

2018 STAFF CLIMATE SURVEY

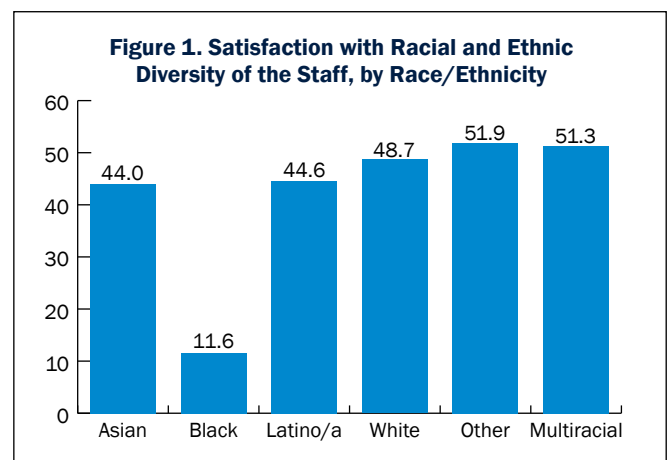
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The Staff Climate Survey (SCS) assesses campus climate for diversity from the perspectives of staff/administrators. To provide a fuller understanding of the campus climate for diversity, the Cooperative Institutional Research Program began administering the Staff Climate Survey in 2017 to explore and understand staff perspectives and experiences. Thus, survey items within the SCS overlap with the Diverse Learning Environments (DLE) survey and the HERI Faculty Survey (FAC), enabling institutions to compare perceptions of the campus climate for diversity among students, faculty, and staff. The sample for the 2018 Staff Climate Survey includes a total of 2,053 staff members from one public university, one private university, three public four-year colleges, and one Catholic four-year college.

This research brief explores staff satisfaction with their institution's commitment to diversity and staff experiences with discrimination.

STAFF SATISFACTION WITH INSTITUTIONAL COMMITMENT TO DIVERSITY

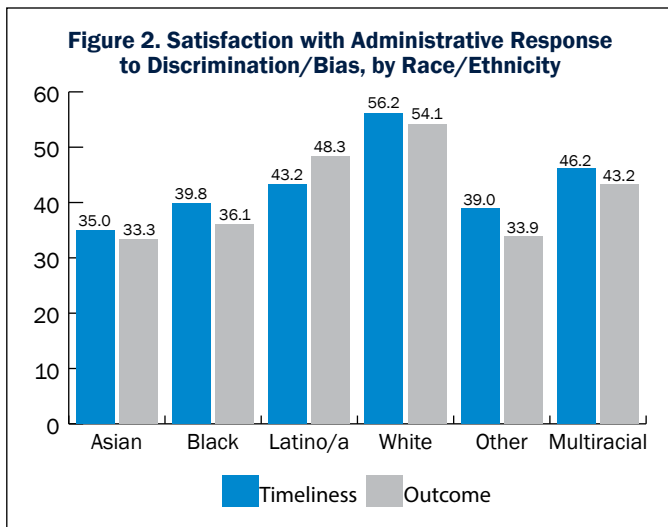
The Staff Climate Survey (SCS) asks staff members to rate their satisfaction with their institution on various aspects of diversity. The results of the 2018 SCS show that staff members are generally satisfied with the racial and ethnic diversity at their institution with staff reporting they are “satisfied” or “very satisfied” with the racial and ethnic diversity of faculty (42.9%), staff (46.9%), and the student body (51.6%). While these proportions remained fairly consistent among most racial demographics, the percentages decreased sharply for the 98 Black staff members who rated their satisfaction with the racial and ethnic diversity in their institution (5.0% of respondents to this survey question). For example, only 11.6% of Black staff members reported feeling “satisfied” or “very satisfied” with the racial and ethnic diversity of staff, while 44.0% of Asian, 44.6% of Latino/a, and 48.7% of White staff felt the same (Figure 1). Similarly, 4.4% of Black staff members reported feeling “satisfied” or “very satisfied” with the racial and ethnic diversity of faculty, while 39.2% of Latino/a, 52.1% of Asian, and 44.8% of White staff reported the same. Black staff members may feel less satisfied because they see fewer of their colleagues are also Black. Additionally, results from the 2016-2017 HERI Faculty Survey showed that 58.3% of Black faculty believed their institution had effective hiring practices that increase faculty diversity, compared to



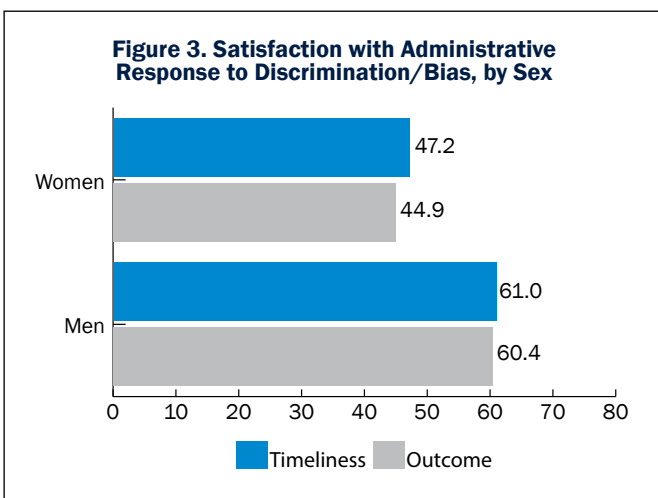
62.1% of Latino/a faculty, 72.0% of White faculty and 76.0% of Asian faculty. Institutions must strive to understand why Black staff members (and faculty) feel less satisfied with their institution's commitment to diversity and work to change these sentiments.

In regards to the timeliness and outcome of administrative responses to discrimination and bias, for those who rated their satisfaction, 51.6% reported feeling “satisfied” or “very satisfied” with the timeliness, and 49.7% reported feeling “satisfied” or “very satisfied” with the outcome of administrative responses to discrimination and bias.

However, we see satisfaction dwindle for Asian staff members with 35.0% feeling “satisfied” or “very satisfied” with the timeliness of administrative responses to discrimination and bias, and 33.3% feeling “satisfied” or “very satisfied” with the outcome of administrative responses to discrimination and bias. Figure 2 shows further demographic breakdown of satisfaction with the timeliness and outcome of administrative responses to discrimination and bias.

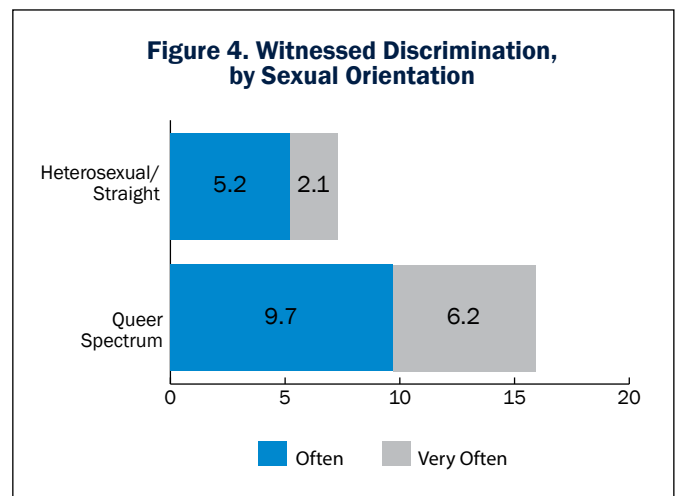


Additionally, for those who rated their satisfaction, a smaller proportion of women staff members (47.2%) reported feeling “satisfied” or “very satisfied” than men staff members (61.0%) regarding timeliness of administrative response to discrimination and bias. The same was true for the outcome of administrative response to discrimination and bias shown in Figure 3, with 44.9% of women and 60.5% of men feeling satisfied. While participants were able to mark “neutral” in response to administrative response to discrimination and bias, there was less dissatisfaction across the board.



STAFF EXPERIENCES WITH DISCRIMINATION

Prior research has shown that faculty continue to experience discrimination within the academy, particularly those from underrepresented backgrounds (Turner, Gonzalez, & Wong, 2007). Furthering this discussion by understanding how staff members experience discrimination will allow institutions to adopt better programming that proactively works toward stopping bias and discrimination for all campus employees. While only 7.8% of staff members reported witnessing discrimination at their institution (“often” or “very often”), this percentage increased for members of minoritized sexualities and race groups. For example, 12.7% of Asian staff members, 12.5% of Black staff members, 13.2% of Latino/a staff members, and 14.7% of multiracial staff members reported “often” or “very often” witnessing discrimination at their institution, while only 5.5% of White staff members did so. Additionally, as shown in Figure 4 below, 15.9% of staff members within the queer spectrum (i.e. those that do not identify as heterosexual/straight) reported “often” or “very often” witnessing discrimination at their institution, while only 7.3% of heterosexual/straight staff members reported this.



Beyond experiencing discrimination based on minoritized identities, the Staff Climate Survey asks if staff members have experienced discrimination based on their job classification (i.e. Title, Position). Reporting “sometimes,” “often,” or “very often,” 28.2% of staff experienced discrimination based on their job classification. However, 29.7% of mid-level administrators/managers, 28.5% of staff, and 23.0% of those with other titles experienced discrimination based on their job classification compared to only 18.6% of senior-level administrators. Compared to experiencing discrimination based on other identities (i.e. ability/disability status, age, citizenship status, gender/gender identity, level of education,

political beliefs, race/ethnicity, religious/spiritual beliefs, sexual orientation, socioeconomic status, parent/guardian status), staff members reported experiencing discrimination based on job classification at higher levels.

CONCLUSION

In a move toward more inclusive and diverse environments, colleges must assess the campus climate of their institutions. This assessment of campus climate must include staff as their perspectives provide for a more complete understanding of the environment for diversity and inclusion. Institutional researchers and senior administrators should be more aware of understanding the nuances in personal identities as well as job classification that may account for differences in how staff members view the campus climate.

REFERENCES

Turner, C. S. V., Gonzalez, J. C., & Wong, K. (2011). Faculty women of color: The critical nexus of race and gender. *Journal of Diversity in Higher Education*, 4(4), 199–211.



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HERI administers the national Cooperative Institutional Research Program (CIRP) surveys, including the CIRP Freshman Survey, Your First College Year survey, Diverse Learning Environments survey, College Senior Survey and the triennial HERI Faculty Survey. CIRP has collected data on over 15 million college students from more than 1,900 colleges and universities since 1966.

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