

Clark Climate Survey Topline Results

Staff



Summary

Staff

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

01

Job Satisfaction

02

Community and Climate

Summary of Major Findings

Results from the 2017 Survey on Campus Culture and Community found that 7 in ten non-instructional staff reported satisfaction with their job. Satisfactory institutional support for their work, respect and dignity from their supervisor, decreased stress about budget cuts, and supervisor support for professional development are strong contributors to job satisfaction. Staff report lowest satisfaction with opportunities for advancement, salary, and cost of health benefits.

While staff report overall satisfaction with sense of community with students, faculty, and staff, they reported the lowest satisfaction with the climate for political differences. Some comments described a welcoming environment for greater differences in opinions. Additionally, staff rated lower satisfaction with the racial/ethnic representation and socioeconomic diversity of our campus.

Collegiality among colleagues is a key driver of sense of staff community. Nearly all (90%) staff who reported satisfaction with the staff community also reported satisfaction with collegiality. However, satisfaction differs by race/ethnicity. Only 49% of staff of color are satisfied with the staff community compared to 61% of white staff members.

Overall, one third (33%) of staff reported experiencing a form of discrimination by another member of the Clark community. Staff of color reported experiencing higher rates of discrimination (44%).

The results suggest further discussion of strengthening:

- a) professional advancement opportunities and compensation;
- b) sense of community among all staff, including racial/ethnic minoritized groups;
- c) recruitment of more racially/ethnically diverse staff and faculty
- d) campus culture that tolerates different political beliefs.

About Respondents

In Fall 2017, 225 non-instructional staff completed the HERI Survey on Campus Culture and Community. Their responses provide insight into the workplace experience and job satisfaction of staff at Clark University, as well as experiences with discrimination. Nine out of ten (91%) respondents were employed full-time.¹ Nearly one-third (31%) of respondents reported an employment start date at Clark in 2016 or later while 42% started in 2010 or earlier. One-third (35%) of staff members self-identified as mid-level administrators while 6% self-identified as senior administrators. Three in four (76%) staff members reported often interacting with students in their job.

The majority of staff respondents are White (80%), female (68%), and heterosexual (89%). Nearly half (46%) are aged 50 years or older. Two-thirds (66%) are married and nearly half (44%) have children under 18 years of age. Compared to the overall staff population, the demographics of survey respondents are similar. NOTE: The Clark University Factbook data does not reflect the full range of gender identity.

Respondent Demographics

| | Survey Respondents | All Staff Fall 2017 |
|----------------------------------|--------------------|---------------------|
| Total | 225 | 463 |
| Male | 32% | 39% |
| Female | 68% | 61% |
| Black or African American | 3% | 3% |
| Asian | 3% | 3% |
| Hispanic/Latino | 1% | 9% |
| Multiracial | 8% | 0% |
| White | 79% | 80% |
| Other/Unknown | 8% | 0% |
| International | 1% | 4% |

Source for all staff is the Fall 2017 Clark University Factbook

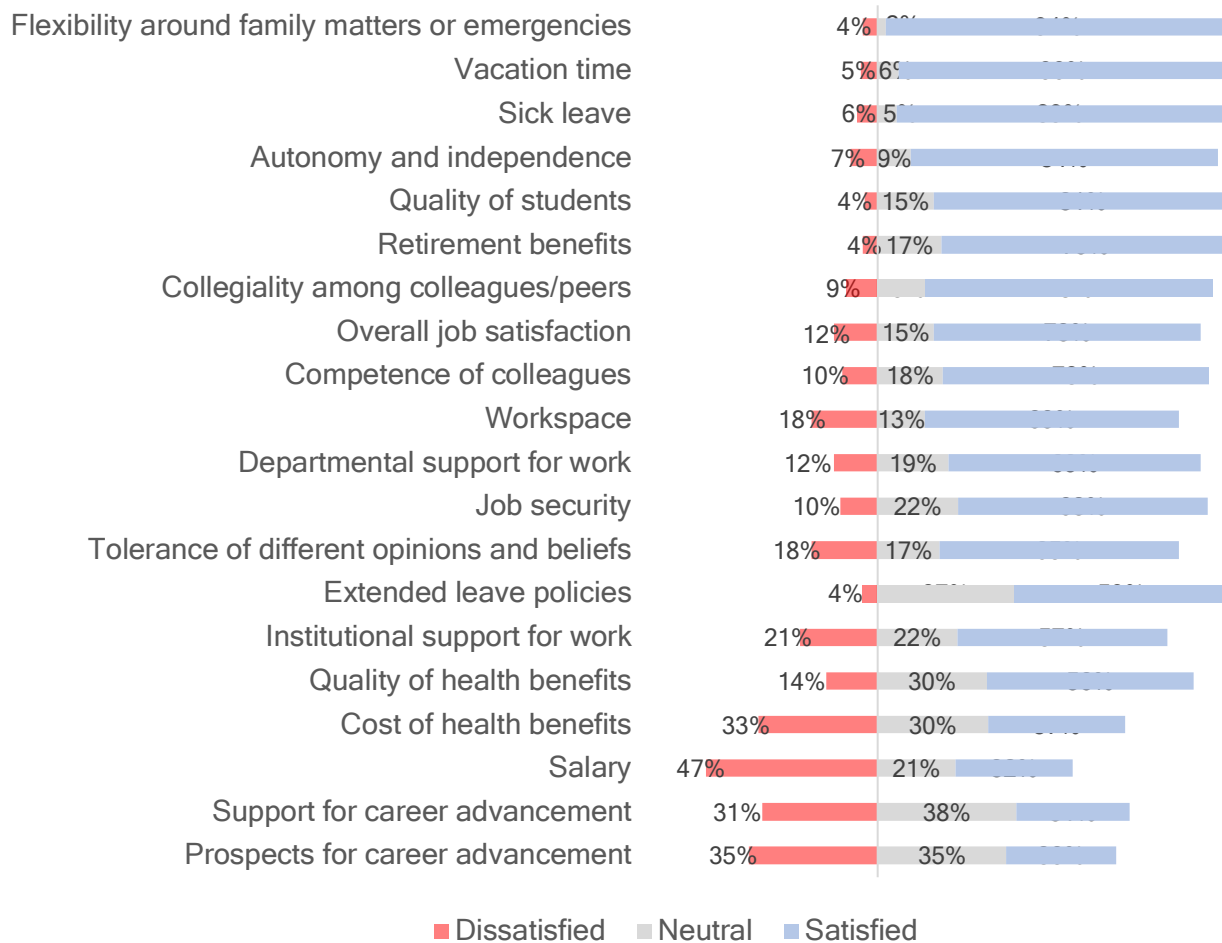
Additionally, 61% of staff identified themselves as liberal, with 10% as conservative and 25% as politically moderate. Nearly one-quarter of staff identified as having a psychological disorder or disability, with 12% having a psychological disorder, 4% having a learning disability and 4% having a physical disability. Half (50%) self-identified as Christian, followed by 36% as agnostic/atheist. One in four respondents are first generation. See the Appendix for a demographic breakdown.

¹ Based on our Fall 2017 census, 90% of non-instructional staff were employed on a full-time basis. This matches the distribution of survey respondents by full and part-time status.

Satisfaction, Support for Work, and Professional Development

The survey asked staff members to rate their satisfaction with a variety of aspects related to their job. Staff reported the highest level of satisfaction with flexibility and vacation time (90% or higher), and lowest level of satisfaction with support for and prospects of career advancement (30-31%). Satisfaction was also lowest with salary and cost of health benefits.

Ratings of satisfaction



Approximately seven out of ten (73%) of staff members reported that they are satisfied with their job overall. Regression analyses found that some of the strongest drivers of job satisfaction are institutional support for work or research, respect and dignity from supervisors, decreased stress for budget cuts, and supervisor support for professional development. The following chart demonstrates how staff members who were satisfied and dissatisfied with their job responded to select items markedly different.

**Strongest Drivers of Job Satisfaction:
Proportion of Staff Indicating Job Satisfaction and Satisfaction / Agreement to
Following Statements**



Note: Respondents were asked to rate their agreement to statements about supervisor support on a 4-point scale where 4= Strongly Agree and 1 = Strongly Disagree; and asked to rate satisfaction with institutional support for work on a 5-point scale where 5 = Very Satisfied and 2 = Very Dissatisfied.

On the whole, the survey found that the majority of staff are participating in some form of professional development. Seven in ten staff (72%) report engaging in some type of professional development activity in the past year, most commonly participating in a social networking event (77%) or departmental/university policy training (61%), and least frequently report participating in mentorship (20%) and leadership development (27%).

Further, as the following table demonstrates, staff were mostly positive in responses about their supervisor’s support in their professional development and advocacy for them.

Proportion Agreeing that One’s Supervisor...

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-------------------|----------|-------|----------------|
| Supports my professional development | 4% | 11% | 42% | 44% |
| Demonstrates a commitment to diversity and inclusion | 3% | 6% | 46% | 45% |
| Encourages me to provide feedback about diversity and inclusion | 7% | 19% | 43% | 31% |
| Provides me with feedback that assists me in performing my job responsibilities | 4% | 9% | 54% | 34% |
| Advocates for me | 4% | 12% | 40% | 44% |
| Lacks the skills or knowledge to support me in my job | 53% | 32% | 11% | 4% |
| Sets unrealistic expectations for my job | 32% | 45% | 18% | 5% |

The majority of staff agree that faculty and staff should have more training in the following areas: Issues related to sexual orientation (88%), racial and ethnic issues (89%), issues related to gender identity (87%), women’s issues (84%), issues related to disabilities (89%), issues related to religion/spirituality (75%), and issues related to socioeconomic class (82%).

Among open-ended comments, staff described the importance of colleagues refreshing their skills and rewarding and promoting staff through a more nuanced compensation process. Sample comments follow:

“[We need] leadership and professional development opportunities through HR and funded conferences/networking opportunities... [and] support for staff research/writing.”

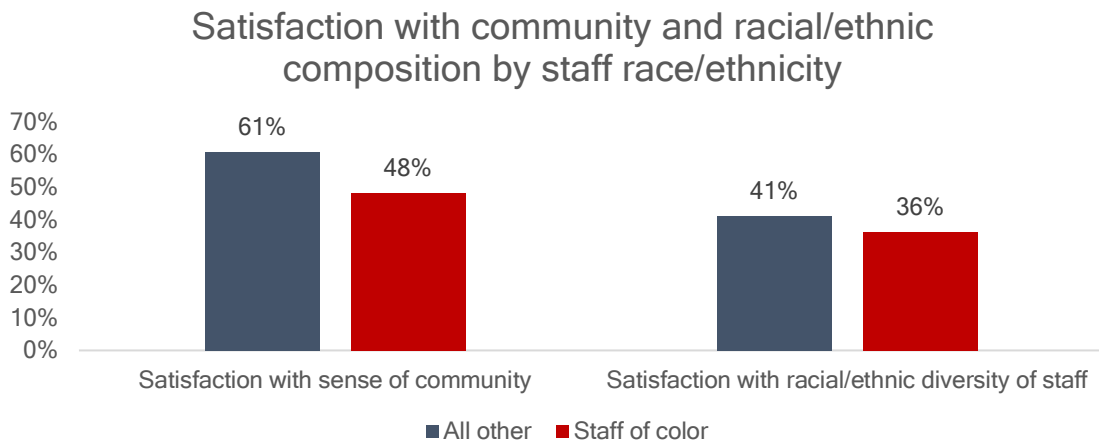
“The university needs to do more by way of investing in the staff and non-management administrators. Clark continues miss opportunities due to under-prepared personnel. Many times admins and staff are struggling to find resources & incentive to learn new skills and toil with archaic methods. Unfortunately this leads to redundancy, perpetual waste of person hours and salaries, not to mention a dearth of relevant and available talent. We need to be better at incentivizing professional growth and preparing our staff to lead in times of change at Clark.”

“[We need] an actual reward/promotion system, in which every person does not receive the same merit increase. Top work ethic and production should actually be rewarded.”

Sense of Community and Climate

Six in ten (59%) staff members are *satisfied* with the overall community among staff and 69% are *satisfied* with the overall community among students, faculty, and staff. A key driver of satisfaction with the staff community is collegiality among colleagues/peers. Nearly all (90%) staff who reported being satisfied with the staff community reported satisfaction with collegiality, compared to 61% of staff who were not satisfied with the staff community.

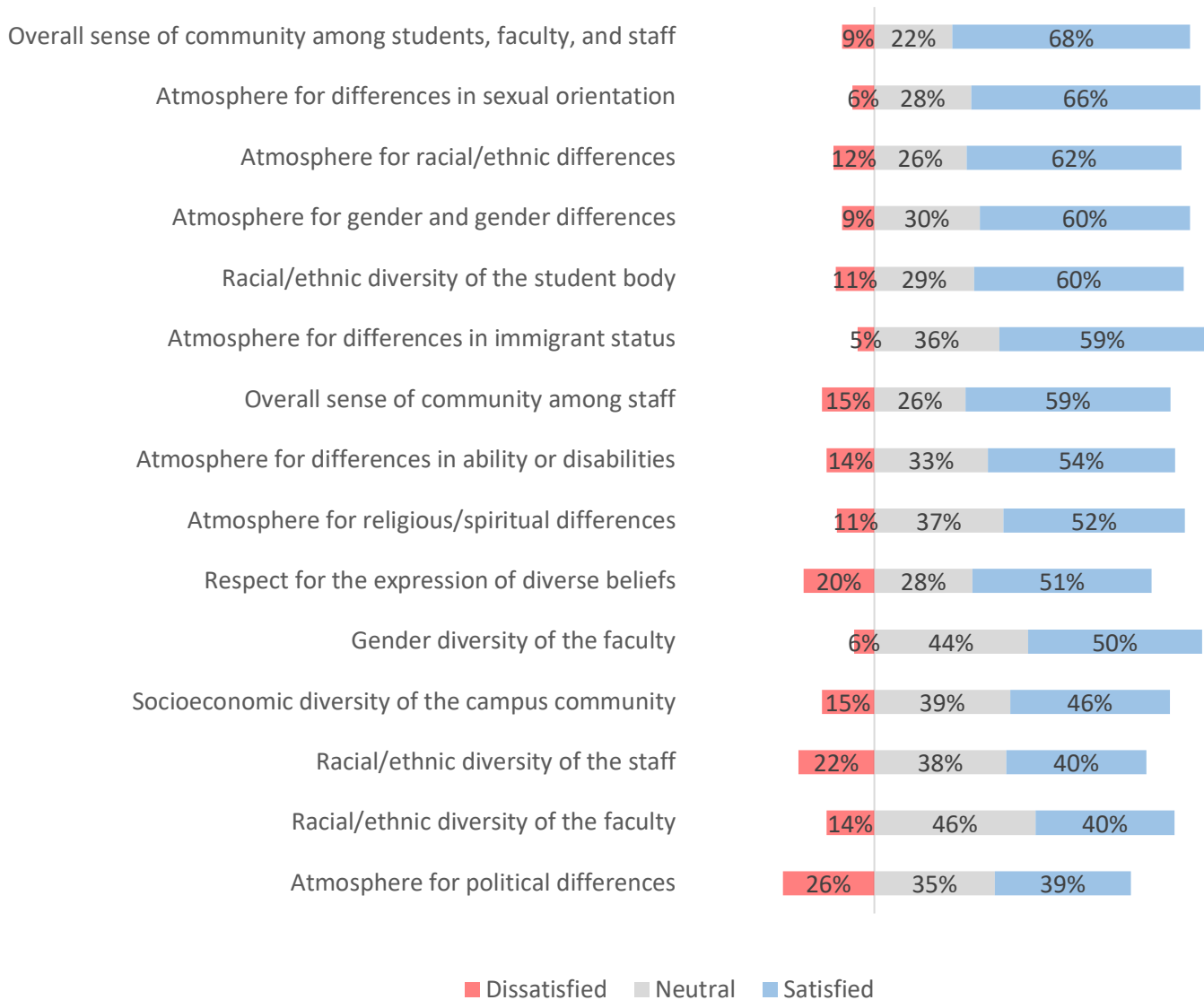
Satisfaction also differs by race/ethnicity. Only 49% of staff of color are satisfied with the staff community compared to 61% of White staff members. Additionally, slightly lower proportions of staff members of color are satisfied with the racial/ethnic diversity of Clark’s staff (36% staff of color vs. 41% all other).



Note: N=29-33 staff of color, N=158-173 all other staff

Staff were asked to rate their satisfaction in regards to Clark’s climate. Staff responded most positively about the overall sense of community, but they responded least positively about the political atmosphere, socioeconomic diversity of the campus community, and the racial diversity of faculty and staff.

Satisfaction level on aspects of Clark campus climate



Staff expanded upon their ratings in open-ended comments. In describing opening up the climate for diverse beliefs, some staff described a desire to create a culture where divergent ideas and thoughts were welcome:

“There is no room at Clark, especially among staff, for open discussions and voices that would be different than the majority. Centrist and conservative views are not welcome here. There is also a greater divide now than I have ever experienced here, and that divide feels like it is growing rapidly. We will continue to lose staff if they do not feel comfortable.”

"[We need more] conversations, trainings, and awareness regarding appropriate dialogue and discourse. Silencing because one disagrees will never be a valuable lesson. Seek first to understand then to be understood."

"We talk about being a campus that values diversity of thought but we more often than not, present a very one-sided, liberal view of many social issues; and "shame" those who don't share the same view. I think there is a lot to learn from all sides and we need to be truly open to hearing from all sides. Our diversity and inclusion efforts should focus on creating a climate where everyone can respectfully discuss their views and experiences on certain issues. Clark is filled with many kind and well-intentioned people - if we can't have a respectful dialogue about tough issues, then who can. Encourage opposing views and conversations; acknowledge the diversity of opinion on certain topics and openly talk about why those views exist; just don't assume one is 'right' and the other is 'wrong.'"

Staff also advocated for more supports for certain populations and engagement around diversity and inclusion:

"Clark is absolutely lacking in its support of LGBTQ+ students, faculty and staff compared to its peer institutions, which is incredibly concerning given that Clark promotes its culture of acceptance for these populations. I believe an office of at least one full time staff member dedicated to gender and sexual diversity is essential. Given the health (mental and physical), education, work, etc. disparities on and off campus for these populations, it is not an overstatement to state that the lack of such an office is shameful and dangerous."

"We need an anti-discrimination policy and some sort of sanction or accountability for those contributing to the racial battle fatigue and discrimination experienced by underrepresented people on campus, particularly people of color. We need to think through the bias in the tenure process that weeds out great faculty of color (for example who is being tapped more for service and how does that impact other areas of work), we need mentoring/support for faculty and staff of color and better strategies to recruit a critical mass. We just need to actualize what we have said are our priorities regarding diversity and inclusion and to think critically about how we are resourcing units committed to this work."

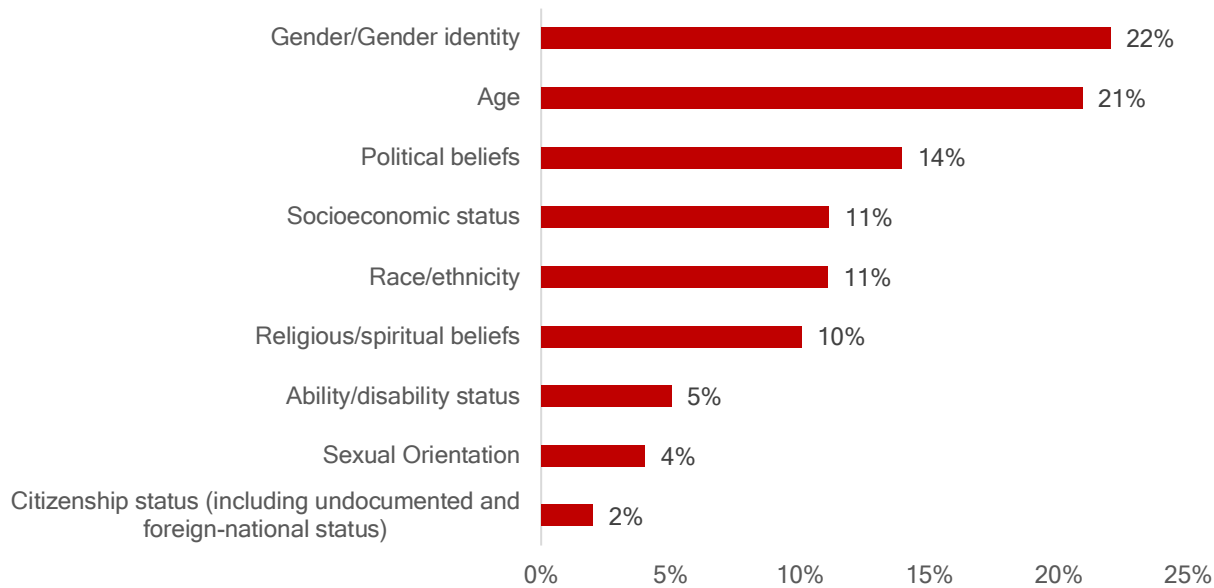
"[We should have] a space and structure to support spiritual and religious growth and celebration."

"Required workshops to engage in diversity and inclusion; better resourced offices who support efforts to create a welcoming and inclusive environment; senior leadership embracing their role in advancing efforts."

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 five staff members have experienced discrimination on campus due to their gender or to their age. Among staff of color, 44% reported experiencing discrimination related to their race/ethnicity. One in five (20%) politically conservative and moderate staff described experiencing discrimination by another member of Clark.

Proportion of staff who report experiencing discrimination in the following areas



Staff report discrimination most commonly coming from the following sources: other staff (38%), senior administrators (25%), faculty (22%), students (15%), and supervisors (11%). Incidents of discrimination typically occur in staff offices (40%), campus events (14%), off-campus events (8%), and email (7%). Staff could also select an “other” option for the location of discrimination with 18% of staff selecting this option and several commenting about discrimination in meetings and in casual interactions around campus.

Proportion of Staff Reporting Discrimination

| Discrimination area | Breakdown | Percentage | Count |
|---------------------------|------------------------|------------|-------|
| Age | 29 years or younger | 31% | 32 |
| | 30-39 | 23% | 35 |
| | 40-49 | 15% | 39 |
| | 50-59 | 14% | 57 |
| | 60 years or older | 24% | 34 |
| Political beliefs | Conservative/Far Right | 21% | 19 |
| | Center | 20% | 50 |
| | Liberal/Far Left | 8% | 122 |
| | Other | 50% | 8 |
| Race/ethnicity | Staff of color | 40% | 30 |
| | All other | 5% | 165 |
| Sexual orientation | Heterosexual | 1% | 175 |
| | LGBQ+ | 30% | 23 |
| | Total | 4% | 198 |

Comments about staff experiences with discrimination varied widely, from bullying to fatigue (“it was typical of senior administrators here”) and microaggressions. For instance, one staff referenced experiences with ageism: *“The incidents of which I refer were age-related. As a young professional, I*

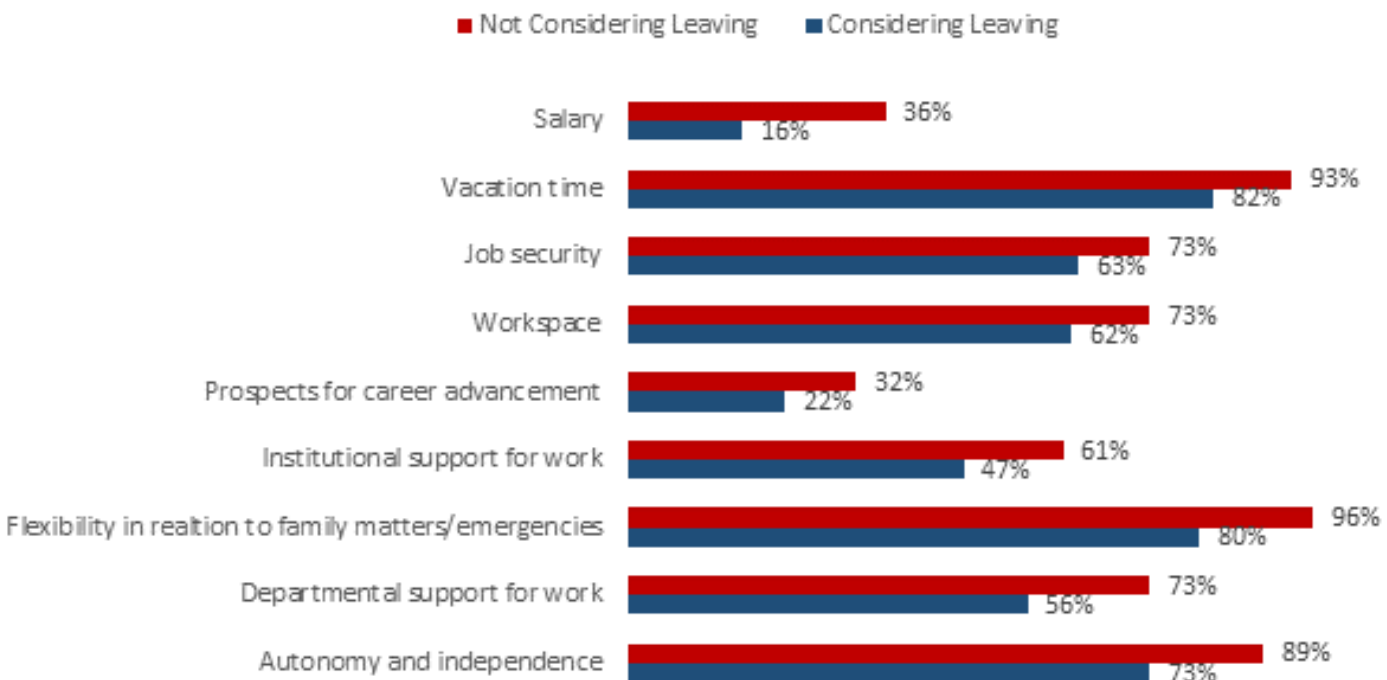
am now used to being undermined, or hearing comments about how millennials can't be professional (heard that in a meeting with senior admin while I, a millennial, hold a staff position in a major department)". Others described successful and unsuccessful resolutions to their incident ("...Nothing was done. I was blackballed for six months by my boss.")

Staff members who felt their work was not respected by peers, were dissatisfied with their job, felt as though their supervisor does not advocate for them, and had to challenge others on issues of discrimination were more likely to say they would leave Clark in the next year.

Staff who are considering leaving in the next year are also more likely to be dissatisfied with their salary, projects of career advancement, and departmental and institutional support for their work.

Staff who are considering leaving in the next year are also more likely to feel unsatisfied with many aspects of their position:

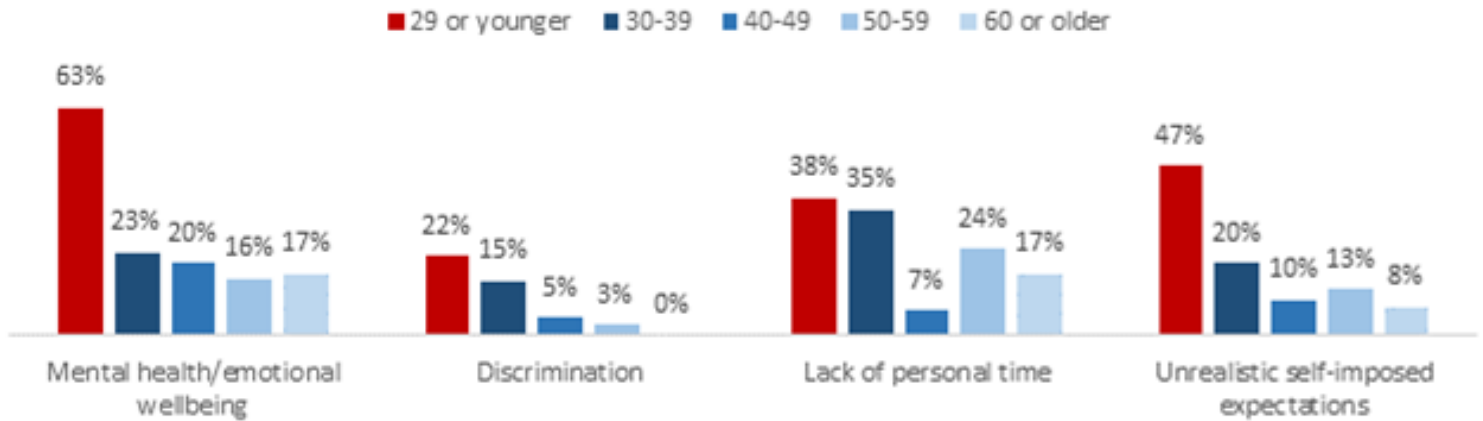
Percent Satisfied with the Following Aspects of Their Job



Stress

Staff experience different kinds of stress depending on their age. Staff aged under 29 years old are more likely than any other group to be stressed about mental health, discrimination, personal time, and self-expectations. Staff under 30 who are stressed about their mental or emotional health tend to be from Academic Affairs and Student Life/Services.

Percent Stressed about the Following

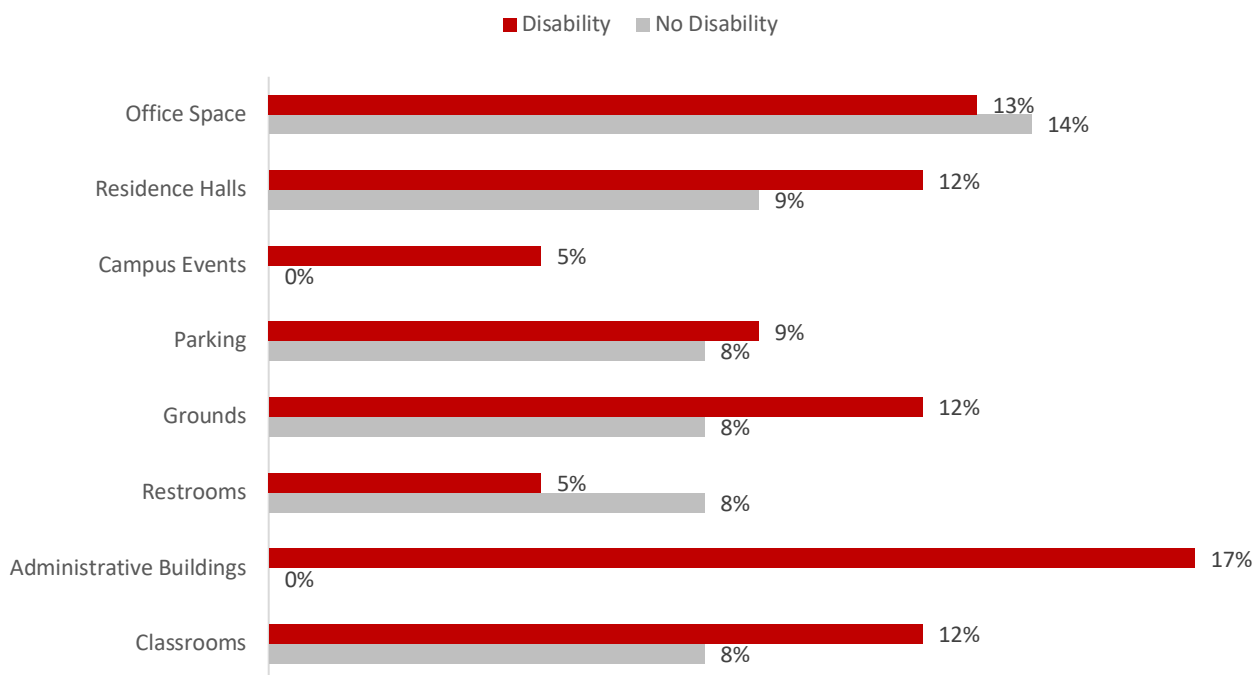


Meanwhile, one in four (25%) staff members aged 30-39 and 40-49 are stressed about child care compared to only 11% of those aged 50-59 and 0% of those under 29 or over 60 years old. Staff with children under 18 years of age are also more likely to be stressed about managing household responsibilities (56% vs 29% of those with children). Stress also varies by department. Approximately one-fifth (21%) of staff working in Student Life/Services are stressed about discrimination compared to 14% of those in senior leadership and 3 4% of everyone else.

Accessibility

Approximately 1 in 5 (22%) of staff have a reported disability or psychological disorder. Most commonly, staff have a psychological disorder (12%) or a chronic illness (11%). Those with disabilities are more likely to find many campus spaces inaccessible compared to staff with no reported disabilities.

Inaccessibility of Campus Spaces by Disability Status



This summary highlighted staff 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 Table 1. Respondent Demographics

| | | Staff | |
|--------------------------------------|--|-------|--------|
| | | Count | Col. % |
| Overall | Total | 225 | 100% |
| Race/ethnicity | Black | 6 | 3% |
| | Latinx | 3 | 1% |
| | Asian | 6 | 3% |
| | White | 169 | 80% |
| | Other | 8 | 4% |
| | Multiracial | 17 | 8% |
| | International | 3 | 1% |
| Gender Identity | Cis-Man | 67 | 31% |
| | Cis-Woman | 145 | 68% |
| | Transgender | 2 | 1% |
| Sexual orientation | Heterosexual | 192 | 89% |
| | LGBQ+, bicurious, heteroflexible | 24 | 11% |
| Recoded Political Orientation | Conservative/Far Right | 21 | 10% |
| | Center | 54 | 25% |
| | Liberal/Far Left | 131 | 61% |
| | Other | 8 | 4% |
| Ability | No disability | 175 | 78% |
| | Has disability or disorder | 50 | 22% |
| | Learning disability/ADHD | 10 | 4% |
| | Physical Disability/Chronic Illness | 8 | 4% |
| | Psychological Disorder | 27 | 12% |
| Religions (collapsed) | Agnostic/Atheist | 77 | 36% |
| | Christian | 108 | 50% |
| | Jewish | 13 | 6% |
| | Muslim | 1 | 0% |
| | Different religion | 17 | 8% |
| First-Generation Status | Not First-Generation (at least one parent attended some college) | 154 | 75% |
| | First-Generation | 50 | 25% |
| Age Group | Under 30 | 32 | 15% |
| | 30-39 | 40 | 19% |
| | 40-49 | 41 | 19% |
| | 50-59 | 62 | 29% |
| | 60+ | 36 | 17% |

Table 2. Breakout of Responses to Key Questions by Group

| | Total | Race/ethnicity | | Gender | | Age Group | | | | |
|---|-------|----------------|-------------------------|---------|-----------|------------|-------|-------|-------|-----|
| | All | White | Domestic staff of color | Cis-Man | Cis-Woman | <=29 years | 30-39 | 40-49 | 50-59 | 60+ |
| Overall sense of community among students, faculty, and staff | 68% | 71% | 54% | 72% | 67% | 75% | 66% | 64% | 69% | 74% |
| Racial/ethnic diversity of the faculty | 40% | 41% | 31% | 50% | 35% | 41% | 44% | 40% | 44% | 35% |
| Racial/ethnic diversity of the student body | 60% | 63% | 45% | 62% | 60% | 53% | 60% | 68% | 66% | 59% |
| Racial/ethnic diversity of the staff | 40% | 41% | 34% | 48% | 36% | 41% | 40% | 48% | 45% | 32% |
| Gender diversity of the faculty | 50% | 49% | 59% | 58% | 47% | 55% | 54% | 49% | 52% | 47% |
| Atmosphere for racial/ethnic differences | 62% | 63% | 52% | 66% | 61% | 52% | 68% | 70% | 69% | 56% |
| Atmosphere for gender and gender differences | 60% | 62% | 52% | 65% | 59% | 53% | 63% | 65% | 63% | 62% |
| Atmosphere for political differences | 39% | 40% | 31% | 42% | 39% | 31% | 40% | 36% | 41% | 53% |
| Atmosphere for religious/spiritual differences | 52% | 53% | 45% | 56% | 50% | 44% | 51% | 53% | 53% | 67% |
| Atmosphere for differences in sexual orientation | 66% | 67% | 57% | 71% | 63% | 59% | 77% | 65% | 67% | 73% |
| Atmosphere for differences in ability or disabilities | 54% | 54% | 52% | 63% | 49% | 53% | 60% | 48% | 58% | 59% |
| Atmosphere for differences in immigrant status | 59% | 60% | 55% | 63% | 59% | 50% | 66% | 60% | 69% | 56% |
| Socioeconomic diversity of the campus community | 46% | 47% | 41% | 50% | 44% | 41% | 46% | 58% | 46% | 47% |
| Respect for the expression of diverse beliefs | 51% | 51% | 52% | 49% | 53% | 56% | 49% | 46% | 48% | 72% |
| Overall sense of community among staff | 59% | 60% | 48% | 68% | 54% | 69% | 56% | 56% | 60% | 60% |
| Job satisfaction | | | | | | | | | | |
| Overall job satisfaction | 72% | 75% | 52% | 77% | 69% | 71% | 53% | 75% | 78% | 89% |
| Collegiality among colleagues/peers | 78% | 79% | 74% | 87% | 73% | 83% | 65% | 87% | 74% | 86% |
| Departmental support for work | 68% | 70% | 52% | 72% | 65% | 59% | 65% | 63% | 75% | 71% |
| Institutional support for work | 56% | 57% | 50% | 49% | 58% | 55% | 44% | 50% | 63% | 70% |
| Prospects for career advancement | 29% | 29% | 32% | 38% | 26% | 25% | 26% | 28% | 41% | 21% |
| Agreement that this institution: | | | | | | | | | | |
| Encourages employees to have a public voice and share their ideas openly | 66% | 66% | 64% | 71% | 63% | 70% | 64% | 58% | 64% | 75% |
| Promotes the appreciation of cultural differences | 93% | 93% | 91% | 92% | 93% | 100% | 85% | 90% | 96% | 96% |