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Results of the *Climate Study for Lecturer Equity and Inclusion*, Spring 2019

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Results of the *Climate Study for Lecturer Equity and Inclusion*, Spring 2019

R. Kataoka, K. Glover, J. Kitajima, and S. de Bourbon

Lecturers' Council of San Jose State University

January 10th, 2020

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1. Introduction

Background In a span of four weeks, from May 13th to June 15th 2019, the *Climate Study for Lecturer Equity and Inclusion* was administered to lecturers at San Jose State University. Climate is defined as the “attitude, behaviors, and standard practices” (Rankin & Reason, 2008, p. 264) that shape a working environment. As such, the purpose of this survey is to learn what lecturers experience and perceive in terms of the working environment of their department and the university. This endeavor aims to foster a constructive dialogue to promote positive work conditions with consistent practices in all departments.

Survey Instrument The questionnaire is primarily based on published studies with similar purposes, including CSUDH Task Force for Best Practices for NTTIF (CSUDH, 2018), Equity for Lecturers Survey Response Report (SFSU, 2018), SJSU Campus Climate Survey Results (SJSU, 2015) and University of

California Campus Climate Study (UC, 2014). Some questions suggested by Lecturers' Council members are unique to the present survey. The instrument categories are: (1) lecturer status, (2) demographic information, (3) experiences, perceptions, and opinions on (3a) contract and hiring, (3b) departmental support, (3c) inclusion, and (4) experiences of bullying and microaggression. The complete instrument is available under [SJSU Lecturer Climate Study Spring 2019.pdf].

The Survey The availability of the survey was announced by e-mail, using the CFA email list, Lecturers' Council email list, and a compiled e-mail list that contained 930 lecturers' email addresses. The announcement was sent to approximately 950 unique email addresses. The responses were collected by Qualtrics (eCampus) in a way to ensure confidentiality of respondents. All participants took the survey from Qualtrics, although a pencil-and-paper survey was also offered.

Data Analysis In total, 404 responses were received. Responses that did not answer any of the target questions (i.e., experiences/perceptions/opinions about workplace) were excluded, leaving 372 responses for analysis. Responses to closed-ended questions (i.e., Yes/No, Likert Scale, Multiple Choice) were analyzed for frequency and proportion, and submitted to chi-square tests to examine the association between each question item and lecturer characteristics (e.g., college affiliation, appointment). Responses to open-ended questions were analyzed to identify: frequency and proportion of thematic categories; and to yield gist summaries of representative responses.

2. Results of the Quantitative Analysis

This section presents the response patterns to the closed-ended questions and significant associations between response patterns. Results are organized by thematic categories, and each Question number corresponds to the original number in the instrument (see SJSU Lecturer Climate Study Spring 2019.pdf).

2.1. Representation of Lecturers by the Respondents

The estimated response rate was 43% (404 responses from estimated 950 individuals reached). A high number of responses and fair representation of all colleges and demographic groups indicate that the results offer a reasonable snap-shot of lecturers' experiences and perceptions. Figures and Tables 1-5 show that the survey respondents:

- account for at least 24% of all lecturers in all colleges (Q6).
- account for 30% of female, and 21% of male lecturers (Q34).
- represent diverse Racial/Ethnic groups (Q36).
- have different sexual orientations (Q35).
- have different teaching experiences (Q4).

Figure 1.¹Responses to Q6: My college affiliation is...

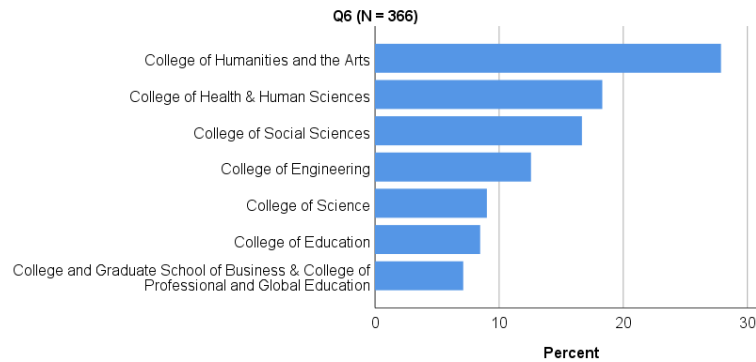


Table 1. Responses to Q6 (% and Count). To compare, the two rightmost columns show the number of lecturers in each college based on the Office of Institutional Effectiveness and Analytics, SP 2019 data (Count*), and the percentage (%*) accounted for by survey respondents.

Rank	Answer	%	Count	Count*	%*
1	College of Humanities and the Arts	27.9%	102	279	36.6%
2	College of Health & Human Sciences	18.3%	67	267	25.0%
3	College of Social Sciences	16.7%	61	197	31.0%
4	College of Engineering	12.6%	46	190	24.2%
5	College of Science	8.2%	33	136	24.3%
6	College of Education	8.5%	31	103	30.1%
7	College and Graduate School of Business & College of Professional and Global Education	7.1%	26	83	31.3%
	Total	100%	366	1221	30.0%

Figure 2. Responses to Q34: Check all that apply. I identify as ...

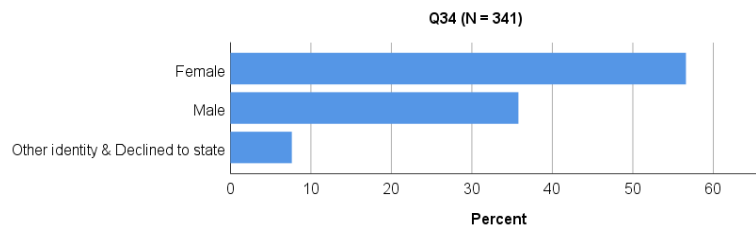


Table 2. Responses to Q34 (% and Count).

#	Answer	%	Count	Count*	%*
1	Female	56.6%	193	640	30.2%
2	Male	35.8%	122	581	21.0%
3	Other Identity & Decline to state	7.6%	26	---	---
	Total	100%	341		

¹ To protect respondent anonymity, all categories with less than 10 respondents were combined with the next largest category until the category contained at least 10 respondents. Thus, in Figure and Table 1 (responses to Q6), College and Graduate School of Business and College of Professional and Global Education were combined. Similarly, Figure and Table 2 (responses to Q34), Figure and Table 3 (responses to Q36), and Figure and Table 4 (responses to Q35) also contain combined categories.

Figure 3. Responses to Q36: Check all that apply. I identify as...

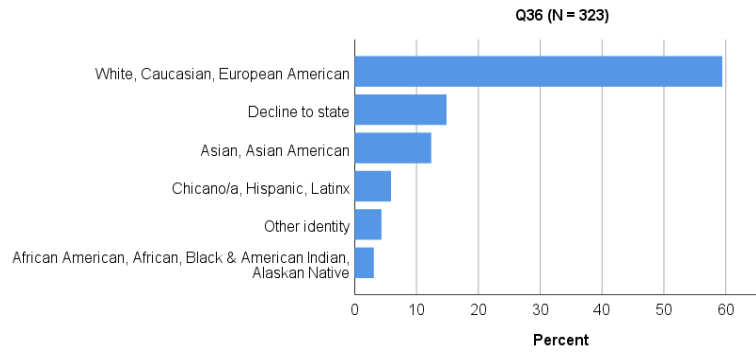


Table 3. Responses to Q36 (% and Count).

#	Answer	%	Count
1	White / Caucasian / European American	59.4%	192
2	Decline to state	14.9%	48
3	Asian / Asian American	12.4%	40
4	Chicano/a / Hispanic / Latinx	5.9%	19
5	Other identity	4.3%	14
6	African American / African / Black & American Indian / Alaskan Native	3.1%	10
	Total	100%	323

Figure 4. Responses to Q35: Check all that apply. I identify as ...

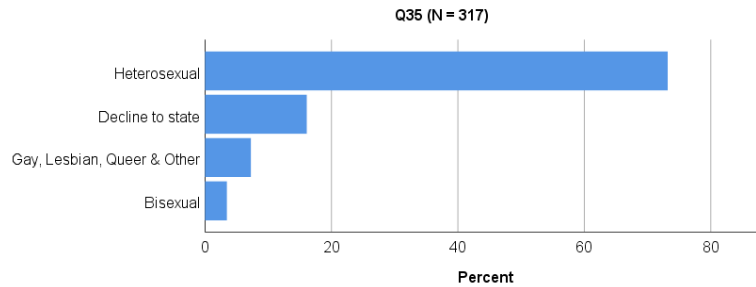


Table 4. Responses to Q35 (% and Count).

#	Answer	%	Count
1	Heterosexual	73.2%	232
2	Decline to state	16.1%	51
3	Gay, Lesbian, Queer & Other	7.3%	23
4	Bisexual	3.5%	11
	Total	100%	317

Figure 5. Responses to Q4: I have taught at SJSU for ___ year(s) or less than 1 year.

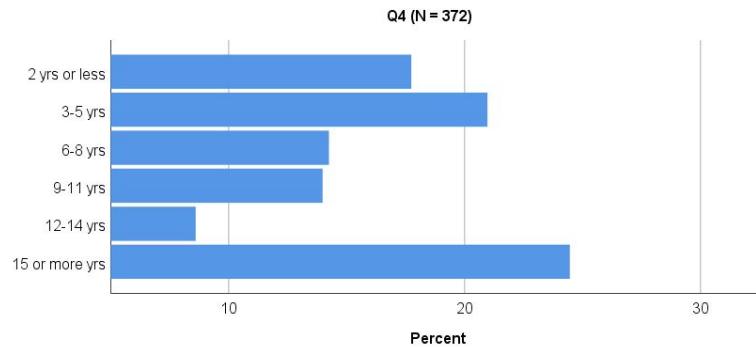


Table 5. Responses to Q4 (% and Count).

#	Answer	%	Count
1	2 year or less	17.7%	66
2	3-5 years	21.0%	78
3	6-8 years	14.2%	53
4	9-11 years	14.0%	52
5	12-14 years	8.6%	32
6	15 years or more years	24.5%	91
	Total	100%	372

2.2. Satisfaction and Professional Profiles

The majority of lecturers express general satisfaction working at SJSU, but they are not content with ‘Temporary’ status. Respondents express the importance of advancement opportunities, such as career pathways for lecturers. Figures and Tables 6-11 show that:

- 80% are at least moderately satisfied working at SJSU (Q1).
- Only 15% are content with “Temporary” status. 85% show a desire for advancement (Q3).
- Q3 (contentment with temporary status) has significant association with Q1 (overall satisfaction); the greater the desire, the greater the dissatisfaction ($p = 0.002$).
- About 60% receive 0.6 or fewer appointment (Q2).
- About 30% work in more than one department (Q7).
- More than 90% have either a Masters or Doctorate degree (Q5).
- 96% think it is at least moderately important for the university to offer career advancement opportunities (Q 22), but this opinion varies across colleges ($p = 0.009$).

Figure 6. Responses to Q1: Overall, how satisfied are you working at SJSU?

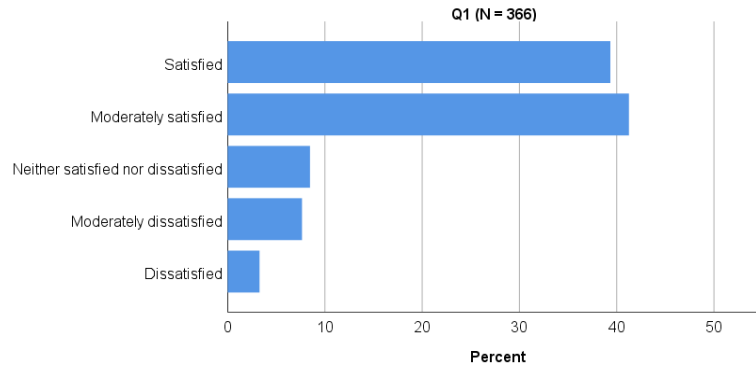


Table 6a. Responses to Q1 (% and Count).

#	Answer	%	Count	Rank
1	Satisfied	39.3%	144	2
2	Moderately satisfied	41.3%	151	1
3	Neither satisfied nor dissatisfied	8.5%	31	3
4	Moderately dissatisfied	7.7%	28	4
5	Dissatisfied	3.3%	12	5
	Total	100%	366	

Table 6b. Association between Q2-Q7 (professional profiles) and Q1 (overall satisfaction).

	Chi-Square	df	Sig. (2-sided)
Q2 x Q1	11.784	16	.759
Q3 x Q1	31.274	12	.002
Q4 x Q1	23.512	20	.264
Q5 x Q1	14.566	12	.266
Q6 x Q1	21.550	24	.606
Q7 x Q1	3.728	4	.444

Figure 7. Responses to Q3: All lecturers are classified as “Temporary.” I am a lecturer who:

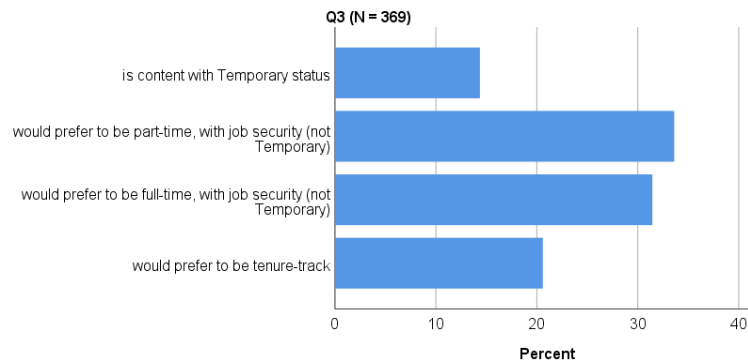


Table 7. Responses to Q3 (% and Count)

#	Answer	%	Count	Rank
1	is content with Temporary status	14.4%	53	4
2	would prefer to be part-time, with job security (not Temporary)	33.6%	124	1
3	would prefer to be full-time, with job security (not Temporary)	31.4%	116	2
4	would prefer to be tenure-track	20.6%	76	3
	Total	100%	369	

Figure 8. Responses to Q2 (“My appointment last semester was:”)

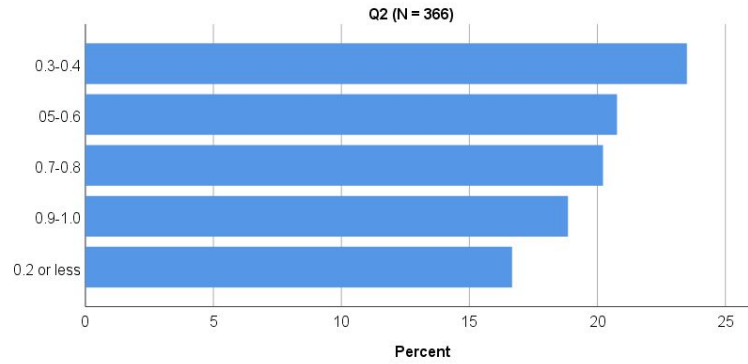


Table 8. Responses to Q2 (% and Count).

#	Answer	%	Count	Rank
1	0.2 or less	16.7%	61	5
2	0.3-0.4	23.5%	86	1
3	0.5-0.6	20.8%	76	2
4	0.7-0.8	20.2%	74	3
5	0.9-1.0	18.9%	69	4
	Total	100%	366	

Figure 9. Responses to Q5: My terminal degree is:

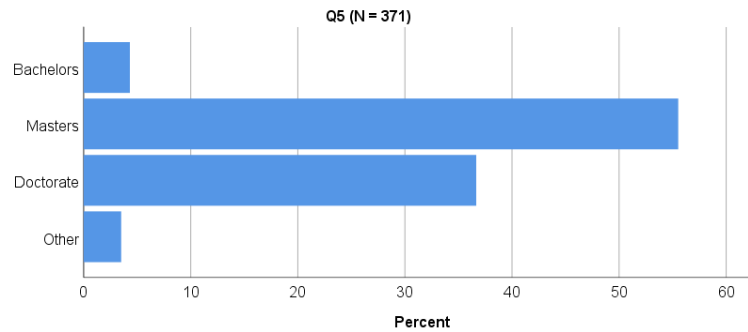


Table 9. Responses to Q5 (% and Count).

#	Answer	%	Count	Rank
2	Bachelors	4.3%	16	3
3	Masters	55.5%	206	1
4	Doctorate	36.7%	136	2
5	Other	3.5%	13	4
	Total	100%	371	

Figure 10. Responses to Q7: Have you ever worked in more than one department at SJSU?

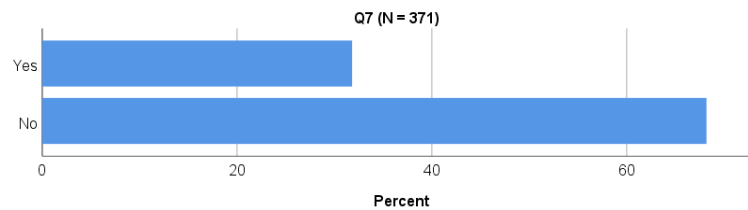


Table 10. Responses to Q7 (% and Count).

#	Answer	%	Count	Rank
1	Yes	31.8%	118	2
2	No	68.2%	253	1
	Total	100%	371	

Figure 11. Responses to Q22: How important is it for the university to provide career advancement opportunities for lecturers?

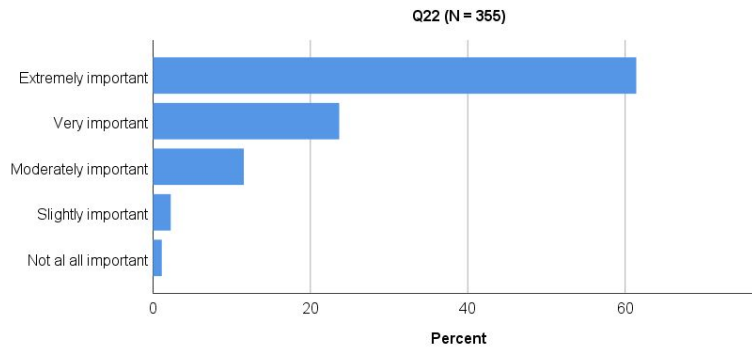


Table 11. Responses to Q22 (% and Count).

#	Answer	%	Count	Rank
1	Extremely important	61.4%	218	1
2	Very important	23.7%	84	2
3	Moderately important	11.5%	41	3
4	Slightly important	2.3%	8	4
5	Not at all important	1.1%	4	5
	Total	100%	355	

2.3. Hiring-Related Experiences

Timing of class assignments vary across colleges, and less than half feel that hiring practices are fair. Figure and Table 12 show that:

- Over 50% always receive classes that fit their expertise (Q8.4).
- Nearly 50% always receive classes with plenty of preparation time (Q8.1), but this practice seems to vary across colleges ($p = 0.064$).
- While 17% never worry about not being re-hired, 17% always do (Q8.8).

Figure 12. Responses Q8: Course assignment - How frequently do you experience the following?

- Q8.1 - I receive my schedule with plenty of prep time.
- Q8.2 - I receive the number of classes I want to teach.
- Q8.3 - I receive the days/times I request.
- Q8.4 - I receive classes which fit my level and expertise.
- Q8.5 - Classes are first assigned to tenured/tenure-track (T/TT) faculty, followed by 3-year, then 1-year Entitlement lecturers, etc. This is a transparent procedure in my department.
- Q8.6 - My chair asks all eligible lecturers at the same time if they want available course(s) before hiring a new lecturer. This is a consistent practice in my department.
- Q8.7 - I resist commenting on work-related problems for fear of reprisal, e.g., poor class assignments.
- Q8.8 - I worry I might not be rehired each semester.

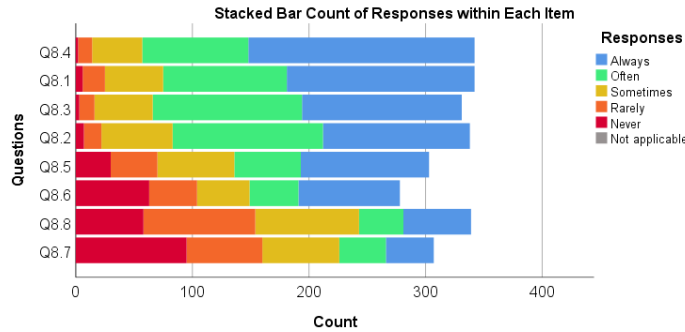


Table 12a. Responses (Percent and Count) to Q8.1 to Q8.8.

Question	Always		Often		Sometimes		Rarely		Never		Total
Q8.1	47.08%	161	30.99%	106	14.62%	50	5.56%	19	1.75%	6	342
Q8.2	37.28%	126	38.17%	129	18.05%	61	4.44%	15	2.07%	7	338
Q8.3	41.39%	137	38.67%	128	15.11%	50	3.93%	13	0.91%	3	331
Q8.4	56.73%	194	26.61%	91	12.57%	43	3.51%	12	0.58%	2	342
Q8.5	36.30%	110	18.81%	57	21.78%	66	13.20%	40	9.90%	30	303
Q8.6	31.29%	87	15.11%	42	16.19%	45	14.75%	41	22.66%	63	278
Q8.7	13.36%	41	13.03%	40	21.50%	66	21.17%	65	30.94%	95	307
Q8.8	17.11%	58	11.21%	38	26.25%	89	28.32%	96	17.11%	58	339

Table 12b. Association between Q6 (colleges) and Q8 (aspects of hiring practices)

	Chi-Square	df	Significance (2-sided)
Q6 x Q8.1	40.150	28	.064
Q6 x Q8.2	14.180	28	.986
Q6 x Q8.3	36.503	28	.130
Q6 x Q8.4	15.566	24	.903
Q6 x Q8.5	32.197	28	.267
Q6 x Q8.6	36.630	28	.127
Q6 x Q8.7	30.119	28	.358
Q6 x Q8.8	32.197	28	.267

In addition, most lecturers feel they are underpaid, but offer volunteer and other forms of unpaid work for SJSU. Figures and Tables 13-19 show that:

- About 80% say SJSU income is at least moderately important (Q11).
- About 40% of respondents do not know at all about their own salary schedule (Q10).
- Over 70% feel at least somewhat underpaid (Q17), but this perception varies across colleges ($p = 0.001$).
- More than 60% offer volunteer services at SJSU (Q12).
- Over 90% have done unpaid work for SJSU (e.g., writing letters and offering extended office hours for students) (Q13 & Q14).

- Nearly 80% like the option of being paid for non-teaching positions (Q15).
- 70% believe that lecturers should receive release time for research (Q16).

Figure 13. Responses to Q11: How important is your SJSU income for your financial well being?

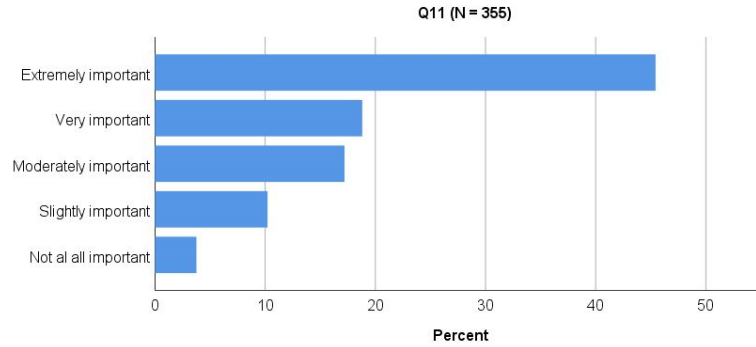


Table 13a. Responses to Q11 (% and Count).

#	Answer	%	Count	Rank
1	Extremely important	47.6%	169	1
2	Very important	19.7%	70	2
3	Moderately important	18.0%	64	3
4	Slightly important	10.7%	38	4
5	Not at all important	3.9%	14	5
Total		100%	355	

Table 13b. Association between Q6 (colleges) and Q11 (importance of SJSU income).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q11	75.443	28	<.000

Figure 14. Responses to Q10: How well do you know about your salary schedule (i.e., do you know your pay range and how you progress within it to the next higher range)?

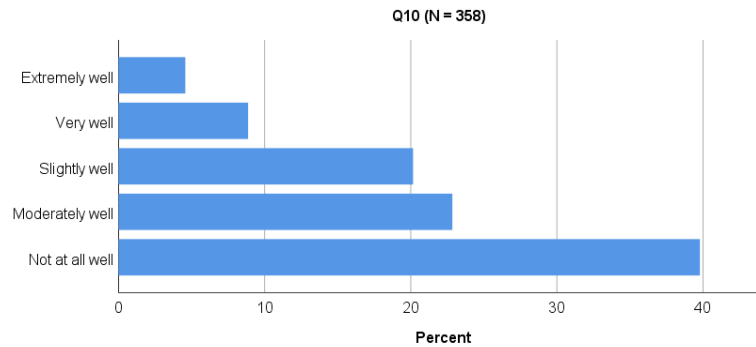


Table 14a. Responses to Q10 (% and Count).

#	Answer	%	Count	Rank
1	Extremely well	4.7%	17	5
2	Very well	9.2%	33	4
3	Moderately well	23.7%	85	2
4	Slightly well	20.9%	75	3
5	Not at all well	41.3%	148	1
Total		100%	358	

Table 14b. Association between Q6 (colleges) and Q10 (informedness on salary schedule).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q10	19.667	24	.716

Figure 15. Responses to Q17: Given your qualifications and the hours you work, how fairly are you paid?

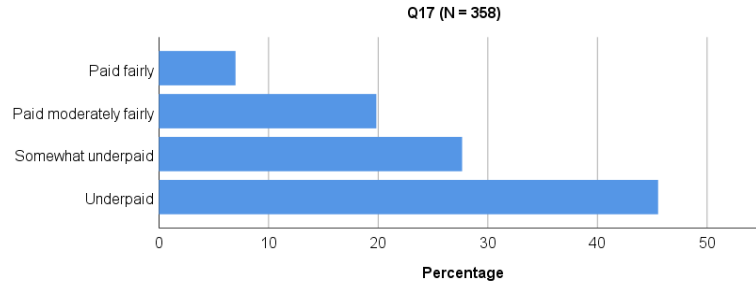


Table 15a. Responses to Q17 (% and Count).

#	Answer	%	Count	Rank
1	Paid fairly	7.0%	25	4
2	Paid moderately fairly	19.8%	71	3
3	Somewhat underpaid	27.7%	99	2
4	Underpaid	45.5%	163	1
	Total	100%	358	

Table 15b. Association between Q6 (colleges) and Q17 (sense of fair pay).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q17	42.977	18	.001

Figure 16. Responses to Q12: Have you ever provided a volunteer service at SJSU, e.g., “Ask me” booth; Spartans Supporting Spartans donation; attend graduation ceremonies or convocations in regalia?

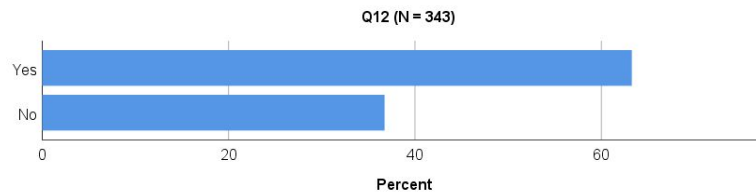


Table 16a. Responses to Q12 (% and Count).

#	Answer	%	Count	Rank
1	Yes	63.3%	217	1
2	No	36.7%	126	2
	Total	100%	343	

Table 16b. Association between Q6 (colleges) and Q12 (volunteer service).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q12	8.690	6	.192

Figure 17a. Responses to Q13: Have you ever provided unpaid work for SJSU (i.e., work beyond teaching)?

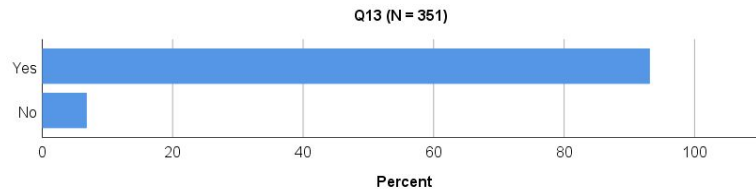


Table 17a. Responses to Q13 (% and Count).

#	Answer	%	Count	Rank
1	Yes - I provide or have provided unpaid work for SJSU.	93.2%	327	1
2	No - I only teach and hold my required office hour(s)	6.8%	24	2
	Total	100%	351	

Table 17b. Association between Q6 (colleges) and Q13 (unpaid work).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q13	3.419	6	.755

Figure 17b. Responses to Q14: If YES (on Q13), select all the unpaid work you have provided for SJSU:

- Q14.1. Write student recommendations
- Q14.2. Hold additional office time to accommodate student schedules
- Q14.3. Serve on a committee(s)
- Q14.4. Design a new course or contribute to curriculum development
- Q14.5. Attend conferences
- Q14.6. Conduct research and publish under SJSU affiliation
- Q14.7. Contribute at non-required department meetings
- Q14.8. Complete paperwork on course recertification or re-accreditation
- Q14.9. Organize academic events, e.g., conferences; workshops; panels; speakers; seminars
- Q14.10. Teach or supervise without payment, e.g., Independent Study
- Q14.11. Support student extra-curricular activities, e.g., field trips; clubs
- Q14.12. Present at SJSU professional development event(s)
- Q14.13. Participate in community outreach in the name of SJSU
- Q14.14. Support department programs, e.g., advise graduates; provide feedback;
- Q14.15. Complete departmental tasks, e.g., website support; gift-fund collector
- Q14.16. Other: please specify

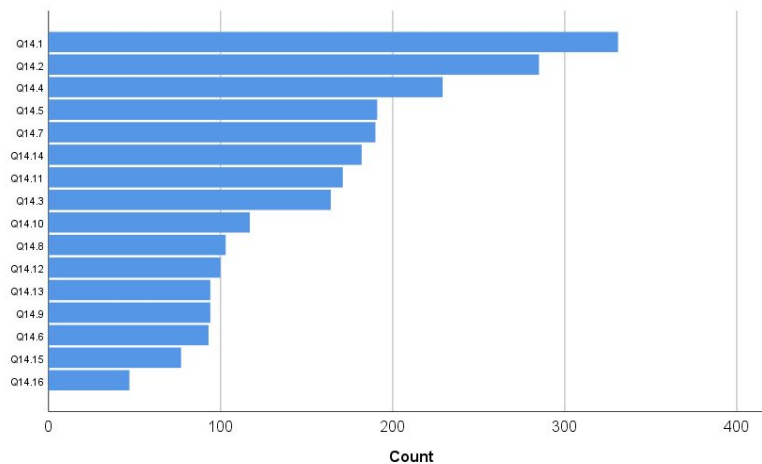


Figure 18. Responses to Q15: Would you like the option of being paid for non-teaching positions (e.g., committee chair, advisor, coordinator)?

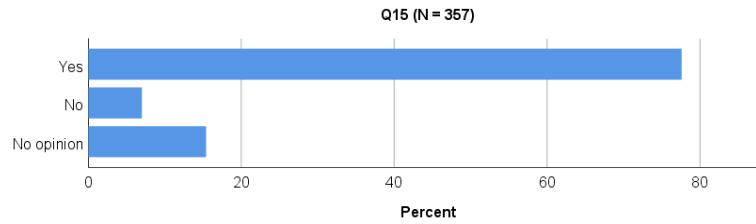


Table 18a. Responses to Q15 (% and Count).

#	Answer	%	Count	Rank
1	Yes	77.6%	277	1
2	No	7.0%	25	3
3	No opinion	15.4%	55	2
	Total	100%	357	

Table 18b. Association between Q6 (colleges) and Q15 (desire for paid non-teaching positions).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q15	16.196	12	.182

Figure 19. Responses to Q16: Should lecturers receive release time to conduct research?

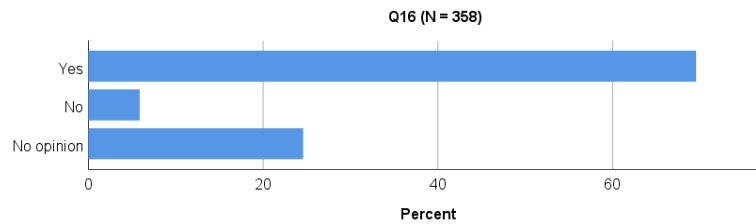


Table 19a. Responses to Q16 (% and Count).

#	Answer	%	Count	Rank
1	Yes	69.6%	249	1
2	No	5.9%	21	3
3	No opinion	24.6%	88	2
	Total	100%	358	

Table 19b. Association between Q6 (colleges) and Q16 (release time for research).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q16	29.456	12	.003

2.4. Department Support / Onboarding

The majority believe that evaluations are fair but express the need for mentorship and more information. Figures and Tables 20-23 show that:

- About 60% are given teaching supplies and fair evaluations. Only 20% or less report that they receive orientation, mentors, and a handbook for lecturers (Q18.1 – 18.9).
- 75% have positive interactions with Human Resources (Q19).
- Nearly 40% are not informed at all about lecturer benefits (Q20).

- About 70% are informed about CFA at least moderately well (Q21).

Figure 20. Responses to Q18: To what extent do you agree with the following ?

- Q18.1. Lecturers are provided with department orientations.
- Q18.2. Lecturers are provided with mentors.
- Q18.3. We have an adequate department “Handbook for Lecturers”
- Q18.4. I have adequate office space.
- Q18.5. I am provided with basic teaching supplies (e.g., pens, photocopier)
- Q18.6. For large classes, I am adequately supported (e.g., student assistant).
- Q18.7. For online classes, I am adequately supported (e.g., training).
- Q18.8. In general, my peer observation(s) are fair.
- Q18.9. In general, my annual evaluation(s) are fair.

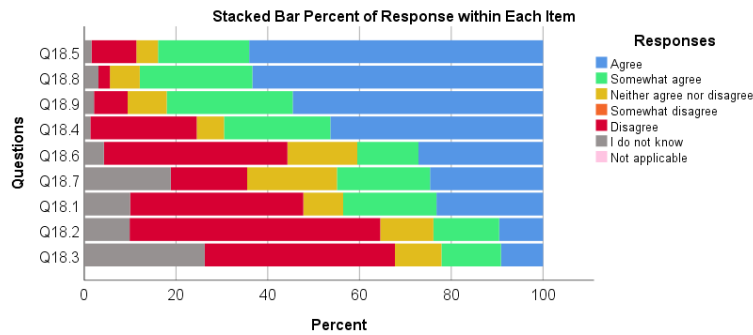


Table 20. Responses to Q18.1 to Q18.9 (% and Count).

Qs	Agree	Somewhat agree	Neither agree nor disagree	Disagree	I do not know	Total
Q18.1	23.23% 72	20.32% 63	8.71% 27	37.74% 117	10.00% 31	310
Q18.2	9.56% 28	14.33% 42	11.60% 34	54.61% 160	9.90% 29	293
Q18.3	9.18% 29	12.97% 41	10.13% 32	41.46% 131	26.27% 83	316
Q18.4	46.36% 140	23.18% 70	5.96% 18	23.18% 70	1.32% 4	302
Q18.5	64.04% 203	19.87% 63	4.73% 15	9.78% 31	1.58% 5	317
Q18.6	27.14% 57	13.33% 28	15.24% 32	40.00% 84	4.29% 9	210
Q18.7	24.64% 34	20.29% 28	19.57% 27	16.67% 23	18.84% 26	138
Q18.8	63.35% 204	24.53% 79	6.52% 21	2.48% 8	3.11% 10	322
Q18.9	54.57% 179	27.44% 90	8.54% 28	7.32% 24	2.13% 7	328

Figure 21. Responses to Q19: Are your interactions with Human Resources positive or negative?

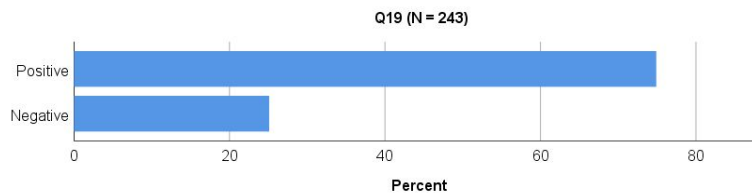


Table 21a. Responses to Q19 (% and Count).

#	Answer	%	Count	Rank
1	Positive	74.9%	182	1
2	Negative	25.1%	61	2
	Total	100%	243	

Table 21b. Association between Q6 (colleges) and Q19 (interactions with HR).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q19	13.261	12	.350

Figure 22. Responses to Q20: How well are you informed about current Lecturer Benefits (e.g., sick-pay, leave of absence)?

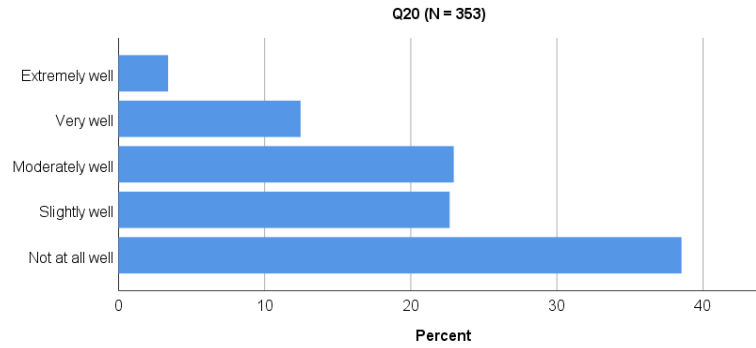


Table 22a. Responses to Q20 (% and Count).

#	Answer	%	Count	Rank
1	Extremely well	3.4%	12	5
2	Very well	12.5%	44	4
3	Moderately well	22.9%	81	2
4	Slightly well	22.7%	80	3
5	Not well at all	38.5%	136	1
	Total	100%	353	

Table 22b. Association between Q6 (colleges) and Q20 (informedness on lecturer benefits).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q20	12.883	24	.968

Figure 23. Responses to Q21: How well are you informed about the union, California Faculty Association (CFA)?

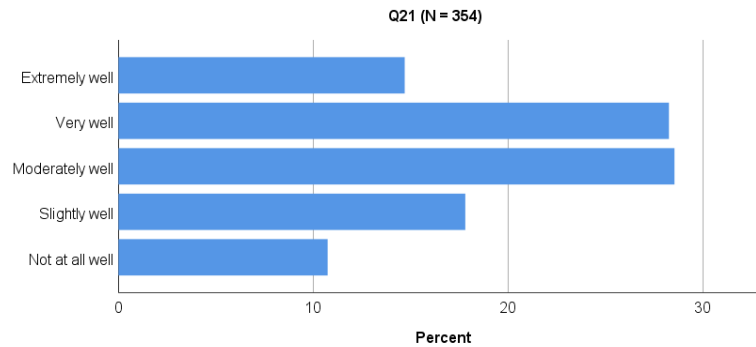


Table 23a. Responses to Q21 (% and Count).

#	Answer	%	Count	Rank
1	Extremely well	14.7%	52	4
2	Very well	28.2%	100	2
3	Moderately well	28.5%	101	1
4	Slightly well	17.8%	63	3
5	Not well at all	10.7%	38	5
	Total	100%	354	

Table 23b. Association between Q6 (colleges) and Q21 (informedness on CFA).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q21	23.500	24	.490

2.5. Department Inclusion

Lecturers treat each other as valued members. Inclusive practices seem to vary across colleges. Figures and Tables 24-27 show that:

- 70% agree that other lecturers treat them as a valued member (Q25.3).
- Only 33% agree that their departments acknowledge lecturer achievements (Q25.5).
- 85% are invited to at least some department meetings (Q24), but the practice varies across colleges ($p < 0.001$).
- Only 50% say lecturers have voting rights. Nearly 30% lack knowledge on this point (Q23).
- Only 32% feel wholly integrated into their department (Q 28), but this perception seems to vary across colleges ($p = 0.057$).

Figure 24. Responses to Q25: To what extent do you agree with the following?

- Q25.1. My department chair treats me as a valued faculty member.
 Q25.2. Most T/TT faculty treat me as a valued faculty member.
 Q25.3. Most lecturers treat me as a valued faculty member.
 Q25.4. When I attend department meetings, I feel welcome and my opinion is valued.
 Q25.5. My department recognizes lecturer achievements (e.g., praise or awards for performance in teaching, scholarship, service; status outside the university).
 Q25.6. I have academic freedom to adapt and develop my courses.

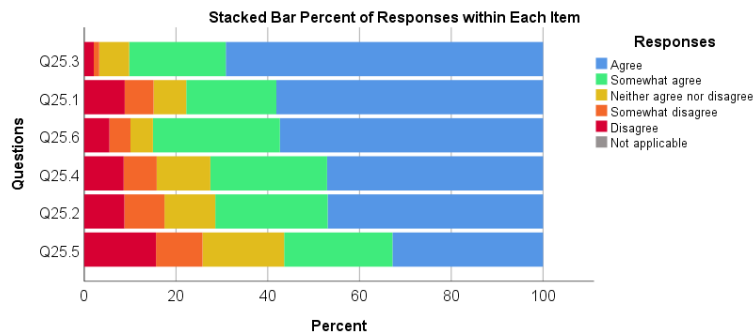


Table 24. Responses to Q25.1 to 25.6

Qs	Agree		Somewhat agree		Neither agree nor disagree		Somewhat disagree		Disagree		Total
Q25.1	58.12%	204	19.66%	69	7.12%	25	6.27%	22	8.83%	31	351
Q25.2	46.94%	161	24.49%	84	11.08%	38	8.75%	30	8.75%	30	343
Q25.3	69.14%	233	21.07%	71	6.53%	22	1.19%	4	2.08%	7	337
Q25.4	47.08%	137	25.43%	74	11.68%	34	7.22%	21	8.59%	25	291
Q25.5	32.82%	107	23.62%	77	17.79%	58	10.12%	33	15.64%	51	326
Q25.6	57.35%	199	27.67%	96	4.90%	17	4.61%	16	5.48%	19	347

Figure 25. Responses to Q24: Are lecturers invited to department meetings?

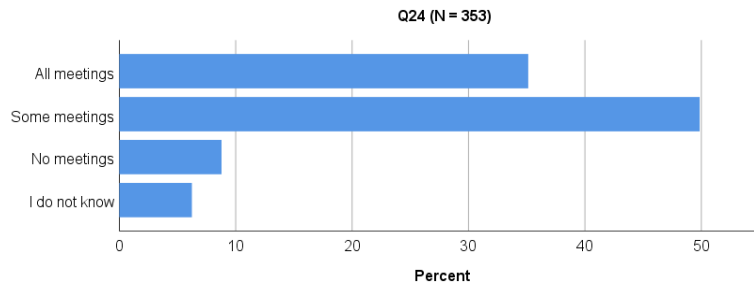


Table 25a. Responses to Q24 (% and Count).

#	Answer	%	Count	Rank
1	All meetings	35.1%	124	2
2	Some meetings	49.9%	176	1
3	No meetings	8.8%	31	3
4	I do not know	6.2%	22	4
	Total	100%	353	

Table 25b. Association between Q6 (colleges) and Q24 (invitation to department meetings).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q24	118.660	18	<.001

Figure 26. Responses to Q23: Do lecturers have any voting rights in your department?

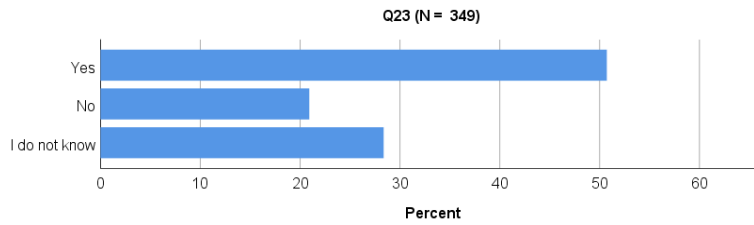


Table 26a. Responses to Q23 (% and Count).

#	Answer	%	Count	Rank
1	Yes	50.7%	177	1
2	No	20.9%	73	2
3	I do not know	28.4%	99	3
	Total	100%	349	

Table 26b. Association between Q6 (colleges) and Q23 (voting rights).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q23	10.029	12	.613

Figure 27. Responses to Q28: Overall, how well do you feel integrated into your department?

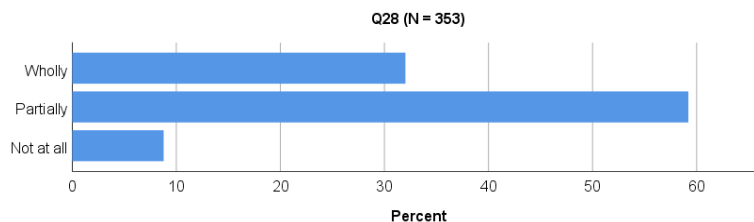


Table 27a. Responses to Q28 (% and Count).

#	Answer	%	Count	Rank
1	WHOLLY	32.0%	113	2
2	PARTIALLY	59.2%	209	1
3	NOT AT ALL	8.8%	31	3
	Total	100%	353	

Table 27b. Association between Q6 (colleges) and Q28 (integration).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q28	20.599	12	.057

2.6. Bullying and Microaggression

Many lecturers have experienced bullying and microaggressions. Figures and Tables 28 and 29 show that:

- About 30% have been bullied based on their lecturer status (Q 26). This experience seems to vary across colleges ($p = 0.070$), gender ($p = 0.006$), and sexual orientation ($p = 0.052$).
- About 35% have experienced microaggressions associated with their lecturer status (Q27). This experience also varies across colleges ($p < 0.001$) and gender ($p = 0.036$).

Figure 28. Responses to Q26: Have you ever been bullied by a university employee or student?

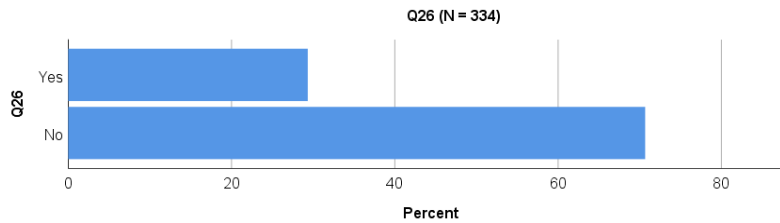


Table 28a. Responses to Q26 (% and Count).

#	Answer	%	Count	Rank
1	Yes	27.9%	98	2
2	No	67.2%	236	1
	Total	100%	334	

Table 28b. Association between lecturer characteristics (Q6 (colleges), Q34 (gender), Q35 (sexual orientation), and Q36 (race/ethnicity)) and Q26 (bullying).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q26	19.846	12	.070
Q34 x Q26	14.273	4	.006
Q35 x Q26	12.485	6	.052
Q36 x Q26	16.989	12	.150

Figure 29. Responses to Q27: Have you ever experienced any microaggressions associated with your lecturer status?

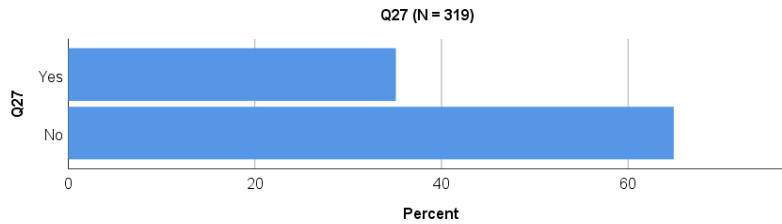


Table 29a. Responses to Q27 (% and Count).

#	Answer	%	Count	Rank
1	Yes - Please comment	31.9%	112	2
2	No	59.0%	207	1
Total		100%	351	351

Table 29b. Association between lecturer characteristics (Q6 (colleges), Q34 (gender), Q35 (sexual orientation), and Q36 (race/ethnicity)) and Q27 (microaggression).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q27	42.243	12	< .001
Q34 x Q27	10.296	4	.036
Q35 x Q27	4.655	6	.589
Q36 x Q27	13.796	12	.182

2.7. Reciprocal Evaluation

- As shown in Figure and Table 30, about 90% support an annual Reciprocal Evaluation (Q29), but this opinion varies across colleges ($p = 0.020$).

Figure 30. Responses to Q29: How likely would you support an annual Reciprocal Evaluation?

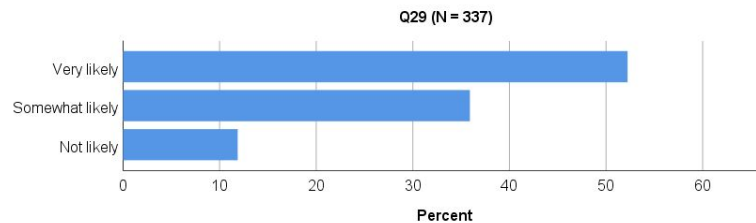


Table 30a. Responses to Q29 (% and Count).

#	Answer	%	Count	Rank
1	Very likely	52.2%	176	1
2	Somewhat likely	35.9%	121	2
3	Not likely	11.9%	40	3
Total		100%	337	

Table 30b. Association between Q6 (colleges) and Q29 (Reciprocal Evaluation).

	Chi-Square	df	Sig. (2-sided)
Q6 x Q29	24.106	12	.020

3. Results of the Qualitative Analysis

This section presents the results of the survey's seven open-ended response questions. Thematic categories show percent of comment responses, with the number of mentions in parenthesis. The majority of comments fall under Job stability (guaranteed schedules; higher pay; benefits; career advancement) and Inclusion (collegiality; shared governance; onboarding). Summaries include representative quotes (in italics) from the commentary of the question under discussion.

3.1 Commentary on Hiring Practices

Q9 Overall, are hiring practices in your department fair (i.e., consistent and transparent)? If no, please comment:

356 responses

43% **Yes**

33% **I do not know**

24% **No**

Less than half of survey respondents are satisfied that, overall, their department engages in fair hiring practices. One third indicate "I don't know" revealing that transparency or lack of information is a concern. Nearly a quarter of respondents perceive overtly unfair hiring practices, with comments in the following categories:

Fairness in Hiring Commentary Categories (83 replies, divided into 94 separate comments)

- **Inclusion (54%)**
 - Onboarding (26)
 - Favoritism & Bias (25)
- **Job stability (46%)**
 - Hiring violations (25)
 - Protocol inconsistency (18)

Inclusion At best, respondents give one's department the benefit of the doubt (*"I assume they are fair, but I have no way of knowing for sure"*) or indicate that any unfairness is unintended and could be remedied with better communication. Commentary reveal a need for better information about (re-)hiring and a desire for oversight regarding perceived personal biases: *"Always, from time immemorial, Chairs hire their faves. It's probably a rule of the universe."*

- **Onboarding (communication & information)** Comments indicate it is unclear how one's department selects one lecturer over another, or how to establish priority. How assignments are made is not adequately understood, so that *"Colleagues come and go without much transparency in how that process happens."* Respondents wish to be informed about course availability and how to be considered for different types of classes.
- **Favoritism and Bias** Besides claims of a chair being overtly preferential, respondents report blackballing, bullying, discrimination, and even nepotism. The perceived lack of accountability breeds a sense of disempowerment: *"The attitude is 'well that is too bad' and nothing gets done."*

Job Stability Respondents report contract and entitlement violations, and an unwillingness by leadership to learn hiring policies. Lecturers have both successfully and unsuccessfully filed grievances; others have considered doing so.

- **Hiring violations** Qualified lecturers are not asked “*at the same time*” if they wish to fill course vacancies, and some discover a new instructor is hired for a course they are eligible and willing to teach. Seniority is ignored, as when the chair “*does not follow the CFA contract because they consistently hire new lecturers without offering full schedules (.8 or 1.0) to existing lecturers.*”
- **Protocol inconsistency** Appointments are seen to vary each semester or are not made in a timely manner. Some experience seemingly random scheduling in relation to lecturers with a stable assignment. Fairness varies according to current leadership, either for better or for worse: “*It has changed from chair to chair. Sometimes it has to do with lack of experience. A previous chair appeared to assign certain classes to those lecturers most likely to complain/file a grievance.*”

3.2 Commentary on Department Integration

Q28 Overall, how well do you feel integrated into your department?

353 responses

32% *wholly*

59% *partially*

9% *not at all*

Commentary spans from “wholly” integrated (lecturers feel entirely included, supported and valued) to “not at all” integrated (lecturers experience a system of exploitation whereby a qualified, but underpaid and disempowered majority suffer condescension, while doing most of the work). However, most survey respondents, nearly 60%, feel “partially” integrated and their comments describe experiences falling between these two poles.

Integration Commentary Categories (275 replies)

- **Negative comments (73%)** (202 replies, divided into 243 separate comments)
 - **Inclusion**
 - Collegiality: recognition and respect (87)
 - Onboarding (54)
 - Shared Governance (47)
 - **Job stability**
 - Compensation: unpaid labor (31)
 - Job insecurity (24)
- **Positive comments (27%)** (73 replies, undivided)
 - Entirely positive comments (63)
 - Lecturers who cite a unique experience of inclusion (10)

Negative Comments Across all sub-categories, lecturers indicate that the official status and labels for non-tenure track faculty (*adjunct; temporary; part-time*) are non-inclusive: “*I simply do not believe that anyone on a temporary (even if it is renewable) contract can be fully integrated into an organization.*” Despite exclusionary titles, 44% of survey respondents have worked at SJSU for ten years or more, and

some comment that inclusion is earned through long term dedication: *“I have had to work to actively integrate myself into the department. Without my years of experience I likely would not feel integrated.”*

- **Inclusion** The vast majority of comments describe an inequity between lecturers and T/TT faculty, a divide where the sense of being a *“second class citizen”* prevails.
 - **Collegiality** Lecturers experience overt condescension (*“just a lecturer”*; *“they think they are superior”*; *“not real faculty”*; *“unchecked biases”*) and feelings of isolation (*“not made to feel in”*; *“could care less about me”*; *“the two groups barely talk”*). A lack of collegiality breeds resentment over being devalued, particularly for those with equal qualifications and experience: *“it is difficult to work in a situation where my degrees and talents are not fully utilized or respected.”* This lower status undermines the teacher-student relationship: *“I always feel temporary and the lecturer title lets students know that we are not the valued faculty”*; and accomplishments are not appreciated: *“There is no department-wide recognition for most lecturer achievements . . . and no department-wide recognition for exceptional teaching”*. Additionally, lecturers report they teach classes disdained by T/TT faculty, so that their professional efforts are ignored or devalued: *“I believe that they are relieved that I am around to reduce their burden of being responsible for these classes. Is that integrated?”* In 33 comments, lecturers describe a variable experience of inclusion: *“I feel somewhat integrated with the other lecturers with whom I teach in a cohort, who are warm and welcoming. I do not know or feel integrated with the rest of the faculty.”*
 - **Shared governance** Comments indicate that integration is blocked when lecturers are excluded from decision-making opportunities, such as committee work and department meetings; or attempts to be included are disregarded: *“when we try to participate in meeting[s] or shape our department, we are treated as second class citizens . . . The department could not function without us, and we are resented for it.”* Voting rights, a hallmark of inclusion, are not available across all departments: *“Because we are temporary, it makes it easy to justify limited voting roles and influence over curriculum.”*
 - **Onboarding** Comments request better communication and information, mentorship and guidance: *“I’m on my own if I need info on certain things (grants, benefits)...After all this time teaching...I feel like an outsider.”* Others are marginalized by inadequate office space or lack of access to resources and research opportunities. Finally, twenty comments lament that scheduling (e.g., night classes; online instruction) prevents involvement in department or university functions, with some suggesting more webinars or different meeting times, so they could potentially participate.
- **Job stability** Comments cite job insecurity, lack of advancement opportunities, and low pay as factors inhibiting department integration: *“They need my expertise to teach because there are not enough tenure line faculty to cover the course offerings, but I know I am a commodity to be exploited at the chair’s whim”* and *“I am still classified as a “part-time” employee despite my appointment of 1.0 (five 3-unit classes),...despite all my efforts I am just as expendable in the eyes of the university bureaucracy as the day I started”*.
 - **Compensation** 31 comments relate integration to financial security. When one’s time is not compensated, participation is untenable, particularly if one works at multiple sites in pursuit of a living wage: *“Because of the pay structure and course load, I am forced to find additional courses at other academic institutions in order to adjust to the cost of*

living in Santa Clara county. It is impossible to feel fully integrated when teaching at 3-4 academic institutions a year.” For others, inclusion means they have access to benefits: “I would like to be at a status that would make me eligible for health benefits” and “My only issue is getting sufficient classes to be financially comfortable, and accrue the necessary years towards retirement.”

- **Job insecurity** An unstable and unpredictable appointment is a disincentive for seeking inclusion. Some express disillusionment when attempts to integrate do not benefit one’s position: “My “temporary” status spurs me to work hard and continually try to prove myself to those with more education or job security than myself, which is why I always feel compelled to volunteer for service whenever available. As such, this is a brilliantly devised system to keep lecturers in a continual state of low-grade anxiety about their job security”.

Positive Comments Taken together, the positive comments describe an ideal inclusive environment, in which lecturers enjoy collegiality, both professionally and socially, with all faculty. They are included in decision-making, experience fair scheduling and feel well-informed, respected, and appreciated. Interestingly, ten individuals from this set explicitly point out their situation is unique (e.g., pay is less a concern; professional retiree) and indicate that other lecturers may not have the same ‘wholly’ positive experience: “...Furthermore, under our current chair, I feel that all of my lecturer colleagues are treated in a fairly egalitarian way by most to all of the TT faculty. I fully realize that my department is not typical at SJSU in its treatment of lecturers.”

3.3. Commentary on Microaggressions

<p>Q27 Have you ever experienced any microaggressions associated with your lecturer status?</p> <p>351 responses</p> <p>32% Yes [please comment]</p> <p>59% No</p> <p>9% Prefer not to answer</p>
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Microaggression Commentary Categories (90 replies, divided into 98 separate comments)

- **Micro-aggressor (87%)**
 - Chair² (Supervisor) (33)
 - Tenure/Tenure Track Faculty (T/TT³) (31)
 - Staff: Librarians/HR/UPD/Dean/CFA (9)
 - Students (5)
- **General comments (22%)**
 - Inequity between T/TT and lecturers (9)
 - PhD vs. MA degree (5)
 - Negative working environment (4)

² The category of “chair” includes comments that mention chair, department chair, area coordinator, course coordinator, director, department head, area head, or implies one of the individuals aforementioned as the micro-aggressor. The specific breakdown is as follows: department chair (19); area coordinator, course coordinator, director, department head, or area head (6); implies one of the aforementioned individuals (8).

³ Included under T/TT comments are those that list faculty, full-time faculty, or permanent faculty or such as the micro-aggressor.

- Gender/Age/Sex (2)

Of the 351 responses, the majority report that they have not experienced any microaggressions. However, a significant number of respondents have, with almost two-thirds identifying either the chair or a tenure-track faculty (T/TT) as the micro-aggressor. For most, microaggressions aim to devalue a lecturer's expertise or relate to the lack of equity between T/TT faculty and lecturers.

- **Chair** *“Department chair constantly degrades my teaching ability”*. 33 comments identify a department leader as the microaggressor. Lecturers have been publically denigrated, *“The Department Chair has made numerous comments in public that are offensive to lecturers and devalue their labor”* or excluded, *“Been denied the ability to attend and participate in regular department faculty meetings”* and *“Past chair mocked lecturers for attending a dept. meeting”*.
- **Tenure / Tenure Track Faculty** *“We are reminded on a daily basis that we are 2nd class citizens at SJSU, by staff, and other faculty.”* In 31 comments, T/TT faculty are identified as the micro-aggressor. Respondents report being victimized: *“A tenure track professor harassed and bullied me”* and *“Tenured faculty in my department have discriminated against me”*; Or, belittled and devalued: *“certain tenure professors disparage my work and contributions to the students in the classroom and to the chair and dean”* and *“A tenure track telling others I wasn't qualified to teach a class.”* The lecturer's degree status is a microaggression context, *“A professor stated that unless I had a PhD, I did not have the intellectual capacity to do my job”*. Some have been shunned or excluded because of their lecturer status: *“Other academics are usually very friendly collegial until they realize that I am just a lecturer, and then their attitude changes from warm to cold, and suddenly they have no time for me. This happens All the time”* and *“When I was first hired, two tenured faculty came to me and said hi. They found out my status, and just walked away.”*
- **General Comments** *“Being adjunct faculty I have been referred to as not as important because I don't really get a say/vote because of my status.”* The majority of general comments describe how the professional contribution made by lecturers is minimized: *“It is common practice to devalue the work that lecturers do and the status that they hold”* and *“We are not valued.”*

3.4 Commentary on Most Negative Experience and What to Improve

Q 32 What is your most negative experience working at SJSU?

- **Job stability (58%)**
 - Compensation: low income & access to benefits (59)
 - Job insecurity (33)
 - Discord with chair / department (45)
 - Annual review process / SOTEs (18)
- **Inclusion (43%)**
 - Collegiality: recognition and respect (48)
 - Onboarding
 - Lack of support from administration/CFA (22)
 - Training/Information/Facilities (13)
 - Accessing information on benefits (9)

- Shared Governance (16)
- **Student issues (9%) (23)**
- **None / No negative experience (6%) (16)**
- **Comments/Suggestions (3%) (9)**

Q30 What issue(s) are most important to you in improving your SJSU workplace experience?

What to Improve Commentary Categories (264 replies, divided into 410 separate comments)

- **Job stability (55%)**
 - Compensation: higher pay; unpaid labor; release time; benefits; reimbursements (127)
 - Job security: reform “temporary” status with better advancement pathways; hiring transparency with guaranteed schedules (84)
 - Reform SOTEs and annual review process (13)
- **Inclusion (32%)**
 - Collegiality (62)
 - Onboarding (46)
 - Shared governance (23)
- **Facilities (7%) (27)**
- **Student issues (4%) (19)**
- **None / Not sure / No comment (2%) (9)**

There is considerable overlap regarding comments on one’s “most negative experience” (Q32) and “what should be improved” (Q30). Again, the top most cited areas are job security, compensation, and inclusion. As these categories are discussed above, the following provides the combined commentary results of Q30 and Q32 on student issues, facilities, and evaluations.

- **Student issues** (42 comments) Comments express concern over student cheating and report bullying for a better grade: “*Dealing with students who feel entitled to a passing grade simply because they paid tuition*” (Q32). While some lament students are academically unprepared, several express a wish to help their social plight: “*A more concerted effort to address student stress. In my observation, students are experiencing increasingly high stress levels due to food insecurity, increasingly inadequate parking and housing, and academic overload due to the need to reduce fees plus increased pressure to graduate in 4 years*” (Q30). Smaller class sizes and class caps would also improve the overall workplace experience.
- **Facilities** (40 comments) The two most mentioned contexts are the desire for adequate office space and better access to parking. Other comments call for improved classroom and lab facilities in terms of equipment, furnishings, and stable technology: “*The workplace facilities makes it difficult to teach effectively and the students are the ones that really suffer in their education experience*” (Q30). Some comments call for office materials (pens; copy paper) and one suggests: “*Using the new Aquatic and sports center should be free to faculty (How many would use it ? not many, so it wouldn't be a big cost to the school but would be a perk)*” (Q32).
- **Evaluations** (31 comments) The review process (peer observations; SOTEs; annual evaluations) constitutes a significant job security issue for lecturers. These assessments are not simply tools to improve teaching, but are used to justify nonrenewal of contract: “*Less reliance on student SOTEs*”

to determine whether a lecturer will be invited back” and “There is an inexplicable reliance on the SOTES statistics to evaluate lecturers, who more often than not teach novice students in required courses” (Q30). Comments call for more accountability and fairness in terms of training evaluators and receiving more transparent criteria for the overall evaluation process. Moreover, the significance placed on SOTES for lecturer rehire encourages placating students through grade inflation: “Despite promises that it will be holistic, everything comes down to your student evaluation numbers, which is a shallow and misleading representation of a lecturer’s teaching, and one that brings with it all kinds of perverse incentives (e.g. to grade inflation, lowered standards, etc.)”(Q30).

3.5 Commentary on Most Positive Experience

Q31 What is your most positive experience working at SJSU?
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Most Positive Experience Commentary Categories (281 replies, divided into 382 separate comments)

- **Aspects of Teaching (57%)**
 - Appreciating students and receiving appreciation (156)
 - Academic freedom; autonomy in the classroom (32)
 - Teaching, including online classes, and giving back (29)
- **Inclusion (38%)**
 - Collegiality
 - Equality between T/TT and lecturers (35)
 - Collegiality with fellow lecturers (12)
 - Ability to collaborate (25)
 - Being valued and respected (14)
 - Chairs, with the caveat that it depends on the individual (14)
 - The campus and being a part of it (11)
 - Onboarding
 - Professional development opportunities (11)
 - Support and mentoring (10)
 - Staff and E-campus support staff (9)
 - Research opportunities (4)
- **Benefits / CFA (3%)**
 - Medical benefits (6); Pay (1); Career advancement (1)
 - The CFA and its workshops (5)
- **Vague comments / Quitting (2%)**
 - Comments include: “too many,” “Unsure” (5)
 - Quitting (2)

Overwhelmingly, the most positive experience lecturers have is their work with students, taking enjoyment in students’ enthusiasm, creativity, caring, dedication, and energy. Lecturers comment on their commitment to teaching and its meaningfulness, *“paying it back it back and paying it forward”*. Others appreciate the experience of inspiring students and receiving their positive feedback - including standing

ovations. Collegiality is the second most mentioned context: “*Congeniality within the department*” is appreciated, and Chairs who are “*friendly and supportive,*” “*caring*” and “*amazing*”.

3.6 Commentary on Implementing Change

Q33 Please suggest a way to best implement changes to improve working conditions for SJSU lecturers.

Implementing Change Commentary Categories (229 replies, divided into 274 separate comments; 20 replies excluded: “No comment,” “Not sure,” etc.).

- **What should be changed:**
 - **Job Stability (39%)**
 - Compensation (56)
 - Job security & Career advancement (52)
 - **Inclusion (29%)**
 - Collegiality: being valued and respected (22)
 - Onboarding: communication and support:
 - Orientations, guidance, mentoring; better communication and transparency regarding hiring, benefits, etc., (45)
 - Resources & Curriculum & Student Readiness (11)
 - **Other comments (4%)** e.g. exam schedule to match teaching schedule, “end Greek life and varsity athletics,” an elevator in 7th st. garage (10)
- **Ways to implement change:**
 - **Show strength (12%)** attend meetings, vote, implement reciprocal evaluations (34)
 - **Organize (9%)** use California Faculty Association (CFA) and Lecturers’ Council (26)
 - **Build alliances (7%)** train admin & T/TT; create a code of conduct for leadership (18)

The majority of comments once again concern job stability (higher pay and job security; career pathways) including calls for better training and more accountability for leadership: “*Best Practices for deans, associate deans, chairs etc. on faculty rights*”; “*A campus-wide Code of Conduct*”; “*Deans/Chairs/T/TT need training on inclusionary practices*”. Comments also reiterate the need for respect and fair treatment; transparency; and better onboarding: “*Summer or winter trainings so we don't step into "land minds" of mistakes regarding protocol*”; “*Complete transparency of lecturers’ status in each department*” and “*More transparency especially about need for .4 for insurance and 5% for 3 semesters for Calpers.*” Specific suggestions on effecting change include:

- **Lecturer voices** in the Senate; department meetings and events: “*Lecturers must be involved in department decision making – make it mandatory*”
- **Lecturer representatives with power** to hold leadership responsible: “*Appoint/elect a lecturer rep. for each department to monitor climate and report to chair & dean with suggestions for improvements. Hold them accountable*” and “*Each department should have a lecturer advocate with power to implement consequences*”
- **Lecturer recognition:** “*A campus day of celebration for lecturers*”
- A regular **Spartan Daily lecturer profile** and coverage in the City of San Jose’s most prominent newspaper, *The Mercury News*

- Create a **documentary** on lecturer working conditions
- Administer **Reciprocal Evaluations**: *“Evaluation of Dean, Chair, etc. with consequences”*
- **Lecturers’ Handbook** produced by Human Resources and/or each department
- **Build allies** and engage: *“Sit down with president”* and *“The president should shadow a lecturer for a full day every semester”*; *“Form a lecturers’ union”*
- **Organize** events for lecturer involvement, both departmentally and campus-wide
- Strengthen lecturer **CFA representation**: *“Lobby partnerships with CFA.”*; *“Paid Union Reps.”* and *“More CFA membership”*
- Change how CFA advocates for **lecturer rights**: *“CFA needs to negotiate for equal \$\$’s not % raises which exacerbate the wage divide”*

4. Concluding Remarks

“It’s tough to be an adjunct anywhere, but SJSU is the best experience I’ve had thus far.” (Q28-C156)

As a *Climate Survey for Lecturer Equity and Inclusion*, this study measures job satisfaction in terms of a lecturer’s experience with department hiring practices; onboarding and integration; unpaid work; career aspirations; and respectful treatment. At best, respondents report being valued and supported, while enjoying a consistent assignment in a welcoming department, which adheres to fair appointment policy. Overall, nearly 40% of respondents are ‘satisfied’ with their job, but 41% are ‘moderately satisfied’ or less so (20%) (Q1). To this point, both quantitative and qualitative results indicate the need to improve lecturer job stability and inclusionary conduct:

- 85% of respondents are not content with “Temporary” status (Q3); and nearly 60% feel only “partially” integrated in their department (Q28).
- (Q28-C68) *“My complaint has less to do with my department than with the unjust structure of the university itself. A university with a majority of part-time lecturers doing the teaching should supply adequate economic compensation, job security, more voting rights, and opportunities for full time employment that does not require teaching 5 3-unit courses, which is an insane amount of work. Most lecturers are relegated to permanent part-time employment, which can lead to tensions and “class” distinctions between lecturers and T/TT faculty, particularly when lecturers are replaced by T/TT faculty whose courses are cancelled, sometimes just before the beginning of a semester. This poses risks to lecturer benefits as well as significant salary losses at a time when it is too late to find another teaching position for that semester.”*

While job stability issues (e.g., guaranteed work; higher pay; benefits; career advancement pathways) require CFA bargaining and institutional changes, good inclusionary practices can be addressed locally by department and college leadership:

- **Chair accountability**: better training so hiring is transparent and consistent across departments;
- **Foster a culture of inclusion**: recognize and value lecturer professional expertise;
- **Shared governance**: a respected voice in decision making and voting rights in all departments;
- **Onboarding**: better communication; handbooks; paid orientations; mentorship, and support.

Survey results indicate that some SJSU departments embrace collegiality, and so could serve as models for positive action. Overall, it is hoped that this survey study will support efforts to improve the workplace experience of all non-tenure track faculty at SJSU, and elsewhere.

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