/laboratory
   - ❑ In a faculty office
   - ❑ In a fraternity or sorority house
   - ❑ In a meeting with one other person
   - ❑ In a meeting with a group of people
   - ❑ In a religious center
   - ❑ In a SJSU staff/administrative office
   - ❑ In a SJSU dining facility
   - ❑ In a SJSU library
   - ❑ In an experiential learning environment (e.g., community-based learning, externship, internship)
   - ❑ In athletic facilities
   - ❑ In campus housing
   - ❑ In off-campus housing
   - ❑ In other public spaces at SJSU
   - ❑ In SJSU Counseling and Psychological Services
   - ❑ In the SJSU Health Center
   - ❑ Off campus
   - ❑ On a campus shuttle
   - ❑ On messaging services (e.g., Whatsapp, WeChat, Facebook Messenger)
   - ❑ On phone calls/text messages/email
   - ❑ On social media sites (e.g., Instagram, Facebook, Twitter, Snapchat)
   - ❑ While walking on campus
   - ❑ While working at a SJSU job
   - ❑ A venue not listed above (Please specify.) _____

18. Who/what was the source of the conduct? **(Mark all that apply.)**
   - ❑ Academic advisor
   - ❑ Alum
   - ❑ Athletic coach/trainer
   - ❑ Coworker/colleague
   - ❑ Department/program chair
   - ❑ Direct report (e.g., person who reports to me)
   - ❑ Donor
   - ❑ Faculty member/other instructional staff
   - ❑ Friend
   - ❑ Off-campus community member
   - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
   - ❑ SJSU media (e.g., posters, brochures, flyers, handouts, websites)
   - ❑ SJSU University Police Department (UPD)
   - ❑ Social networking site (e.g., Instagram, Facebook, Twitter, Snapchat)
   - ❑ Staff member
   - ❑ Stranger
   - ❑ Student
   - ❑ Student staff
   - ❑ Student organization (Please specify.) _____
   - ❑ Student teaching assistant/student laboratory assistant/student tutor
   - ❑ Supervisor or manager
   - ❑ Do not know source
   - ❑ A source not listed above (Please specify.) _____

19. How did you feel after experiencing the conduct? **(Mark all that apply.)**
   - ❑ Afraid
   - ❑ Angry
   - ❑ Distressed
   - ❑ Embarrassed
   - ❑ Sad
   - ❑ Somehow responsible
   - ❑ A feeling not listed above (Please specify.) _____

20. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
   - ❑ I avoided the person/venue.
   - ❑ I confronted the person(s) at the time.
   - ❑ I confronted the person(s) later.
   - ❑ I contacted a local law enforcement official.
   - ❑ I did not do anything.
   - ❑ I did not know to whom to go.
   - ❑ I sought information online.
   - ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
   - ❑ I sought support from an off-campus community-based organization.
   - ❑ I sought support from off-campus hotline/advocacy services.
   - ❑ I submitted a bias incident report or a report through the blue button/link on this website: http://www.sjsu.edu/diversity.
   - ❑ I told a family member.
   - ❑ I told a friend.
   - ❑ I told a coworker.
   - ❑ I contacted a SJSU resource.
      - ❑ African American/Black Student Success Center
      - ❑ An academic college Student Success Center
      - ❑ Bargaining Unit Representative
      - ❑ Behavioral Intervention Team (BIT)
      - ❑ Campus Survivor Advocate
      - ❑ Chicanx/Latinx Student Success Center
      - ❑ Clery Act Compliance Officer
      - ❑ Counseling and Psychological Services (CAPS)
      - ❑ Department/program chair
      - ❑ Educational Opportunity Program (EOP)
      - ❑ Employee Assistance Program (EAP)

- ❑ Faculty member
- ❑ Gender Equity Center
- ❑ MOSAIC Cross-Cultural Center
- ❑ Office of Diversity, Equity, and Inclusion
- ❑ Office of Student Conduct and Ethical Development (SCED)
- ❑ Ombudsperson
- ❑ Peer Connections
- ❑ PRIDE Center
- ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
- ❑ SJSU Cares
- ❑ SJSU University Police Department (UPD)
- ❑ Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
- ❑ Student staff (e.g., residential assistant, student coordinators, building managers, event staff)
- ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
- ❑ Student Wellness Center
- ❑ Title IX Coordinator
- ❑ UndocuSpartan Resource Center
- ❑ University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)
- ❑ Veterans Resource Center
- ❑ A response not listed above (Please specify.) _____

21. Did you officially report the conduct?
    - ❍ No, I did not report it.
    - ❍ Yes, I reported it.
        - ❍ Yes, I reported the conduct and was satisfied with the outcome.
        - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
        - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately.
        - ❍ Yes, I reported the conduct, but chose not to pursue.
        - ❍ Yes, I reported the conduct and the outcome is still pending.
        - ❍ Yes, I reported the conduct, but the outcome was not shared.

22. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you experience any discomfort in responding to these questions and would like to speak with someone, please go to the appropriate website offered below to contact a resource:

Students:
http://www.sjsu.edu/counseling/

Faculty and Staff:
http://www.sjsu.edu/up/careers/wellness/employee_assistance/index.html

Incidents involving unwanted or forced interpersonal relationship violence and/or sexual acts are often difficult to talk about. The following questions are related to any incidents of this contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

23. **While a member of the SJSU community,** have you experienced any of the following?**(Mark all that apply.)**
- ❑ No **(Skip to Q#33)**
- ❑ Yes – relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)
  (Please complete Q#22rv – Q#32rv]
- ❑ Yes – gender-based stalking (e.g., following me, on social media, texting, phone calls)
  (**Please complete Q#22stlk – Q#32stlk]**
- ❑ Yes – unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)
  (Please complete Q#22si – Q#32si]
- ❑ Yes – unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)
  (Please complete Q#22sc – Q#32sc]

24rv. When did the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) occur?
- ○ Less than 6 months ago
- ○ 6 – 12 months ago
- ○ 13 – 23 months ago
- ○ 2 – 4 years ago
- ○ 5 – 10 years ago
- ○ 11 – 20 years ago
- ○ More than 20 years ago

25rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)
- ❑ First year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year

26rv. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ SJSU faculty member
- ❑ SJSU staff member
- ❑ SJSU student
- ❑ Stranger
- ❑ Other role/relationship not listed above

27rv. Where did the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) occur?
  (Mark all that apply.)
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

28rv. How did you feel after experiencing the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

29rv. What did you do in response to experiencing the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a local law enforcement official.
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I sought support from an off-campus community-based organization.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a coworker.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I contacted a SJSU resource.
  - ❑ African American/Black Student Success Center
  - ❑ An academic college Student Success Center
  - ❑ Bargaining Unit Representative
  - ❑ Behavioral Intervention Team (BIT)
  - ❑ Campus Survivor Advocate
  - ❑ Chicanx/Latinx Student Success Center
  - ❑ Clery Act Compliance Officer
  - ❑ Counseling and Psychological Services (CAPS)
  - ❑ Department/program chair
  - ❑ Educational Opportunity Program (EOP)
  - ❑ Employee Assistance Program (EAP)
  - ❑ Faculty member
  - ❑ Gender Equity Center
  - ❑ MOSAIC Cross-Cultural Center
  - ❑ Office of Diversity, Equity, and Inclusion
  - ❑ Office of Student Conduct and Ethical Development (SCED)
  - ❑ Ombudsperson
  - ❑ Peer Connections
  - ❑ PRIDE Center
  - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
  - ❑ SJSU Cares
  - ❑ SJSU University Police Department (UPD)
  - ❑ Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
  - ❑ Student staff (e.g., residential assistant, student coordinators, building managers, event staff)
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student Wellness Center
  - ❑ Title IX Coordinator
  - ❑ UndocuSpartan Resource Center
  - ❑ University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)
  - ❑ Veterans Resource Center

30rv. Did you officially report the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed)?
- ❍ No, I did not report it. **(Skip to Q#31rv)**
- ❍ Yes, I reported the conduct.
    - ❍ Yes, I reported the conduct and was satisfied with the outcome. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct, but felt that it was not addressed appropriately. **(Skip to Q#32rv)**
    - ❍ Yes, I reported the conduct, but chose not to pursue. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct and the outcome is still pending. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct, but the outcome was not shared. **(Skip to Q#33)**

31rv. You indicated that you **DID NOT** report the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) to a campus official or staff member. Please explain why you did not.

32rv. You indicated that you **DID** report the relationship violence (e.g., pattern of being ridiculed, controlled, or physically harmed) but that it was not addressed appropriately. Please explain why you felt that it was not.

24stlk. When did the gender-based stalking (e.g., following me, on social media, texting, phone calls) occur?
- ○ Less than 6 months ago
- ○ 6 – 12 months ago
- ○ 13 – 23 months ago
- ○ 2 – 4 years ago
- ○ 5 – 10 years ago
- ○ 11 – 20 years ago
- ○ More than 20 years ago

25stlk. **Students only:** What semester were you in when you experienced the gender-based stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)
- ❑ First year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year

26stlk. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ SJSU faculty member
- ❑ SJSU staff member
- ❑ SJSU student
- ❑ Stranger
- ❑ Other role/relationship not listed above

27stlk. Where did the gender-based stalking (e.g., following me, on social media, texting, phone calls) occur?
(Mark all that apply.)
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

28stlk. How did you feel after experiencing the gender-based stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

29stlk. What did you do in response to experiencing the gender-based stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a local law enforcement official.
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I sought support from an off-campus community-based organization.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a coworker.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I contacted a SJSU resource.
    - ❑ African American/Black Student Success Center
    - ❑ An academic college Student Success Center
    - ❑ Bargaining Unit Representative
    - ❑ Behavioral Intervention Team (BIT)
    - ❑ Campus Survivor Advocate
    - ❑ Chicanx/Latinx Student Success Center
    - ❑ Clery Act Compliance Officer
    - ❑ Counseling and Psychological Services (CAPS)
    - ❑ Department/program chair
    - ❑ Educational Opportunity Program (EOP)
    - ❑ Employee Assistance Program (EAP)
    - ❑ Faculty member
    - ❑ Gender Equity Center
    - ❑ MOSAIC Cross-Cultural Center
    - ❑ Office of Diversity, Equity, and Inclusion
    - ❑ Office of Student Conduct and Ethical Development (SCED)
    - ❑ Ombudsperson
    - ❑ Peer Connections
    - ❑ PRIDE Center
    - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
    - ❑ SJSU Cares
    - ❑ SJSU University Police Department (UPD)
    - ❑ Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
    - ❑ Student staff (e.g., residential assistant, student coordinators, building managers, event staff)
    - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
    - ❑ Student Wellness Center
    - ❑ Title IX Coordinator
    - ❑ UndocuSpartan Resource Center
    - ❑ University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)
    - ❑ Veterans Resource Center

30stlk. Did you officially report the gender-based stalking (e.g., following me, on social media, texting, phone calls)?
- ❍ No, I did not report it. **(Skip to Q#31stlk)**
- ❍ Yes, I reported the conduct.
    - ❍ Yes, I reported the conduct and was satisfied with the outcome. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct, but felt that it was not addressed appropriately. **(Skip to Q#32stlk)**
    - ❍ Yes, I reported the conduct, but chose not to pursue. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct and the outcome is still pending. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct, but the outcome was not shared. **(Skip to Q#33)**

31stlk. You indicated that you **DID NOT** report the gender-based stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

32stlk. You indicated that you **DID** report the gender-based stalking (e.g., following me, on social media, texting, phone calls) but that it was not addressed appropriately. Please explain why you felt that it was not.

24si. When did the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) occur?
- ○ Less than 6 months ago
- ○ 6 – 12 months ago
- ○ 13 – 23 months ago
- ○ 2 – 4 years ago
- ○ 5 – 10 years ago
- ○ 11 – 20 years ago
- ○ More than 20 years ago

25si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)
- ❑ First year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year

26si. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ SJSU faculty member
- ❑ SJSU staff member
- ❑ SJSU student
- ❑ Stranger
- ❑ Other role/relationship not listed above

27si. Where did the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

28si. How did you feel after experiencing the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

29si. What did you do in response to experiencing the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a local law enforcement official.
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I sought support from an off-campus community-based organization.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a coworker.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I contacted a SJSU resource.
  - ❑ African American/Black Student Success Center
  - ❑ An academic college Student Success Center
  - ❑ Bargaining Unit Representative
  - ❑ Behavioral Intervention Team (BIT)
  - ❑ Campus Survivor Advocate
  - ❑ Chicanx/Latinx Student Success Center
  - ❑ Clery Act Compliance Officer
  - ❑ Counseling and Psychological Services (CAPS)
  - ❑ Department/program chair
  - ❑ Educational Opportunity Program (EOP)
  - ❑ Employee Assistance Program (EAP)
  - ❑ Faculty member
  - ❑ Gender Equity Center
  - ❑ MOSAIC Cross-Cultural Center
  - ❑ Office of Diversity, Equity, and Inclusion
  - ❑ Office of Student Conduct and Ethical Development (SCED)
  - ❑ Ombudsperson
  - ❑ Peer Connections
  - ❑ PRIDE Center
  - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
  - ❑ SJSU Cares
  - ❑ SJSU University Police Department (UPD)
  - ❑ Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
  - ❑ Student staff (e.g., residential assistant, student coordinators, building managers, event staff)
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student Wellness Center
  - ❑ Title IX Coordinator
  - ❑ UndocuSpartan Resource Center
  - ❑ University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)
  - ❑ Veterans Resource Center

30si. Did you officially report the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment)?
- ○ No, I did not report it. **(Skip to Q#31si)**
- ○ Yes, I reported the conduct.
  - ○ Yes, I reported the conduct and was satisfied with the outcome. **(Skip to Q#33)**
  - ○ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to Q#33)**
  - ○ Yes, I reported the conduct, but felt that it was not addressed appropriately. **(Skip to Q#32si)**
  - ○ Yes, I reported the conduct, but chose not to pursue. **(Skip to Q#33)**
  - ○ Yes, I reported the conduct and the outcome is still pending. **(Skip to Q#33)**
  - ○ Yes, I reported the conduct, but the outcome was not shared. **(Skip to Q#33)**

31si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

32si. You indicated that you **DID** report the unwanted sexual interaction (e.g., sexting, cat-calling, repeated sexual advances, sexual harassment) but that it was not addressed appropriately. Please explain why you felt that it was not.

24sc. When did the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) occur?
- ○ Less than 6 months ago
- ○ 6 – 12 months ago
- ○ 13 – 23 months ago
- ○ 2 – 4 years ago
- ○ 5 – 10 years ago
- ○ 11 – 20 years ago
- ○ More than 20 years ago

25sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ Prior to my first semester (e.g., Orientation, pre-collegiate program at SJSU)
- ❑ First year
    - ❑ Fall semester
    - ❑ Spring semester
    - ❑ Summer semester
- ❑ Second year
    - ❑ Fall semester
    - ❑ Spring semester
    - ❑ Summer semester
- ❑ Third year
    - ❑ Fall semester
    - ❑ Spring semester
    - ❑ Summer semester
- ❑ Fourth year
    - ❑ Fall semester
    - ❑ Spring semester
    - ❑ Summer semester
- ❑ After my fourth year

26sc. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ SJSU faculty member
- ❑ SJSU staff member
- ❑ SJSU student
- ❑ Stranger
- ❑ Other role/relationship not listed above

27sc. Where did the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

28sc. How did you feel after experiencing the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

29sc. What did you do in response to experiencing the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a local law enforcement official.
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I sought information online.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I sought support from an off-campus community-based organization.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I told a coworker.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I contacted a SJSU resource.
    - ❑ African American/Black Student Success Center
    - ❑ An academic college Student Success Center
    - ❑ Bargaining Unit Representative
    - ❑ Behavioral Intervention Team (BIT)
    - ❑ Campus Survivor Advocate
    - ❑ Chicanx/Latinx Student Success Center
    - ❑ Clery Act Compliance Officer
    - ❑ Counseling and Psychological Services (CAPS)
    - ❑ Department/program chair
    - ❑ Educational Opportunity Program (EOP)
    - ❑ Employee Assistance Program (EAP)
    - ❑ Faculty member
    - ❑ Gender Equity Center
    - ❑ MOSAIC Cross-Cultural Center
    - ❑ Office of Diversity, Equity, and Inclusion
    - ❑ Office of Student Conduct and Ethical Development (SCED)
    - ❑ Ombudsperson
    - ❑ Peer Connections
    - ❑ PRIDE Center
    - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
    - ❑ SJSU Cares
    - ❑ SJSU University Police Department (UPD)
    - ❑ Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
    - ❑ Student staff (e.g., residential assistant, student coordinators, building managers, event staff)
    - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
    - ❑ Student Wellness Center
    - ❑ Title IX Coordinator
    - ❑ UndocuSpartan Resource Center
    - ❑ University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)
    - ❑ Veterans Resource Center

30sc. Did you officially report the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent)?
- ❍ No, I did not report it. **(Skip to Q#31sc)**
- ❍ Yes, I reported the conduct.
    - ❍ Yes, I reported the conduct and was satisfied with the outcome. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct, but felt that it was not addressed appropriately. **(Skip to Q#32sc)**
    - ❍ Yes, I reported the conduct, but chose not to pursue. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct and the outcome is still pending. **(Skip to Q#33)**
    - ❍ Yes, I reported the conduct, but the outcome was not shared. **(Skip to Q#33)**

31sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

32sc. You indicated that you **DID** report the unwanted sexual contact (e.g., unwanted touch, rape, sexual assault, penetration without consent) but that it was not addressed appropriately. Please explain why you felt that it was not.

33. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of what Affirmative Consent means.	❍	❍	❍	❍	❍
I am generally aware of the role of SJSU Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	❍	❍	❍	❍	❍
I know how and where to report such incidents.	❍	❍	❍	❍	❍
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	❍	❍	❍	❍	❍
I am generally aware of the campus resources listed on the SJSU Title IX website.	❍	❍	❍	❍	❍
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	❍	❍	❍	❍	❍
I understand that SJSU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	❍	❍	❍	❍	❍
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the SJSU Annual Safety Report at http://www.sjsu.edu/police/crime_reporting/clery_act/index.html.	❍	❍	❍	❍	❍
I'm aware that when there is an imminent safety threat that SJSU sends a campus safety alert.	❍	❍	❍	❍	❍

If you experience any discomfort in responding to these questions and would like to speak with someone, please go to the appropriate website offered below to contact a resource:

Students:
http://www.sjsu.edu/counseling/

Faculty and Staff:
http://www.sjsu.edu/up/careers/wellness/employee_assistance/index.html

Part 2: Workplace Climate

34. **Tenured and Tenure-Track Faculty only:** As a faculty member at SJSU, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	❍	❍	❍	❍	❍
The criteria for promotion are clear.	❍	❍	❍	❍	❍
The process for obtaining tenure is clear.	❍	❍	❍	❍	❍
The process for obtaining promotion is clear.	❍	❍	❍	❍	❍
The tenure standards/promotion standards are applied equally to faculty in my college.	❍	❍	❍	❍	❍
Supported and mentored during the tenure-track years.	❍	❍	❍	❍	❍
SJSU faculty who qualify for delaying their tenure-clock feel empowered to do so.	❍	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, school/departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍	❍
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	❍	❍	❍	❍	❍
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost, associate vice president).	❍	❍	❍	❍	❍
Faculty opinions are valued within SJSU committees.	❍	❍	❍	❍	❍
I would like more opportunities to participate in **substantive** committee assignments.	❍	❍	❍	❍	❍
I have opportunities to participate in **substantive** committee assignments.	❍	❍	❍	❍	❍

35. **Tenured and Tenure-Track Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

36. **Non-Tenure-Track Faculty only**: As an employee with a non-tenure-track appointment at SJSU I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	❍	❍	❍	❍	❍
The criteria used for contract renewal are applied equally within classifications.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	❍	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍	❍
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost, associate vice president).	❍	❍	❍	❍	❍
Non-tenure-track faculty opinions are taken seriously by other tenured or tenure-track faculty in my unit.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

37. **Non**-**Tenure-Track Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

38. **All Faculty**: As a faculty member at SJSU, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Research is valued by SJSU.	❍	❍	❍	❍	❍
Teaching is valued by SJSU.	❍	❍	❍	❍	❍
Service is valued by SJSU.	❍	❍	❍	❍	❍
Shared governance is valued by SJSU.	❍	❍	❍	❍	❍
Salaries for tenure-track faculty positions are competitive.	❍	❍	❍	❍	❍
Salaries for non-tenure-track faculty are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
SJSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	❍	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍	❍
SJSU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	❍	❍	❍	❍	❍
Positive about my career opportunities at SJSU.	❍	❍	❍	❍	❍
I would recommend SJSU as good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

39. **All Faculty**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **Staff only**: As a staff member at SJSU, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍	❍
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	❍	❍	❍	❍	❍
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	❍	❍	❍	❍	❍
A hierarchy exists within staff positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍
SJSU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	❍	❍	❍	❍	❍

41. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

42. **Staff only**: As a staff member at SJSU I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
SJSU provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
SJSU is supportive of taking extended leave (e.g., FMLA, parental).	❍	❍	❍	❍	❍
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	❍	❍	❍	❍	❍
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	❍	❍	❍	❍	❍
SJSU policies (e.g., FMLA) are fairly applied across SJSU.	❍	❍	❍	❍	❍
SJSU is supportive of flexible work schedules.	❍	❍	❍	❍	❍
My supervisor is supportive of flexible work schedules.	❍	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍	❍
Vacation and personal time benefits are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement benefits are competitive.	❍	❍	❍	❍	❍
Staff opinions are valued on SJSU committees.	❍	❍	❍	❍	❍
Staff opinions are valued by SJSU faculty and administration.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Clear procedures exist on how I can advance at SJSU.	❍	❍	❍	❍	❍
Positive about my career opportunities at SJSU.	❍	❍	❍	❍	❍
I would recommend SJSU as good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

43. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

44. **Graduate Students only**: As a graduate student I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	❍	❍	❍	❍	❍
I have adequate access to my advisor.	❍	❍	❍	❍	❍
My advisor provides clear expectations.	❍	❍	❍	❍	❍
My advisor responds to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Adequate opportunities exist for me to interact with other university faculty outside of my department.	❍	❍	❍	❍	❍
I receive support from my advisor to pursue personal research interests.	❍	❍	❍	❍	❍
My department faculty members encourage me to produce publications and present research.	❍	❍	❍	❍	❍
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	❍	❍	❍	❍	❍
I feel comfortable sharing my professional goals with my advisor.	❍	❍	❍	❍	❍

45. **Graduate Student only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

46. What is your current gender/gender identity? **(Mark all that apply.)**
   - ❑ Gender Non-Conforming
   - ❑ Genderfluid
   - ❑ Genderqueer
   - ❑ Intersex
   - ❑ Man
   - ❑ Nonbinary
   - ❑ Questioning/Not Sure
   - ❑ Transgender
   - ❑ Two-Spirit
   - ❑ Woman
   - ❑ A gender not listed here (Please specify.) _____

47. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. **(Mark all that apply.)**
   - ❑ Bisexual
   - ❑ Fluid
   - ❑ Gay
   - ❑ Heterosexual
   - ❑ Lesbian
   - ❑ Pansexual
   - ❑ Queer
   - ❑ Questioning/Not sure
   - ❑ Two-Spirit
   - ❑ Asexual/Aromantic (short definition)
   - ❑ A sexual identity not listed here (Please specify.) _____

48. What is your citizenship/immigrant status in U.S.?
   - ❍ Discretionary status (e.g., TPS, DACA)
   - ❍ U.S. citizen, naturalized
   - ❍ Permanent immigrant Status (e.g., lawful legal resident, refugee, asylee, T Visa, VAWA)
   - ❍ Temporary resident – International student
   - ❍ Temporary resident – Dual intent worker (e.g., H-1B visa holder) or other temporary worker status
   - ❍ Unprotected status (not protections)
   - ❍ U.S. citizen, birth
   - ❍ Other legally documented status

49. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
   - ❑ Alaska Native (If you wish, please specify your enrolled or principal corporation.) _____
   - ❑ American Indian/Native/Indigenous (If you wish, please specify your enrolled or principal tribe.) _____
   - ❑ Asian (If you wish, please specify.) _____
   - ❑ Black/African/African American (If you wish, please specify.) _____
   - ❑ Filipinx (If you wish, please specify.) _____
   - ❑ Hispanic/Latinx/Chicanx (If you wish, please specify.) _____
   - ❑ Jewish (If you wish, please specify.) _____
   - ❑ Multiracial/Multiethnic/Multicultural (If you wish, please specify) _____
   - ❑ Middle Eastern (If you wish, please specify.) _____
   - ❑ Native Hawaiian (If you wish, please specify.) _____
   - ❑ Pacific Islander (If you wish, please specify.) _____
   - ❑ South Asian (If you wish, please specify.) _____
   - ❑ Southeast Asian (If you wish, please specify.) _____
   - ❑ White/European (If you wish, please specify.) _____
   - ❑ A racial/ethnic identity not listed here (If you wish, please specify.) _____

50. What is your age?

❍ 18	❍ 39	❍ 60	❍ 81
❍ 19	❍ 40	❍ 61	❍ 82
❍ 20	❍ 41	❍ 62	❍ 83
❍ 21	❍ 42	❍ 63	❍ 84
❍ 22	❍ 43	❍ 64	❍ 85
❍ 23	❍ 44	❍ 65	❍ 86
❍ 24	❍ 45	❍ 66	❍ 87
❍ 25	❍ 46	❍ 67	❍ 88
❍ 26	❍ 47	❍ 68	❍ 89
❍ 27	❍ 48	❍ 69	❍ 90
❍ 28	❍ 49	❍ 70	❍ 91
❍ 29	❍ 50	❍ 71	❍ 92
❍ 30	❍ 51	❍ 72	❍ 93
❍ 31	❍ 52	❍ 73	❍ 94
❍ 32	❍ 53	❍ 74	❍ 95
❍ 33	❍ 54	❍ 75	❍ 96
❍ 34	❍ 55	❍ 76	❍ 97
❍ 35	❍ 56	❍ 77	❍ 98
❍ 36	❍ 57	❍ 78	❍ 99
❍ 37	❍ 58	❍ 79	❍ 100
❍ 38	❍ 59	❍ 80	

51. What is your current political party affiliation?
- ❍ No political affiliation
- ❍ Democrat
- ❍ Green
- ❍ Independent
- ❍ Libertarian
- ❍ Republican
- ❍ Political affiliation not listed above (Please specify.) _____

52. How would you describe your current political views?
- ❍ Very conservative
- ❍ Conservative
- ❍ Moderate
- ❍ Liberal
- ❍ Very liberal/Progressive

53. Do you have substantial parenting or caregiving responsibility (e.g., sibling, parent, other relative)?
- ❍ No
- ❍ Yes **(Mark all that apply)**
    - ❑ Children 5 years old or under
    - ❑ Children 6 – 18 years old
    - ❑ Children over 18 years old, but still legally dependent (e.g., in college, disabled)
    - ❑ Independent adult children over 18 years old
    - ❑ Partner(s) with a disability or illness
    - ❑ Senior/elder
    - ❑ Additional family member not listed
    - ❑ A substantial parenting or caregiving responsibility not listed here (e.g., friends, pregnant, adoption pending) (Please specify.) _____

54. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, family member)? If so, please indicate your primary status.
- ❍ I have never served in the U.S. Armed Forces.
- ❍ I am currently on active duty.
- ❍ I am currently a member of the National Guard (but not in ROTC).
- ❍ I am currently a member of the Reserves (but not in ROTC).
- ❍ I am a Veteran (have served, but not currently serving).
- ❍ I am in ROTC.
- ❍ I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

55. What is the highest level of education achieved by your primary caregiver(s) (i.e., people who raised you)?

Caregiver 1:
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown
- ❍ Not applicable

Caregiver 2:
- ❍ Not applicable
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown

Caregiver 3:
- ❍ Not applicable
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown

Caregiver 4:
- ❍ Not applicable
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA, MS, MBA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)
- ❍ Unknown

56. **Students only:** Are you a former foster youth (i.e., have you experienced foster care, are/were a ward of the court, or are/were under legal guardianship)?
- ❍ Yes
- ❍ No

57. **Faculty/Staff only:** What is **your** highest level of education?
- ❍ No high school
- ❍ Some high school
- ❍ Completed high school/GED
- ❍ Some college
- ❍ Business/Technical certificate/degree
- ❍ Associate's degree
- ❍ Bachelor's degree
- ❍ Some graduate work
- ❍ Master's degree (e.g., MA MS, MBA, MLS, MFA)
- ❍ Specialist degree (e.g., EdS)
- ❍ Doctoral degree (e.g., PhD, EdD)
- ❍ Professional degree (e.g., MD, JD)

58. **Faculty/Staff only:** How long have you been employed at SJSU?
- ❍ Less than 1 year
- ❍ 1 – 5 years
- ❍ 6 – 10 years
- ❍ 11 – 15 years
- ❍ 16 – 20 years
- ❍ More than 20 years

59. **Undergraduate Students only:** How many years have you been enrolled at SJSU?
- ❍ Up to one year
- ❍ Two years
- ❍ Three years
- ❍ Four years
- ❍ Five years
- ❍ Six or more years

60. **Graduate Students only:** Where are you in your graduate studies program at SJSU?
- ❍ Certificate student
- ❍ Credential student
- ❍ Master degree student
  - ❍ First year
  - ❍ Second year
  - ❍ Third year
  - ❍ Fourth year or more
- ❍ Doctoral degree student
  - ❍ First year
  - ❍ Second year
  - ❍ Third year
  - ❍ Fourth year or more

61. **Faculty only:** With which academic division are you **primarily affiliated** at this time?
- ❍ Lucas College and Graduate School of Business
- ❍ Connie L. Lurie College of Education
- ❍ Charles W. Davidson College of Engineering
- ❍ College of Health and Human Sciences
- ❍ College of Humanities and the Arts
- ❍ College of Science
- ❍ College of Social Sciences
- ❍ Counseling and Psychological Services, College of Professional and Global Education, Martin Luther King, Jr. Library

62. **Staff only:** With which work unit or academic college/school are you **primarily affiliated** at this time?
- ❍ Academic Affairs (including College of Graduate Studies)
- ❍ Administration and Finance (including Spartan Shops, Spartan Eats)
- ❍ Charles W. Davidson College of Engineering
- ❍ College of Health and Human Sciences
- ❍ College of Humanities & the Arts
- ❍ College of Professional & Global Education
- ❍ College of Science
- ❍ College of Social Sciences
- ❍ Connie L. Lurie College of Education
- ❍ Information Technology
- ❍ Intercollegiate Athletics
- ❍ Lucas College and Graduate School of Business
- ❍ Office of the President (including Office of Diversity, Equity, and Inclusion, Immediate Office of the President, Strategic Communications and Marketing, and University Personnel)
- ❍ Division of Research and Innovation and SJSU Research Foundation
- ❍ Student Affairs (including Student Union, Associated Students)
- ❍ University Advancement (including Tower Foundation)
- ❍ University Library

63. **Undergraduate Students only:** What is your academic major? **(Mark all that apply.)**
- ❑ Undeclared
- ❑ Pre-nursing
- ❑ Business Administration – Accounting
- ❑ Business Administration – Accounting Information Systems
- ❑ Business Administration – Business Analytics
- ❑ Business Administration – Corporate Accounting and Finance
- ❑ Business Administration – Entrepreneurship
- ❑ Business Administration – Finance

- ❑ Business Administration – General Business
- ❑ Business Administration – Global Operations Management
- ❑ Business Administration – Human Resource Management
- ❑ Business Administration – International Business
- ❑ Business Administration – Management
- ❑ Business Administration – Management Information Systems
- ❑ Business Administration – Marketing
- ❑ Education – Child and Adolescent Development
- ❑ Education – Communicative Disorders and Sciences
- ❑ Education – All Credential Programs
- ❑ Engineering – Aerospace
- ❑ Engineering – Aviation
- ❑ Engineering – Biomedical Engineering
- ❑ Engineering – Chemical and Materials Engineering
- ❑ Engineering – Civil and Environmental Engineering
- ❑ Engineering – Computer Engineering
- ❑ Engineering – Electrical Engineering
- ❑ Engineering – General
- ❑ Engineering – Industrial Technology
- ❑ Engineering – Industrial and Systems Engineering
- ❑ Engineering – Mechanical Engineering
- ❑ Engineering – Software Engineering
- ❑ Humanities and Arts – Art
- ❑ Humanities and Arts – Creative Arts, Dance, Theatre Arts
- ❑ Humanities and Arts – Design Studies
- ❑ Humanities and Arts – English
- ❑ Humanities and Arts – Humanities, Linguistics, Philosophy
- ❑ Humanities and Arts – Journalism
- ❑ Humanities and Arts – Liberal Studies
- ❑ Humanities and Arts – Music
- ❑ Humanities and Arts – Television-Radio-Film
- ❑ Humanities and Arts – World Language and Literatures
- ❑ Health and Human Sciences – Hospitality, Tourism, Event Management
- ❑ Health and Human Sciences – Justice Studies
- ❑ Health and Human Sciences – Kinesiology
- ❑ Health and Human Sciences – Nursing
- ❑ Health and Human Sciences – Nutritional Science and Applied Nutrition
- ❑ Health and Human Sciences – Public Health and Recreation
- ❑ Health and Human Sciences – Social Work
- ❑ Science – Biological Sciences
- ❑ Science – Chemistry
- ❑ Science – Computer Science
- ❑ Science – Earth Science, Geology, Meteorology, Physics
- ❑ Science – Mathematics
- ❑ Social Sciences – Anthropology
- ❑ Social Sciences – Communication Studies
- ❑ Social Sciences – Economics
- ❑ Social Sciences – Environmental Studies
- ❑ Social Sciences – Geography, Global Studies
- ❑ Social Sciences – History
- ❑ Social Sciences – Political Science
- ❑ Social Sciences – Psychology
- ❑ Social Sciences – Sociology, African-American Studies, Chicano and Chicano Studies

64. **Graduate/Professional Students only:** What is your primary academic division?
   - ○ Lucas College and Graduate School of Business
   - ○ Connie L. Lurie College of Education
   - ○ Charles W. Davidson College of Engineering
   - ○ College of Health and Human Sciences
   - ○ College of Humanities and the Arts
   - ○ College of Professional and Global Education
   - ○ College of Science
   - ○ College of Social Sciences
   - ○ Undergraduate Education (select this option only if you are in Undergraduate Special Major)
   - ○ Graduate Studies (select this option only if you are a Graduate Interdisciplinary Studies major)

List of Graduate Programs in Each Academic Division

Business
   - Accounting & Finance
   - Global Innovation & Leadership, School
   - Graduate School of Business
   - Information Systems & Technology, School
   - Management, School
   - Marketing & Business Analytics

Education
   - Child & Adolescent Development
   - Communicative Disorders & Sciences
   - Counselor Education
   - Ed.D Educational Leadership
   - Educational Leadership
   - Special Education
   - Teacher Education

Engineering
   - Aerospace Engineering
   - Aviation & Technology
   - Biomedical Engineering
   - Chemical & Materials Engineering
   - Civil Engineering
   - Computer Engineering
   - Electrical Engineering
   - General Engineering
   - Industrial & Systems Engineering
   - Mechanical Engineering

Health & Human Sciences
   - Hospitality, Tourism & Event Management
   - Justice Studies
   - Kinesiology
   - Nursing, School
   - Nutrition, Food Science & Packaging
   - Occupational Therapy
   - Public Health & Recreation
   - School of Social Work

Humanities and the Arts
   - Art & Art History
   - Design
   - English & Comparative Literature
   - Film & Theatre
   - Humanities
   - Linguistics & Language Development
   - Philosophy
   - Journalism/Mass Communications, School
   - Music & Dance, School
   - World Languages & Literatures

Professional & Global Education
   - Applied Data Science
   - Information, School

Science
   - Biological Sciences
   - Chemistry
   - Computer Science
   - Geology
   - Mathematics & Statistics
   - Meteorology & Climate Science
   - Moss Landing Marine Lab
   - Physics & Astronomy

Social Sciences
   - African-American Studies
   - Anthropology
   - Chicana & Chicano Studies
   - Communication Studies
   - Economics
   - Environmental Studies
   - History
   - Political Science
   - Psychology
   - Sociology & Interdisciplinary Social Sciences
   - Urban & Regional Planning

Undergraduate Education
   - Undergraduate Special Major

Graduate Studies
   - Graduate Interdisciplinary Studies

65. Do you have a condition/disability that influences your learning, living, or working activities?
    - ○ No **[Skip to Q#69]**
    - ○ Yes

66. Which of the following listed below influence your learning, working, or daily life-living activities? **(Mark all that apply.)**
    - ❑ Acquired/traumatic brain injury
    - ❑ Attention Deficit Hyperactivity Disorder (ADHD)
    - ❑ Autism Spectrum Disorder (ASD)
    - ❑ Blind or visually impaired
    - ❑ Deaf of hard of hearing
    - ❑ Learning disability
    - ❑ Medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
    - ❑ Mental health (e.g., anxiety, depression)
    - ❑ Mobility Impairment
    - ❑ Physical Impairment
    - ❑ Speech/communication impairment
    - ❑ A disability not listed here (Please specify.) _____

67. **Students only:** Are you receiving accommodations through the Accessible Education Center (AEC)?
    - ○ No
    - ○ Yes

68. **Faculty/Staff:** Are you receiving accommodations for your disability?
    - ○ No
    - ○ Yes

69. Please select the option that most closely describes your language use.
    - ○ English is the only language I speak
    - ○ English is my primary language, but I speak one or more other languages
    - ○ English is not my primary language, but I speak one or more other languages

70. What is your religious or spiritual identity? **(Mark all that apply.)**
    - ❑ Agnostic
    - ❑ Atheist
    - ❑ Baha'i
    - ❑ Buddhist
    - ❑ Christian
        - ❑ African Methodist Episcopal
        - ❑ African Methodist Episcopal Zion
        - ❑ Assembly of God
        - ❑ Baptist
        - ❑ Catholic/Roman Catholic
        - ❑ Church of Christ
        - ❑ Church of God in Christ
        - ❑ Christian Methodist Episcopal
        - ❑ Christian Orthodox
        - ❑ Christian Reformed Church (CRC)
        - ❑ Episcopalian
        - ❑ Evangelical
        - ❑ Greek Orthodox
        - ❑ Jehovah's Witness
        - ❑ Lutheran
        - ❑ Mennonite
        - ❑ Moravian
        - ❑ Nondenominational Christian
        - ❑ Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
        - ❑ Pentecostal
        - ❑ Presbyterian
        - ❑ Protestant
        - ❑ Protestant Reformed Church (PR)
        - ❑ Quaker

- ❑ Reformed Church of America (RCA)
- ❑ Russian Orthodox
- ❑ Seventh Day Adventist
- ❑ The Church of Jesus Christ of Latter-day Saints
- ❑ United Methodist
- ❑ United Church of Christ
- ❑ A Christian affiliation not listed here (Please specify.) _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Jain
- ❑ Jewish
  - ❑ Conservative
  - ❑ Orthodox
  - ❑ Reform
  - ❑ A Jewish affiliation not listed here (Please specify.) _____
- ❑ Muslim
  - ❑ Ahmadi
  - ❑ Shi'ite
  - ❑ Sufi
  - ❑ Sunni
  - ❑ A Muslim affiliation not listed here (Please specify.) _____
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Tenrikyo
- ❑ Unitarian Universalist
- ❑ Wiccan
- ❑ Spiritual but no religious affiliation
- ❑ No affiliation
- ❑ A religious affiliation or spiritual identity not listed above (Please specify.) _____

71. **Students only:** Do you receive substantial financial support from a family member or guardian to assist with your living/educational expenses (e.g., living at home, tuition assistance, food assistance)?
    - ○ Yes
    - ○ No

72. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
    - ○ $29,999 and below
    - ○ $30,000 – $49,999
    - ○ $50,000 – $69,999
    - ○ $70,000 – $99,999
    - ○ $100,000 – $149,999
    - ○ $150,000 – $199,999
    - ○ $200,000 – $249,999
    - ○ $250,000 – $499,999
    - ○ $500,000 or more

73. **Students only:** Where do you live?
   ○ Campus housing
      ○ Campus Village A
      ○ Campus Village B
      ○ Campus Village C
      ○ Campus Village 2
      ○ Washburn-The Bricks
      ○ Joe West
   ○ Non-campus housing
      ○ College-owned housing
      ○ Fraternity/Sorority housing
      ○ Independently in an apartment/house
      ○ Living with family member/guardian
      ○ SJSU International House
   ○ Other (Please specify.) _____

74. **Students only:** Since having been a student at SJSU**,** have you been a member or participate in any of the following? **(Mark all that apply.)**
   ❑ I do not participate in any clubs or organizations at SJSU (cannot select this and another option)
   ❑ Academic and academic honorary organizations (e.g., Tau Beta Pi, Alpha Kappa Psi, Phi Alpha Theta, Health Science Honor Society)
   ❑ Athletic team (e.g., Volleyball, Women's/Men's Basketball, Football, Swim Team)
   ❑ Club sport (e.g., Badminton Club, Competitive Dance, Men's Lacrosse, Spartan Quidditch, Club Boxing, Overwatch)
   ❑ Culture-specific organization (e.g., Native American Student Organization, Vietnamese Student Association, Black Student Union, Queers Thoughtfully Interrupting Prejudice, M.E.Ch.A de SJSU)
   ❑ Governance organization (e.g., Associated Students, Residence Hall Association)
   ❑ Greek letter organization (e.g., Zeta Phi Beta, Kappa Sigma, Delta Zeta, Alpha Sigma Phi)
   ❑ Health and wellness organization (e.g., Peer Health Educators, Active Minds, Women's Wellness)
   ❑ Performance organization (e.g., Pride of the Pacific Islands, Grupo Folklórico Luna y Sol,
   ❑ Hip Hop Club, Spartan Mambo Salsa Team)
   ❑ Political or issue-oriented organization (e.g., College Republicans, Spartans for Sustainability, Pi Sigma Alpha)
   ❑ Professional or pre-professional organization (e.g., Society for Human Resource Management, South Bay Assembly of Nursing, American Society of Mechanical Engineers)
   ❑ Publication/media organization (e.g., The Spartan Daily)
   ❑ Recreational organization (e.g., Intramural sports, Spartan Recreation Outdoor Adventures, Fitness)
   ❑ Religious or spirituality-based organization (e.g., Sikh Student Association, International Youth Fellowship)
   ❑ Social club (e.g., Board Game Club, Pokémon Go Club)
   ❑ A student organization not listed above (Please specify.) _____

75. **Students only:** At the end of your last semester, what was your cumulative SJSU grade point average?
   ○ No GPA at this time – first semester at SJSU
   ○ 3.75 - 4.00
   ○ 3.50 - 3.74
   ○ 3.25 - 3.49
   ○ 3.00 - 3.24
   ○ 2.75 - 2.99
   ○ 2.50 - 2.74
   ○ 2.25 - 2.49
   ○ 2.00 - 2.24
   ○ Below 2.00

76. **Students only**: Have you experienced financial hardship while attending SJSU?
- ○ No
- ○ Yes
  - ❑ Alternative spring breaks and other SJSU volunteer trips
  - ❑ Books/course materials
  - ❑ Child/family care
  - ❑ Cocurricular events or activities
  - ❑ Cost when I'm not enrolled in classes (e.g., summer, winter break)
  - ❑ Food
  - ❑ Health care (e.g., mental and physical health)
  - ❑ Housing
  - ❑ Other campus fees
  - ❑ Other volunteer opportunities
  - ❑ Participation in social events
  - ❑ Professional development (e.g., conference travel)
  - ❑ Research activities
  - ❑ Studying abroad
  - ❑ Transportation (e.g., commuting, parking, to/from internship)
  - ❑ Travel during mandatory evacuation
  - ❑ Travel to and from SJSU (e.g., returning home from break)
  - ❑ Tuition and fees
  - ❑ Unpaid internships
  - ❑ A financial hardship not listed here (Please specify.) _____

77. **Students only**: How are you currently paying for your education at SJSU? **(Mark all that apply.)**
- ❑ Campus employment
- ❑ Credit card
- ❑ Family/Friend contribution
- ❑ Graduate assistantship/research assistantship
- ❑ State and/or federal grants (e.g., Cal Grants, Pell)
- ❑ Fellowship
- ❑ Home country contribution
- ❑ Loans
- ❑ Military educational benefits (e.g., GI Bill, NGEAP)
- ❑ Need-based scholarship (e.g., Gates)
- ❑ Non-need-based scholarship (e.g., merit, ROTC)
- ❑ Personal contribution/job
- ❑ Public assistance
- ❑ Residential Assistant
- ❑ Teacher/mentor contribution
- ❑ A method of payment not listed here (Please specify.) _____

78. **Students only**: Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
- ❑ No, I am not employed (cannot select this and another option)
- ❑ Yes, I work **on campus** – (Please indicate total number of hours you work.)
  - ○ 1 – 10 hours/week
  - ○ 11 – 20 hours/week
  - ○ 21 – 30 hours/week
  - ○ 31 – 40 hours/week
  - ○ More than 40 hours/week
- ❑ Yes, I work **off campus** – (Please indicate total number of hours you work.)
  - ○ 1 – 10 hours/week
  - ○ 11 – 20 hours/week
  - ○ 21 – 30 hours/week
  - ○ 31 – 40 hours/week
  - ○ More than 40 hours/week

79. How many minutes on average do you commute to SJSU one-way?
- ○ 10 or fewer
- ○ 11-20
- ○ 21-30
- ○ 31-40
- ○ 41-50
- ○ 51-60
- ○ 60-90
- ○ 90 or more

80. What is your method of transportation to SJSU? **(Mark all that apply.)**
- ❑ ACE
- ❑ AC Transit
- ❑ Amtrak
- ❑ BART
- ❑ Bicycle/skateboard/scooter
- ❑ Caltrain
- ❑ Carpool
- ❑ Ferry
- ❑ Greyhound
- ❑ Highway 17 Express
- ❑ Mobility device
- ❑ Personal vehicle
- ❑ Public bus
- ❑ Public transportation
- ❑ Ride-sharing services (e.g., Lyft, Uber, Waze Carpool)
- ❑ Ride-sharing bicycles/scooters
- ❑ VTA
- ❑ Walk
- ❑ Other method not listed (Please specify.) _____

Part 4: Perceptions of Campus Climate

81. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at SJSU?
    - ○ No **(Skip to Q#101)**
    - ○ Yes

82. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    - ❑ Academic advisor
    - ❑ Alum
    - ❑ Athletic coach/trainer
    - ❑ Coworker/colleague
    - ❑ Department/program chair
    - ❑ Direct report (e.g., person who reports to me)
    - ❑ Donor
    - ❑ Faculty member/other instructional staff
    - ❑ Friend
    - ❑ Off-campus community member
    - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
    - ❑ SJSU media (e.g., posters, brochures, flyers, handouts, websites)
    - ❑ SJSU University Police Department (UPD)
    - ❑ Social networking site (e.g., Instagram, Facebook, Twitter, Snapchat)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff
    - ❑ Student organization (Please specify.) _____
    - ❑ Student teaching assistant/student laboratory assistant/student tutor
    - ❑ Supervisor or manager
    - ❑ Do not know target
    - ❑ A source not listed above (Please specify.) _____

83. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    - ❑ Academic advisor
    - ❑ Alum
    - ❑ Athletic coach/trainer
    - ❑ Coworker/colleague
    - ❑ Department/program chair
    - ❑ Direct report (e.g., person who reports to me)
    - ❑ Donor
    - ❑ Faculty member/other instructional staff
    - ❑ Friend
    - ❑ Off-campus community member
    - ❑ Patient
    - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
    - ❑ SJSU media (e.g., posters, brochures, flyers, handouts, websites)
    - ❑ SJSU University Police Department (UPD)
    - ❑ Social networking site (e.g., Instagram, Facebook, Twitter, Snapchat)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff
    - ❑ Student organization (Please specify.) _____
    - ❑ Student teaching assistant/student laboratory assistant/student tutor
    - ❑ Supervisor or manager
    - ❑ Do not know source
    - ❑ A source not listed above (Please specify.) _____

84. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
- ○ 1 instance
- ○ 2 instances
- ○ 3 instances
- ○ 4 instances
- ○ 5 or more instances

85. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic performance
- ❑ Age
- ❑ Caregiver status (e.g., eldercare, adult children with special needs)
- ❑ Educational credentials (e.g., BS, MS, PhD, MD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizenship/visa status
- ❑ International status/national origin
- ❑ Learning disability/impairment
- ❑ Length of service at SJSU
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Medical disability/impairment
- ❑ Mental health/psychological disability/impairment
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children under the age of 18)
- ❑ Participation in an organization/team (Please specify.) _____
- ❑ Physical characteristics
- ❑ Physical disability/impairment
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (e.g., staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Do not know
- ❑ A reason not listed above (Please specify.) _____

86. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on their identity
- ❑ Assumption that someone was not admitted/hired/promoted based on their identity
- ❑ Derogatory phone calls/text messages/email
- ❑ Derogatory verbal remarks
- ❑ Derogatory written comments
- ❑ Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
- ❑ Graffiti/vandalism
- ❑ Person experienced a hostile classroom environment
- ❑ Person experienced a hostile work environment
- ❑ Person ignored or excluded
- ❑ Person intimidated or bullied
- ❑ Person isolated or left out
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was stalked
- ❑ Person was stared at
- ❑ Person was the target of workplace incivility
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Person's position on campus was questioned
- ❑ Physical violence
- ❑ Racial/ethnic profiling
- ❑ Singled out as the spokesperson for their identity group
- ❑ Threat(s) of being outed
- ❑ Threats of physical violence
- ❑ Something not listed above (Please specify.) _____

87. Where did this conduct occur? **(Mark all that apply.)**
- ❑ At a SJSU event/program
- ❑ In a class/laboratory
- ❑ In a faculty office
- ❑ In a fraternity or sorority house
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In a religious center
- ❑ In a SJSU staff/administrative office
- ❑ In a SJSU dining facility
- ❑ In a SJSU library
- ❑ In an experiential learning environment (e.g., community-based learning, externship, internship)
- ❑ In athletic facilities
- ❑ In campus housing
- ❑ In off-campus housing
- ❑ In other public spaces at SJSU
- ❑ In the SJSU Counseling and Psychological Services
- ❑ In the SJSU Health Center
- ❑ Off campus
- ❑ On a campus shuttle
- ❑ On messaging services (e.g., Whatsapp, WeChat, Facebook Messenger)
- ❑ On phone calls/text messages/email
- ❑ On social media sites (e.g., Instagram, Facebook, Twitter, Snapchat)
- ❑ While walking on campus
- ❑ While working at a SJSU job
- ❑ A venue not listed above (Please specify.) _____

88. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

89. What was your response to observing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a local law enforcement official.
- ❑ I did not do anything.
- ❑ I did not know to whom to go.
- ❑ I offered support to the person affected.
- ❑ I sought information online.
- ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ❑ I sought support from an off-campus community-based resource.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I submitted a bias incident report or a report through the blue button/link on this website: http://www.sjsu.edu/diversity.
- ❑ I told a coworker.
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ I contacted a SJSU resource.
    - ❑ African American/Black Student Success Center
    - ❑ An academic college Student Success Center
    - ❑ Bargaining Unit Representative
    - ❑ Behavioral Intervention Team (BIT)
    - ❑ Campus Survivor Advocate
    - ❑ Chicanx/Latinx Student Success Center
    - ❑ Clery Act Compliance Officer
    - ❑ Counseling and Psychological Services (CAPS)
    - ❑ Department/program chair
    - ❑ Educational Opportunity Program (EOP)
    - ❑ Employee Assistance Program (EAP)
    - ❑ Faculty member
    - ❑ Gender Equity Center
    - ❑ MOSAIC Cross-Cultural Center
    - ❑ Office of Diversity, Equity, and Inclusion
    - ❑ Office of Student Conduct and Ethical Development (SCED)
    - ❑ Ombudsperson
    - ❑ Peer Connections
    - ❑ PRIDE Center
    - ❑ Senior administrator (e.g., dean, vice president, provost, associate vice president)
    - ❑ SJSU Cares
    - ❑ SJSU University Police Department (UPD)
    - ❑ Staff person (e.g., Undergraduate Dean, Graduate or Professional School Dean, Residential Life staff)
    - ❑ Student staff (e.g., residential assistant, student coordinators, building managers, event staff)
    - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
    - ❑ Student Wellness Center
    - ❑ Title IX Coordinator
    - ❑ UndocuSpartan Resource Center
    - ❑ University Personnel (includes Faculty Affairs and Discrimination, Harassment, and Retaliation)
    - ❑ Veterans Resource Center
- ❑ A response not listed above (Please specify.) _____

90. Did you officially report the conduct?
- ❍ No, I did not report it.
- ❍ Yes, I reported it.
   - ❍ Yes, I reported the conduct and was satisfied with the outcome.
   - ❍ Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
   - ❍ Yes, I reported the conduct but felt that it was not addressed appropriately.
   - ❍ Yes, I reported the conduct, but chose not to pursue.
   - ❍ Yes, I reported the conduct and the outcome is still pending.
   - ❍ Yes, I reported the conduct, but the outcome was not shared.

91. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.

92. **Faculty/Staff only**: Have you observed **hiring** practices at SJSU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
    ○ No **(Skip to Q#95)**
    ○ Yes

93. **Faculty/Staff only**: I believe that the unjust **hiring** practices were based upon… **(Mark all that apply.).**
    ❑ Academic performance
    ❑ Age
    ❑ Caregiver status (e.g., eldercare, adult children with special needs)
    ❑ Educational credentials (e.g., BS, MS, PhD, MD)
    ❑ English language proficiency/accent
    ❑ Ethnicity
    ❑ Gender/gender identity
    ❑ Gender expression
    ❑ Immigrant/citizenship/visa status
    ❑ International status/national origin
    ❑ Learning disability/impairment
    ❑ Length of service at SJSU
    ❑ Major field of study
    ❑ Marital status (e.g., single, married, partnered)
    ❑ Medical disability/impairment
    ❑ Mental health/psychological disability/impairment
    ❑ Military/veteran status
    ❑ Nepotism/cronyism
    ❑ Parental status (e.g., having children under the age of 18)
    ❑ Participation in an organization/team (Please specify.) _____
    ❑ Physical characteristics
    ❑ Physical disability/impairment
    ❑ Philosophical views
    ❑ Political views
    ❑ Position (e.g., staff, faculty, student)
    ❑ Pregnancy
    ❑ Racial identity
    ❑ Religious/spiritual views
    ❑ Sexual identity
    ❑ Socioeconomic status
    ❑ Do not know
    ❑ A reason not listed above (Please specify.) _____

94. **Faculty/Staff only**: We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

95. **Faculty/Staff only:** Have you observed **promotion, tenure, reappointment, and/or reclassification** practices at SJSU that you perceive to be unjust?
   - ○ No **(Skip to Q#98)**
   - ○ Yes

96. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon… **(Mark all that apply.)**
   - ❑ Academic performance
   - ❑ Age
   - ❑ Caregiver status (e.g., eldercare, adult children with special needs)
   - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizenship/visa status
   - ❑ International status/national origin
   - ❑ Learning disability/impairment
   - ❑ Length of service at SJSU
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Medical disability/impairment
   - ❑ Mental health/psychological disability/impairment
   - ❑ Military/veteran status
   - ❑ Nepotism/cronyism
   - ❑ Parental status (e.g., having children under the age of 18)
   - ❑ Participation in an organization/team (Please specify.) _____
   - ❑ Physical characteristics
   - ❑ Physical disability/impairment
   - ❑ Philosophical views
   - ❑ Political views
   - ❑ Position (e.g., staff, faculty, student)
   - ❑ Pregnancy
   - ❑ Racial identity
   - ❑ Religious/spiritual views
   - ❑ Sexual identity
   - ❑ Socioeconomic status
   - ❑ Do not know
   - ❑ A reason not listed above (Please specify.) _____

97. **Faculty/Staff only**: We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here.

98. **Faculty/Staff only**: Have you observed **employment-related discipline or action, up to and including dismissal,** at SJSU that you perceive to be unjust?
    - ○ No **(Skip to Q #101)**
    - ○ Yes

99. **Faculty/Staff only**: I believe that the unjust **employment-related disciplinary actions** were based upon…
    (Mark all that apply.)
    - ❑ Academic performance
    - ❑ Age
    - ❑ Caregiver status (e.g., eldercare, adult children with special needs)
    - ❑ Educational credentials (e.g., BS, MS, PhD, MD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizenship/visa status
    - ❑ International status/national origin
    - ❑ Learning disability/impairment
    - ❑ Length of service at SJSU
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Medical disability/impairment
    - ❑ Mental health/psychological disability/impairment
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children under the age of 18)
    - ❑ Participation in an organization/team (Please specify.) _____
    - ❑ Physical characteristics
    - ❑ Physical disability/impairment
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (e.g., staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

100. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

101. Using a scale of 1–5, please rate the overall campus climate at SJSU on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, or queer	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, bisexual, or queer
Positive for people who identify as trans-spectrum (e.g., trans, non-binary, fluid, gender non-conforming)	❍	❍	❍	❍	❍	Negative for people who identify as trans-spectrum (e.g., trans, non-binary, fluid, gender non-conforming)
Positive for people of various religious/spiritual backgrounds	❍	❍	❍	❍	❍	Negative for people of various religious/spiritual backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for nonnative English speakers	❍	❍	❍	❍	❍	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Positive for labor unions	❍	❍	❍	❍	❍	Negative for labor unions
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of various political affiliations	❍	❍	❍	❍	❍	Negative for people of various political affiliations
Positive for people in active military/veterans status	❍	❍	❍	❍	❍	Negative for people in active military/veterans status

102. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Not ableist (disability-friendly)	❍	❍	❍	❍	❍	Ableist (not disability-friendly)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric

103. **Students only**: Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by SJSU **faculty**.	❍	❍	❍	❍	❍
I feel valued by SJSU **staff**.	❍	❍	❍	❍	❍
I feel valued by SJSU **senior administrators** (e.g., dean, vice president, provost, associate vice president).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students outside of the classroom.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel that my English speaking skills limit my ability to be successful at SJSU.	❍	❍	❍	❍	❍
I feel that my English writing skills limit my ability to be successful at SJSU.	❍	❍	❍	❍	❍
I believe that the campus climate encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍

104. **Faculty only:** Please indicate the extent to which you agree with each of the following statements. .

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	❍	❍	❍	❍	❍
I feel valued by my department/program chair.	❍	❍	❍	❍	❍
I feel valued by other faculty at SJSU.	❍	❍	❍	❍	❍
I feel valued by students in the classroom.	❍	❍	❍	❍	❍
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	❍	❍	❍	❍	❍
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that SJSU encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my English speaking skills limit my ability to be successful at SJSU.	❍	❍	❍	❍	❍
I feel that my English writing skills limit my ability to be successful at SJSU.	❍	❍	❍	❍	❍
I feel that my **research/scholarship** is valued.	❍	❍	❍	❍	❍
I feel that my **teaching** is valued.	❍	❍	❍	❍	❍
I feel that my **service** contributions are valued.	❍	❍	❍	❍	❍

105. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	❍	❍	❍	❍	❍
I feel valued by coworkers outside my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by SJSU students.	❍	❍	❍	❍	❍
I feel valued by SJSU faculty.	❍	❍	❍	❍	❍
I feel valued by SJSU senior administrators (e.g., dean, vice president, provost, associate vice president).	❍	❍	❍	❍	❍
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I believe that my department/program encourages free and open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that my English speaking skills limit my ability to be successful at SJSU.	❍	❍	❍	❍	❍
I feel that my English writing skills limit my ability to be successful at SJSU.	❍	❍	❍	❍	❍
I feel that my skills are valued.	❍	❍	❍	❍	❍
I feel that my work is valued.	❍	❍	❍	❍	❍

106. As a person who identifies with a condition/disability that influences your learning, living, or working activities, have you experienced a barrier in any of the following areas at SJSU in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Campus transportation/parking	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms, laboratories (including computer labs)	❍	❍	❍
College housing	❍	❍	❍
Dining facilities	❍	❍	❍
Doors	❍	❍	❍
Elevators/lifts	❍	❍	❍
Emergency preparedness	❍	❍	❍
Student Wellness Center	❍	❍	❍
Office furniture (e.g., chair, desk)	❍	❍	❍
Other campus buildings	❍	❍	❍
Podium	❍	❍	❍
Physically waiting in line for priority access to resources	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Studios/performing arts spaces	❍	❍	❍
Temporary barriers because of construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks	❍	❍	❍
Technology/Online Environment			
Accessible electronic format	❍	❍	❍
Canvas	❍	❍	❍
Clickers	❍	❍	❍
Computer equipment (e.g., screens, mouse, keyboard)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Kiosks	❍	❍	❍

	Yes	No	Not applicable
Library database	❍	❍	❍
Phone/phone equipment	❍	❍	❍
SAMMY app	❍	❍	❍
Software (e.g., voice recognition/audiobooks)	❍	❍	❍
Video/video audio description	❍	❍	❍
Website	❍	❍	❍
Identity			
Electronic databases (e.g., MySJSU, PeopleSoft, one.SJSU)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Student Wellness Center)	❍	❍	❍
Learning technology	❍	❍	❍
Surveys	❍	❍	❍
Instructional/Campus Materials			
Brochures/handouts	❍	❍	❍
Food menus	❍	❍	❍
Forms	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks/course readers	❍	❍	❍
Video-closed captioning and text description	❍	❍	❍

107. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

108. As a person who identifies as transgender, genderqueer, and/or gender nonbinary have you experienced a barrier in any of the following areas at SJSU in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Changing rooms/locker rooms	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Identity Accuracy			
Communications and Marketing	❍	❍	❍
Electronic databases (e.g., MySJSU, PeopleSoft, one.SJSU)	❍	❍	❍
Email account	❍	❍	❍
Housing assignments	❍	❍	❍
Intake forms (e.g., Student Wellness Center)	❍	❍	❍
Learning technology (e.g., Canvas)	❍	❍	❍
SAMMY app	❍	❍	❍
SJSU ID Card	❍	❍	❍
Student media (Spartan Daily, Update News)	❍	❍	❍
Surveys	❍	❍	❍

109. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

110. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SJSU.
Please only check one response in each row.

	This Initiative IS Available at SJSU			This Initiative IS NOT Available at SJSU		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing flexibility for calculating the tenure clock	❍	❍	❍	❍	❍	❍
Providing recognition and rewards for including diversity issues in courses across the curriculum	❍	❍	❍	❍	❍	❍
Providing diversity and inclusivity training for faculty	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	❍	❍	❍	❍	❍	❍
Providing faculty with toolkits to create an inclusive classroom environment	❍	❍	❍	❍	❍	❍
Providing faculty with support to engage in inclusive scholarship	❍	❍	❍	❍	❍	❍
Providing faculty with supervisory training (e.g., departmental chair training)	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing mentorship for new faculty	❍	❍	❍	❍	❍	❍
Providing mentorship for mid-career faculty	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts	❍	❍	❍	❍	❍	❍
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍

111. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

112. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SJSU.
Please only check one response in each row.

	This Initiative IS Available at SJSU			This Initiative IS NOT Available at SJSU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for staff	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	❍	❍	❍	❍	❍	❍
Providing release time for professional development	❍	❍	❍	❍	❍	❍
Providing access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Providing supervisors/managers with supervisory training	❍	❍	❍	❍	❍	❍
Providing faculty supervisors with supervisory training	❍	❍	❍	❍	❍	❍
Providing mentorship for new staff	❍	❍	❍	❍	❍	❍
Providing mentorship for mid-career staff	❍	❍	❍	❍	❍	❍
Providing a clear process to resolve conflicts	❍	❍	❍	❍	❍	❍
Providing a fair process to resolve conflicts	❍	❍	❍	❍	❍	❍
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	❍	❍	❍	❍	❍	❍
Providing career development opportunities for staff	❍	❍	❍	❍	❍	❍
Providing affordable child care	❍	❍	❍	❍	❍	❍
Providing support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍

113. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

114. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SJSU. **Please only check one response in each row.**

	This Initiative IS Available at SJSU			This Initiative IS NOT Available at SJSU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and equity training for students	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for staff	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for faculty	❍	❍	❍	❍	❍	❍
Providing diversity and equity training for senior administrators (e.g., dean, vice president, provost, associate vice president)	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among students	❍	❍	❍	❍	❍	❍
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Providing information about policies regarding sexual misconduct, domestic/dating violence, and stalking at new student orientation	❍	❍	❍	❍	❍	❍
Providing effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Providing effective academic advising	❍	❍	❍	❍	❍	❍
Providing diversity training for student staff (e.g., student union, Resident Assistants, Peer Connections)	❍	❍	❍	❍	❍	❍

115. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

116. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

117. In what spaces on campus do you feel safe and supported? Please feel free to elaborate on your response.

118. How inclusive is SJSU of people of various religious/spiritual backgrounds? Please feel free to elaborate on your response.

119. Do you have any specific recommendations for improving the campus climate at SJSU? Please feel free to elaborate on your response.

120. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

Thank you to all members of SJSU community for their participation in this survey!

The goals of the climate study are to:
- Identify successful initiatives,
- Uncover challenges facing members of our university community, and
- Develop strategic initiatives to build on the successes and address the challenges.

The results from this survey will be presented to the SJSU community during the fall 2020 semester. Check the belong@SJSU website (www.sjsu.edu/belong) for information about the presentations and action items resulting from the results.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you experience any discomfort in responding to these questions and would like to speak with someone, please go to the appropriate website offered below to contact a resource:

> **Students:**
> http://www.sjsu.edu/counseling/

> **Faculty and Staff:**
> http://www.sjsu.edu/up/careers/wellness/employee_assistance/index.html