

Clark Climate Survey Topline Results

Faculty



Summary

Faculty

Through the Clark University Survey on Campus Culture and Community, Clark strives to gain an understanding of the institution's and community's strengths in diversity, inclusion, and equity, and to recognize ways of maintaining this momentum in growth and progress. This is one snapshot of results

01

Job Satisfaction

Summary of Major Findings

Results from the 2017 Survey on Campus Culture and Community found that 8 in ten faculty members reported satisfied with their job. Autonomy and independence, departmental support for work, flexibility in relation to family matters or emergencies, collegiality among colleagues/peers, support for career advancement, and institutional support for work drive job satisfaction. However, faculty report lowest satisfaction with salary and are least satisfied with support with career advancement and cost of health benefits.

02

Community and Climate

03

Discrimination

While faculty report overall satisfaction with sense of community, faculty reported the lowest satisfaction with the racial/ethnic diversity of the faculty and staff and atmosphere for racial/ethnic and political differences. Faculty on the tenure track but not tenured reported greater dissatisfaction with extended leave policies (e.g., parental leave) and believed that they had to work harder than their colleagues and feel reluctant bringing up issues for fear it will affect their performance evaluations, compared to tenured faculty members.

Faculty report the most discrimination based on their gender, race/ethnicity, and age. Ciswomen were more likely than cismen to report being ignored after expressing their ideas and not being given credit for their ideas or work. Black/African-American and Asian faculty members experienced more discrimination on the basis of race than White, Latinx, and multiracial faculty.

The vast majority of faculty agreed that more training is necessary on all dimensions of diversity. The results suggest further discussion on (1) gender discrimination at the university, particularly acknowledgement of ciswomen faculty's work and contributions, (2) faculty salary and extended leave policies, and (3) the racial diversity of the faculty and staff.

About Respondents

In Fall 2017, 127 faculty completed the HERI Survey on Campus Culture and Community. Their responses provide insight into the workplace experience and job satisfaction of faculty at Clark University, as well as experiences with discrimination. Approximately nine out of ten (88%) respondents were employed full-time. 61% of respondents began working at Clark in 2009 or earlier. Approximately 56% of faculty were tenured, 20% were on the tenure track but not tenured, and approximately 25% were not on the tenure track. Faculty reported their academic rank as Professor (30%), Associate Professor (28%), Assistant Professor (16%), Lecturer/Senior Lecturer (7%), Research Professor at any rank (10%), and Emeriti Professor (10%). Among those faculty with tenure, approximately 51% received tenure in 2007 or earlier. A majority of faculty were affiliated with the social sciences (53%), and the other faculty were affiliated with natural sciences (14%), arts (7%), and humanities (26%).

The majority of faculty respondents are White (66%), female (51%), and heterosexual (78%). Nearly half (45%) are aged 50 years or older. Two-thirds (67%) are married and over half (58.2%) have children under 18 years of age. Compared to the overall faculty population, the demographics of survey respondents are: NOTE: The Clark University Factbook data does not reflect the full range of gender identity.

Respondent Demographics

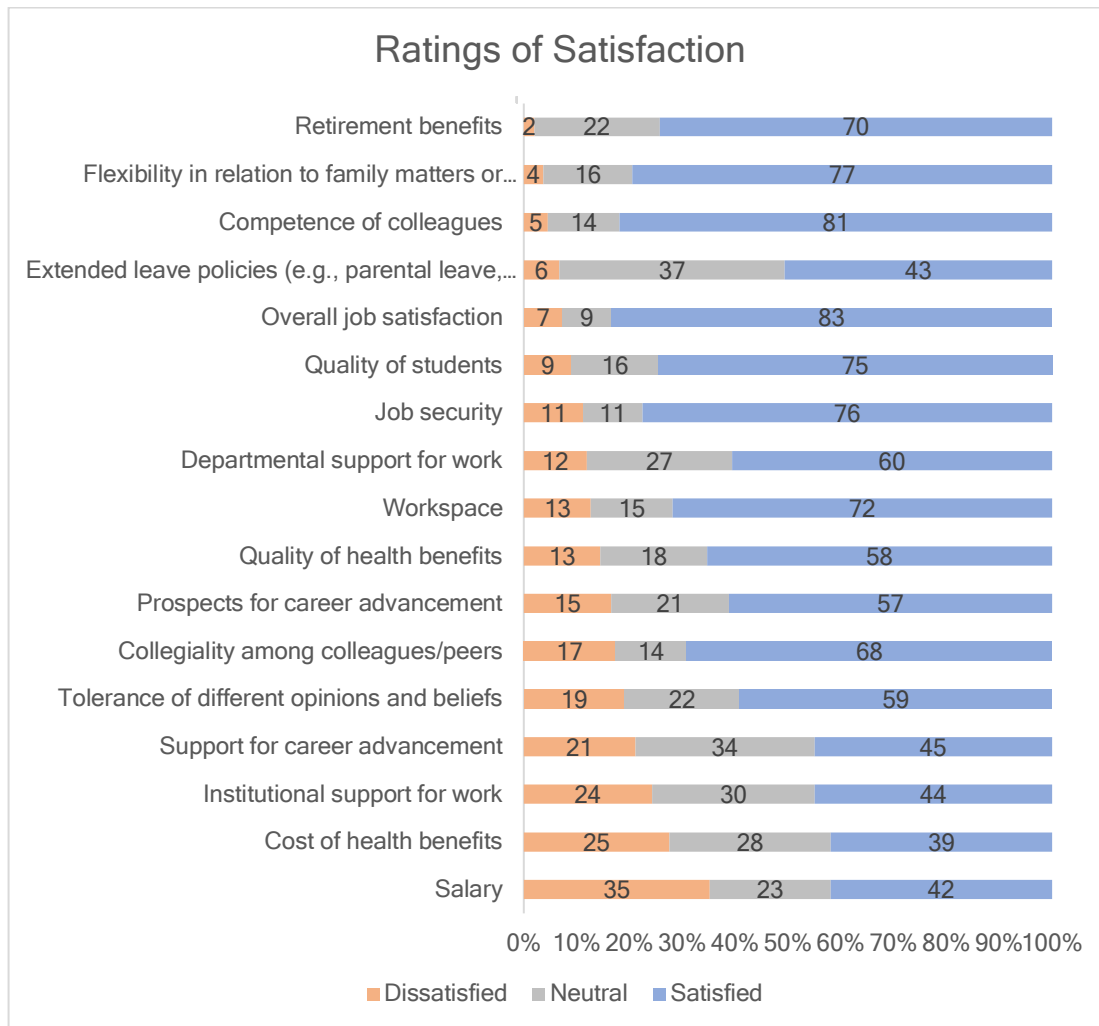
	Survey Respondents	All Faculty Fall 2017
Total	172	351
Male	48%	55%
Female	52%	45%
Black or African American	7%	5%
Asian	11%	12%
Hispanic/Latino	5%	4%
Multiracial	10%	--
White	64%	78%
Other/Unknown	3%	--

Source for all staff is the Fall 2017 Clark University Factbook

Additionally, 74% of faculty identified themselves as liberal, with 4% conservative and 13% as politically moderate. Approximately 21% of faculty identified as having a psychological disorder or disability, with 5% having a psychological disorder, 2% having a learning disability, 5% having attention-deficit/hyperactivity disorder, 4% having a physical disability, and 9% having a chronic illness (5% of faculty reported having more than one disability). Approximately 37% self-identified as Christian, followed by 29% agnostic/atheist orientation. 18% of respondents are first generation. See the final page for a breakdown.

Satisfaction, Support for Work, Respect, and Professional Development

Faculty were asked to rate their satisfaction with a variety of aspects related to their job. Faculty reported the highest level of satisfaction with competence of colleagues (80% or higher). Satisfaction was also lowest with salary and cost of health benefits (25% or higher).



Approximately eight out of ten (83%) of faculty members reported that they are satisfied with their job overall. Correlational analyses found that some of the strongest drivers of job satisfaction are autonomy and independence, departmental support for work, flexibility in relation to family matters or emergencies, collegiality among colleagues/peers, support for career advancement, and institutional support for work. There were no statistically significant differences between academic ranks on any job satisfaction ratings, except that faculty on the tenure track but not tenured were less satisfied with extended leave policies than tenured faculty.

The majority of faculty agree that faculty and staff should have more training in the following areas: Issues related to sexual orientation (70%), racial and ethnic issues (75%), issues related to gender identity (74%), women’s issues (71%), issues related to disabilities (74%), issues related to

religion/spirituality (52%), and issues related to socioeconomic class (71%). Faculty of color and ciswomen faculty consistently agreed that more training was needed on all issues, compared to White and cismen faculty.

A few faculty offered suggestions for training and recognition around diversity.

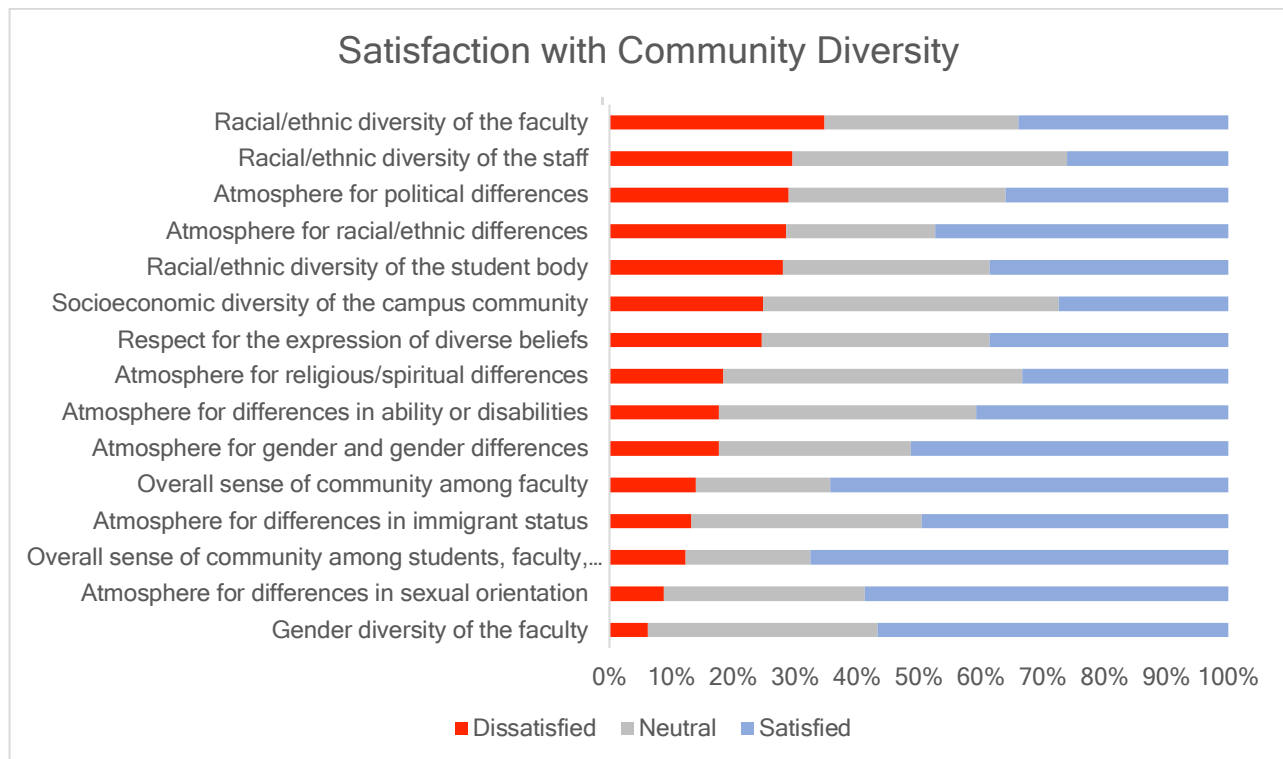
“The D&I certificate is great, but having some (or one) regular workshop(s) each semester to address how to identify and work against discrimination would be helpful. For example, regular workshops on how to change the dynamic when confronted with microaggression or other similar interpersonal power dynamics would be really helpful.”

“More support/ recognition for faculty working on diversity issues, including some clear role in the promotion and tenure process.”

Sense of Community and Climate

Six in ten (64%) faculty members are *satisfied* with the overall community among faculty and 68% are *satisfied* with the overall community among students, faculty, and staff.

White faculty and faculty of color did not significantly differ on any dimension. However, female faculty were less satisfied than male faculty for satisfaction with the racial/ethnic diversity of the student body and staff (but not faculty), the atmosphere for racial/ethnic, gender, and political differences, and the socioeconomic diversity of the campus community. LGBTQ+ faculty were less satisfied than heterosexual faculty on satisfaction with racial/ethnic diversity of the faculty, atmosphere for racial/ethnic differences, and socioeconomic diversity of the campus community.



Faculty expanded upon their ratings in open-ended comments. In describing opening up the climate for diverse beliefs, some faculty focused on the lack of racial/ethnic diversity among the faculty and administration:

"I think hiring and supporting a more diverse faculty will help to improve things. I see some progress on this but things could be accelerated."

"Offices for tenured track faculty and non-tenured track faculty should not be segregated by floor. Non-tenured track faculty then feel as if they are less than and not appreciated."

"The entire administration is super white. All the high ranking administrators are white, most of them are cis gender white men. The way that they socialize with each other represents the dominance of bro-culture and the lack of diversity and inclusion. They do not understand the importance of diversity, though they speak about diversity constantly. It's just a catch-phrase for them to demonstrate that they are not racist, on the surface."

"The policies and resources are now in place. What is needed is greater real commitment from key members of this institution to follow through the goal of greater diversity in the Clark community."

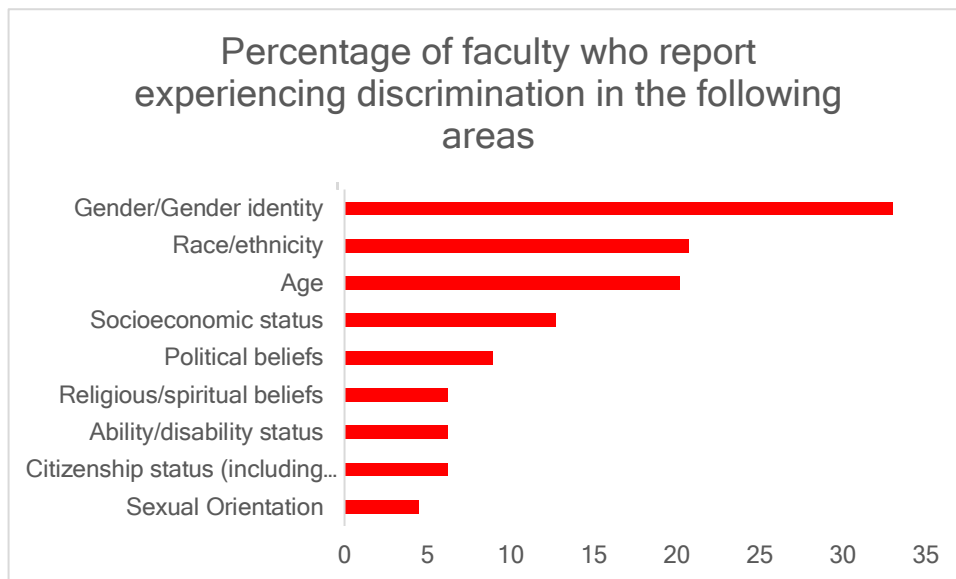
A few faculty members praised Clark University for their diversity efforts:

"Relative to other universities with which I am familiar, I believe the existing diversity-related policies and procedures at Clark are both progressive and more than adequate. Clark is a progressive institution, and discontent at Clark around issues such as the ones foregrounded in this survey needs to be understood in a broader context. Clark is FAR ahead of other schools regarding campus climate issues."

Experiences of Discrimination

NOTE: The Clark policy definition for “discrimination” is an act or communication that unlawfully interferes with an individual’s or group’s ability to participate fully in the Clark University community on the basis of race, sex, religion national origin, age, color, disability or other legally protected status. The Survey did not adopt our campus policy definition but relied on the respondents understanding of the term discrimination.

Approximately one in three faculty members have experienced discrimination on campus due to their gender, and approximately one in five faculty members have experienced discrimination on campus due to their race/ethnicity and age. Among faculty of color, 38% reported experiencing discrimination related to their race/ethnicity. Approximately 47% of female faculty reported experiencing discrimination based on their gender/gender identity, and among female faculty reporting gender discrimination, 81% reported experiencing gender discrimination more than once. No conservative and centrist faculty described experiencing discrimination by another member of Clark based on their political beliefs. Faculty who reported discrimination based on their age mostly came from younger faculty members: ages 30-39 (23%), 40-49 (27%), 50-59 (12.5%), and 60 or older (15%). Experiences of discrimination did not vary much between academic ranks.



Faculty report discrimination most commonly coming from the following sources: other faculty (50%), students (28%), senior administrators (26%), and staff (7%). Incidents of discrimination typically occur in faculty offices (21%), campus events (21%), the classroom (19%), email (17%), and off-campus events (10%). Faculty could also select an “other” option for the location of discrimination with 18% of faculty selecting this option and several commenting about discrimination in meetings and in casual interactions around campus.

Most of the comments focused on experiences of gender discrimination, specifically ciswomen’s work not being recognized and dealing with power differences between cismen and ciswomen.

“have a commitment to [sic] for truth and accountability, especially when people of color make complain. do not try to change the narrative. e.g. when we make allegations about racism, please do not reframe [sic] it as a inclusion and diversity issue and ignore the relly [sic] issue and let go of the ones accused of racism. This has been happening a lot.”

“The gender ratio for all faculty awards and special chairs is completely off - this should not be permissible.”

“The rift with powerful members of my department continues. My project continues to be neglected compared to others in the department. Partly this is because I am unwilling to curry favor with the powerful actors who can make projects like this work, or wh [sic] have resources to put towards them.

“I feel that there are often times that my raising an issue in my department is dismissed by the male colleague in charge --- it feels gender-related because it seems like he ignores my voice and is more open to listening to the men in the department. He as [sic] a dedication to continuing with things how they have always been, not an open discussion. It feels that many women in my department just shrug because he is just this way and not open to discussion. I do feel very supported by Clark in this matter, hwever [sic], and I have talked to others in the upper administration and it has been taken seriously.”

“Some women do invisible work for which they are not rewarded. Some men do not carry full loads or share of work but manage to get raises above women by superficially looking like they are doing more work than they do. This is implicit. Explicitly the commnity [sic] is very sensitive to gender differences.”

“Now, one of the main people (a male faculty member) has been put in a position of administrative authority over me where he makes decisions about my project. It is extremely unpleasant.”

“I have primarily experienced discrimination as a female (a white, cis-gender female I might add, and I know of incidents that have been substantially worse for minority groups). Clark lives a patriarchy like the rest of the country, even if it is better a many of these issues than incidents I've experienced outside of the school. It is such a routine part of living in the world today that a school as liberal as Clark sometimes feels free of such incidents merely by comparison to the outside world. But gener [sic] discrimination does exist here, even if I sometimes need to take a step back to remember it.”

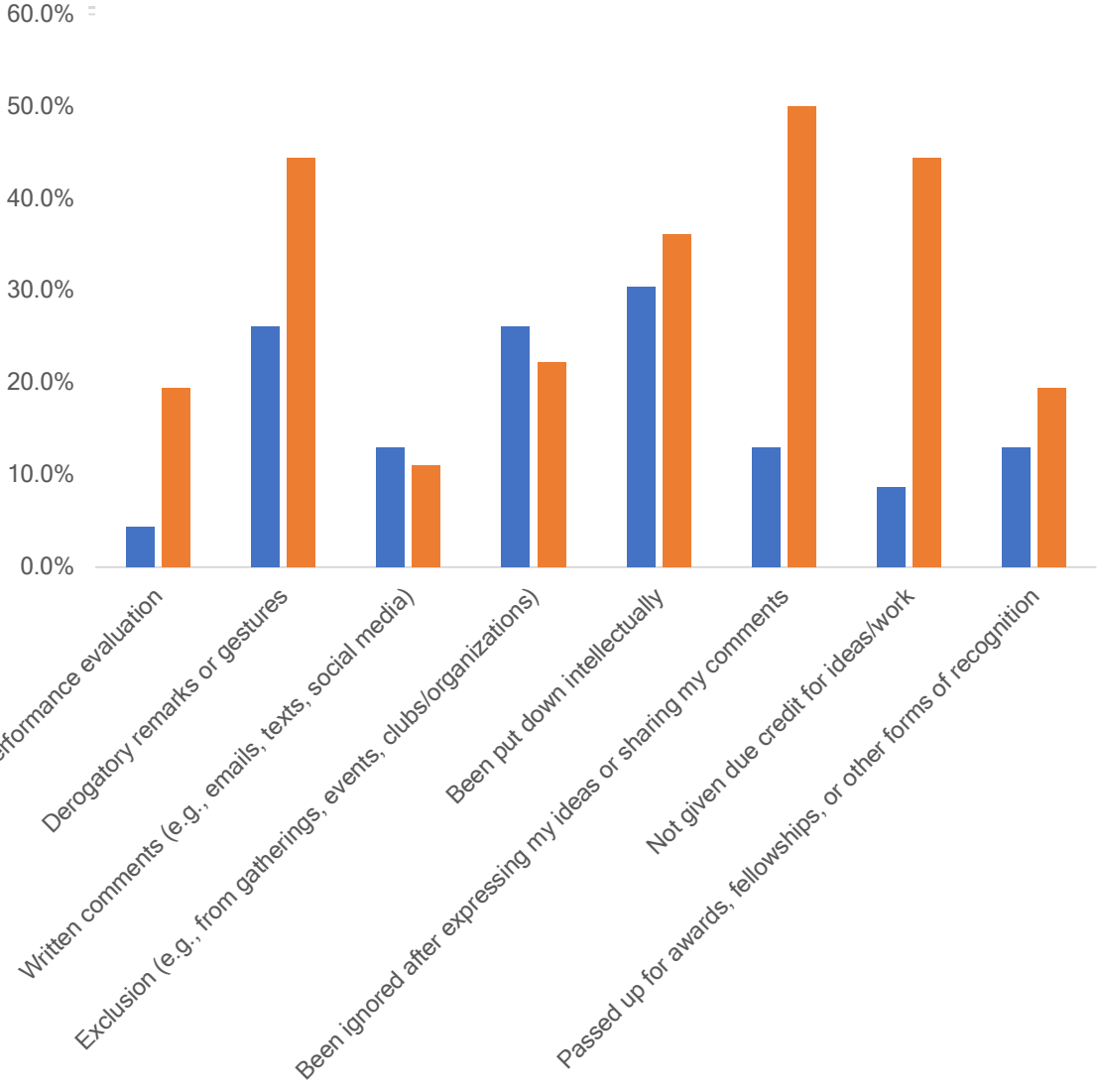
“Sexual harrassment [sic] runs rampant in academia. Every department has at least one, generally male faculty, harrasser [sic]. It also exists among male PhD students.”

Some cismen faculty reported feeling ostracized because of their group membership:

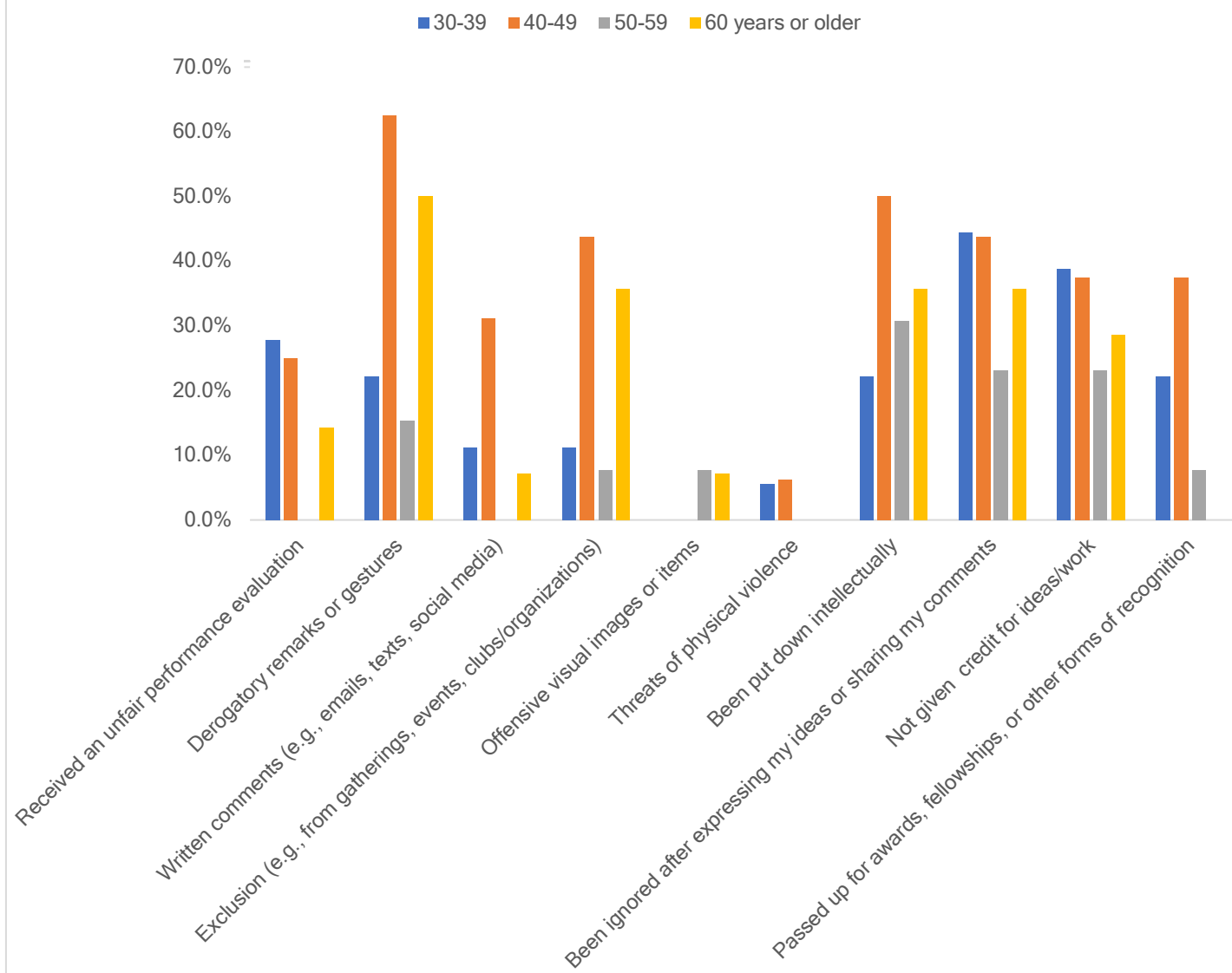
“One of my fellow faculty members said in a meeting that the problem with the world is the white, heterosexual, male culture. Well, I was born as a white, hetero, male. Her comment made me want to withdraw from my service responsibilities at this universit [sic]. If people like me are over represented and unwanted, than [sic] I will be glad to stop serving on committees and do research instead.”

Experiences of Discrimination by Gender

■ Cis-Man ■ Cis-Woman



Experiences of Discrimination by Age



This summary highlighted faculty responses to the Survey on Campus Culture and Community. Over the coming year, members of the Clark community will be gathering to discuss results and potential next steps. This will involve broad campus engagement with constituencies to develop recommendations. We hope that you get involved and that we'll see you at a future event.

Appendix. Respondent Demographics Table

		Staff	
		Count	Col. %
		Overall	Total
Race/ethnicity	Black	8	7%
	Latinx	6	5%
	Asian	13	11%
	White	77	64%
	Other	4	3%
	Multiracial	12	10%
Gender Identity	Cis-Man	54	45%
	Cis-Woman	62	52%
	Transgender	3	3%
Sexual orientation	Heterosexual	102	85%
	LGBQ+, bicurious, heteroflexible	18	15%
Recoded Political Orientation	Conservative/Far Right	5	4%
	Center	15	13%
	Liberal/Far Left	89	74%
	Other	11	9%
Ability	No disability	103	79%
	Has disability or disorder	27	21%
	Learning disability/ADHD	3	5%
	Physical Disability/Chronic Illnes	17	13%
	Psychological Disorder	7	5%
Religions (collapsed)	Agnostic/Atheist	34	36%
	Buddhist	5	4%
	Christian	37	31%
	Jewish	0	0%
	Muslim	0	0%
	Different religion	27	23%
	None	15	13%
First-Generation Status	Not First-Generation (at least one parent attended some college)	95	81%
	First-Generation	22	19%