

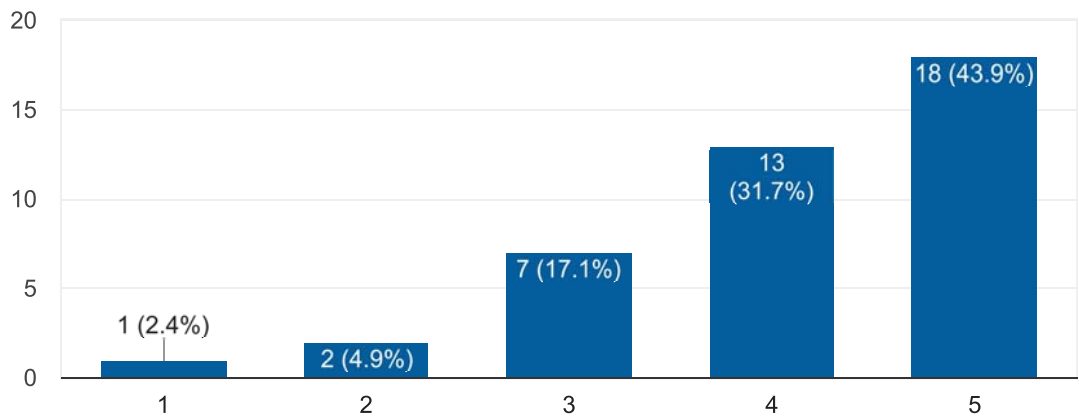
SJSU's DRAFT Desired Outcomes: Thriving Quality of Life

43 responses



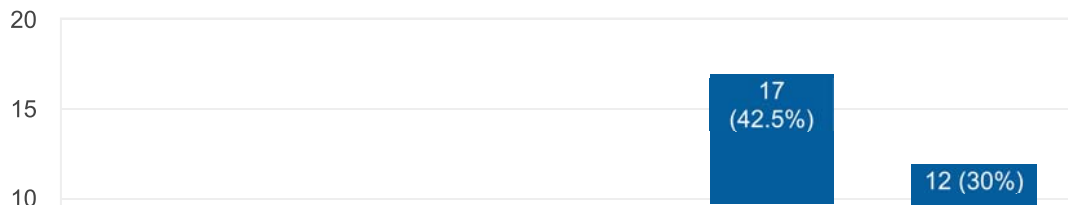
As you review the 7 desired outcomes, do they make sense to you?

41 responses



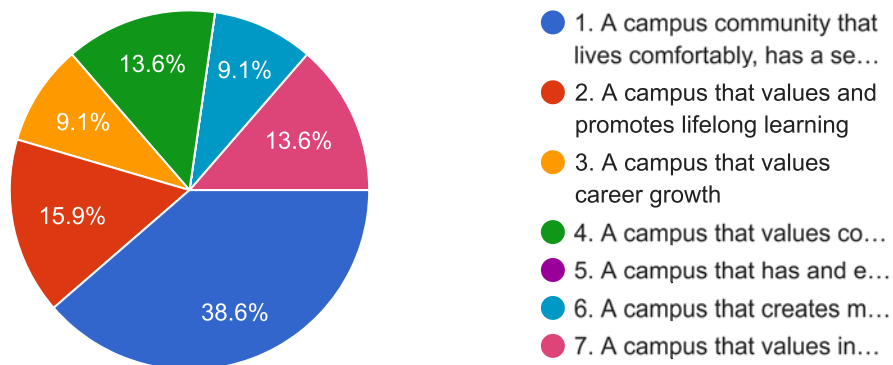
Do you feel that these desired outcomes include you?

40 responses



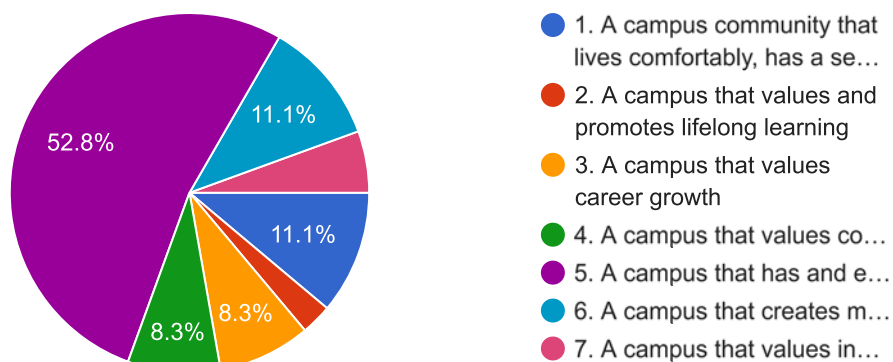
How would you prioritize the list of outcomes? Which outcome is MOST important?

39 responses



How would you prioritize the list of outcomes? Which outcome is LEAST important?

35 responses



Keeping within the limit of 6 desired outcomes for each goal, how can we improve these desired outcomes? Is there anything missing from these desired outcomes? Can anything be removed or merged?

32 responses

Could remove overlapping / redundant outcomes that are listed in other categories. Do we really need to emphasize diversity since we are so diverse in the student population already? (2)

Combine 1 and 6? 7 is definitely too many. Combine 2 and 3 also. Career growth can be a result from lifelong learning. Perhaps new statement could be "A campus that values and promotes lifelong and career growth."

What I don't see addressed in these goals is specific attention to the day-to-day lived experience of managers and staff. The workload for both is extremely heavy, and managers and staff are routinely subject to objectionable behavior from faculty, students, and other managers.

I am not sure where we will have number 6's "opportunities to participate", but perhaps it can be merged with 4?

The last three are vague and redundant.

A campus is comprised of its people, such as faculty, staff, students, and administrators. And all people work together and study together. People also have lives elsewhere, and usually want friends, professional relationships, political interests, community life, or other ways of connecting and feeling part of the university. It includes basics such as healthcare, banks, family centers, and alumni centers. These are targets for community life of people.

Need more specific descriptions. What does it mean to have "fun"? What is "lifelong learning"?

A large portion of these goals are written in ambiguous terms and are not measurable. Quite frankly, I feel that many of these goals have little to do with what I understand our university's goal to be - to educate our students.

Finally - this is a self-centered comment, for sure, but a university cannot "value career growth" when a large portion of its faculty - lecturers - has no path to meaningful career growth.

I think 6 could be folded into number 1

Should include, physical, mental and spiritual well being

I think career growth is great, but we need to focus on retention of great staff and why we have problems keeping them here. Bottom line is the salaries are insufficient for the region. Period. If we cannot pay people a wage in which they can live, we will not be able to attract and retain great people. I love SJSU, but know that even if I wanted to spend my career here I cannot and will need to move at some point. I cannot afford to pay rent and saving for a house, so I can stop spending 50-60% of my paycheck on rent and actually build my financial safety net with a mortgage is not possible.

It would be nice to see a commitment to adding more PhD programs available to staff that happen outside of the work day/week. IF this is not viable, develop a tuition reimbursement plan so we can go elsewhere to pursue a higher degree.

A contribution towards student loans for faculty and staff would also be welcomed. Since we are not given a Cost of Living Adjustment for student loan repayment, many of us are being bled dry paying really high loan

payment amounts when we are already struggling to live in the region on our meager salaries. Diversity and Inclusion are great, but a bit of low hanging fruit. Could we reach higher and talk about intercultural competency and developing global citizens. Just because we look different and "tolerate" each other does mean we work well across cultures and are prepared to live in a global world.

I think Outcomes 1 or 2 could explicitly say something about eliminating single points of failure across the board and a requirement to cross train staff to eliminate the bottlenecks that occur when one single person performs or oversees something that impacts multiple offices without having 2-4 more people who can also perform the function. This is a particular issue when people are out due to a medical issue, vacation, etc. For then number of staff on campus is is obscene how many single points of failure exist in virtually every office. Also it would be great to get outside evaluators to go to all operational departments to evaluate an restructure processes to reduce bottlenecks, unnecessary steps, and improve overall functionality. Identify areas where tech can be improve or used more effectively to reduce admin heavy blockades. We are very inefficient. Doing that could speak to how we could address Outcome 5.

Outcome 1 - Let people (staff and admin) work from home 2-4 days a month (or more). We are in Silicon Valley and there is no reason we couldn't add this as a perk to staff and admin. Faculty do not work on campus 8 hours a day, which makes me think the argument of "workers compensation if there is an injury" is a throw away argument. If scheduled well, this could reduce parking issues, allow for a better quality of life for staff/admin so they could avoid commutes, gas costs, etc. If we are really "powering Silicon Valley" with our "innovation" why do we have a 1940s model of office hours? Also could SJSU do something similar to CSUMB and acquire houses, then have staff/faculty "buy" the houses at a reasonable price whilst working at SJSU, then sell the house back when they leave? If housing costs are offset by SJSU in some way, not everyone is interested in living in a dorm or apartment (FYI).

Values inclusivity and diversity is extremely important, but no where do you mention disability. Legally we have to successfully include our students, faculty and staff with disabilities. This should be something we speak directly to.

Regarding "lives comfortably", I feel that health is the most important.

What is missing is the real sense of precarity regarding living situations. Some people who work and live here exist on a precipice, constantly in danger of being squeezed out of their homes, one rent increase away from being nowhere.

I think staff and faculty should be given a discount to use the new recreational facilities. I imagine there would be many spontaneous conversations and interactions as we run into each other during yoga or weightlifting.

2 and 3 can be combined. 1 and 7 can be combined. 5 and 6 can be combined. Missing is structuring ways to link T/TT faculty with student life. Faculty must be required and/or incentivised to be on campus among students. Create a "clinical faculty" line for career lecturers. Limit "other campus" employment by lecturers and expect/compensate participation in campus life among them. Departments must have a "student life" revenue stream to link faculty and students (e.g., club activities, lectures by people in that field, networking events linked to faculty and student partners, honours and awards for students, among other things).

This piece: "promote work/life balance" at odds with the sheer volume of action items in this and other areas. MUST prioritize and get efforts focused on fewer items. Our health as individuals and an institution will be compromised if we don't address the workload issues.

Who came up with this?

Building student engagement is great. I would argue for doing so in an academic manner -- clubs devoted to learning this or that, etc. - rather than concert series and sports stuff that are "fun" but do nothing to really help students move forward in the world. We should be a gateway to student social mobility; fun that serves that end (e.g. engineering project clubs, etc.) is more important than mere fun.

SJSU needs to focus heavily on the issues of affordable housing and income inequality. If SJSU is serious about meeting all of these desired outcomes and attracting and keeping world-class instructors and researchers, it is going to need to find a way to financially compensate its employees adequately and provide

support for finding affordable housing. Affordable housing and income inequality greatly affect our students as well, and will gradually change the demographics of our students significantly.

The goals are fine. I am very skeptical that resources that would help us thrive will actually be available. See below.

More focus on leading to employability. Students that wind up in debt with no career options have more than wasted their time here. We are lying to them if we give them a degree that does not lead to a job. That is theft. Fun will happen, there are so many student clubs this is not a problem. What is missing from this list is that A campus that encourages students to achieve their full potential academically.

These outcomes seem clear and specific and they provide a sense of understanding for the needs of students.

For outcome 1, many of the action items need verbs. They also need to be more tangible -- specific things we can do to increase food security, physical and emotional safety, etc. What programs or actions should we take to increase social capital and sense of belonging?

Outcome 4 is a better fit to the "Connect, Engage, Contribute" theme.

For Outcome 6, "Value individual or collective voices" seems to vague. It is not something we can act on or measure. For the second action item, I am unsure what is meant by "existing processes"; do you mean places on campus where people can get engaged? The problem with using the Senate as an example for that is there are not Senate seats for staff. For action item "support an environment..."; this seems too vague too. I am not sure we don't have democracy/shared governance on campus. However, if we want to strengthen that, what action/ things to do will make campus more conducive to democracy?

I noted Lifelong Learning as most important because as a staff member (and graduate student) I value learning new technologies, theories, processes for both personal well being and also adding knowledge to strengthen the workplace.

Per similar responses in "Educating" and "Academics" there needs to be an 'explicit' outcome of ETHICS relative to a student's personal actions and social/societal actions, in social media, in news, in politics, in governance. Wish that "integrity" fit along with inclusivity and diversity, but think "ethics and integrity" must stand distinct. Guess it was in "Connecting" that referred to "ideas of democracy and shared governance" and perhaps that's the better place for ETHICS. But as I commented in "Educating", ethical decision-making and integrity can be inculcated, fostered on campus, and/then in the greater society.

Maybe use Bloom's taxonomy. It seems kind of hard to measure.

Would suggest to deemphasize career growth/replace with 'achieving life goals', or merge with #2

It seems largely surface "feel good" without much substance.

The most important thing is locating BART near SJSU. This will have an impact for centuries.

Fun is all well and good, but I think inclusion, being able to identify as a Spartan is more important and will lead to better academic success.

What would convince you that we have achieved these desired outcomes?

27 responses

Retention of undergrad population through graduation (2)

Toooooooo long of an answer for small survey. Need well communicated measureable goals with milestones.

When the University provides appropriate staffing levels and provides a meaningful mechanism for workload issues to be addressed in an equitable, fair manner.

A marked change in the life of staff, such that we would not have to take second jobs in order to stay close to our primary job at SJSU.

All SJSU Staff, Faculty, and Students have a place to live and a reasonable commute.

You can see the attitude and vitality of people, all who participate in the campus community in surveys. You can see it also with publications, both from formal coursework and student clubs, or newspaper on campus or outside campus. The outside publications are from news sources and media, or public relations from companies in industry. With a good connection between them as a community, people should respond to the surveys positively.

Directed opportunities in each area, increases in engagement

See above

I think we need the an accessibility and inclusivity committee that can look at and evaluate what is happening on campus and make recommendations like other university wide committees on campus. I am told we used to have one focused on accessibility but it was eliminated.

I want to say thank you to whoever replaced the gas leaf blower with an electric one. Great idea (less noise pollution, less air pollution, less stress)

When people who work here no longer have to live in a state of precarity with regard to housing in the area. When there are no homeless adjuncts or TT faculty living in dorms.

Surveys with staff that measure their satisfaction and attitudes about their work.

T/TT faculty spend at least 60% of their work time on campus--in offices, among students, special projects. All faculty have adequate, comfortable, personal office space. Staff work in clean, pleasing environments. Compensation is linked to local cost of living (e.g., <https://www.opm.gov/policy-data-oversight/pay-leave/salaries-wages/2016/locality-pay-area-definitions/>). Staff feel inspired by the overall educational mission, and may aspire to leverage their affiliation with SJSU for their own career growth. University and community members casually reference SJSU's culture of personal and collective success.

positive feedback to subsequent campus climate surveys.

Faculty/Students have already achieved this. Your approach is manufactured. Thus, SJSU will never achieve these items using this false approach.

Alumni reporting: Students feel they got good value for the sacrifices they and their families made for them to come here. Students feel that SJSU helped them build careers that allowed them to achieve their goals.

Much higher and equitable salaries that actually support thriving, reasonable workloads, and more tangible resources that would help faculty and staff achieve their professional and personal goals.

We would raise our six-year graduation rates to 70% like ASU has done through innovation and targeted support for students.

lower turn over rate in faculty and staff, more upward mobility (internal hires for competitive searches), increased measure of belonging on faculty, staff, and student surveys, higher success in top candidate accepting offer

If they offered courses for Life Long learners to include the community.

See earlier responses in other Goals regarding assessing ethics in both campus life and in the public arena.

Low SFR

Students and faculty participating in many more activities beyond simply showing up to class and leaving right after. Increased staff retention.

Unknown.

Faculty living in the east bay or peninsula can get to campus in under an hour during rush hour via public transit.

Retention of 95% at the end of the first year for First-time Freshmen and Undergraduate Transfers

As we continue to develop the outcomes and action items, who should we talk to at SJSU?

22 responses

Open University students such as me, a returning student at age 49. Loving being "back in school."

The Associate Deans are the best source for information on this.

The staff, particularly those in the non-managerial ranks.

Urban and Regional Planning Dept, TRANSITION SJSU, Urban Planning Coalition, Mineta Transportation Institute. Outside of SJSU, talk to San Jose city Planning Dept, Catalyze SV, SV@Home, community housing advocates.

You should talk to the people first.

Students, faculty, staff

Please talk to students and find out what THEY want out of their time at SJSU.

Staff and Faculty in all departments, targeted groups of students, staff in IT, facilities and administrative divisions

staff, admins, faculty, and students. This impacts all of us. Also speak to someone who can actually change things so that we can move on from saying that we don't earn enough money and can't afford to live here to a point where we are being compensated a realistic salary and there are housing options that won't bankrupt us.

Diverse students, faculty and staff including those with disabilities, and faculty that have their background and expertise in those areas.

anyone who works/studies on campus

Staff, adjuncts, newly hired faculty, students

Staff, new faculty, chairs, student workers

CDO; AVPs in student affairs and academic affairs

TT/Tenured Faculty

Those already helping advise/run student organizations and clubs with an academic focus.

Students and faculty

We are talking mostly to the correct people. Talk to those who can get us the resources. This is not a new issue. The hope for thriving will actually be realized when the resources are actually available to help us thrive. Although inspiring speeches, promises, and spirit events do help some in terms of morale, practical and tangible resources to ease our stress and finances would be the best morale booster. Continue advocating for higher and equitable salaries. Mid and senior folks here are paid ridiculously low compared to cost of living and our counterparts in similar industries and contexts. Find ways to improve parking at low costs, provide options for affordable housing, provide free or discounted food costs (there is a lot of food waste on campus), and reasonable workloads that would benefit all, not just junior faculty and those who are RSCA active. We all work hard. I realize it is my choice to work here and I love SJSU. It would be nice if indeed actual resources were allocated to recognize our efforts rather than defaulting to "doing more with less" and "well that's the way it is." Please help us actually achieve "thriving."

ASU Vice Provost for Teaching and Learning

Univ personnel, Office of diversity, equity, inclusion, Advancement, Center for Faculty Development, Student Affairs

National Organizations focused on Ethics and Truth in Democracy, in Government, in Social Media -- and/or FACULTY associated with such organizations or movements

Faculty and staff who bike or take public transit to school.

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