

2019 STAFF CLIMATE SURVEY

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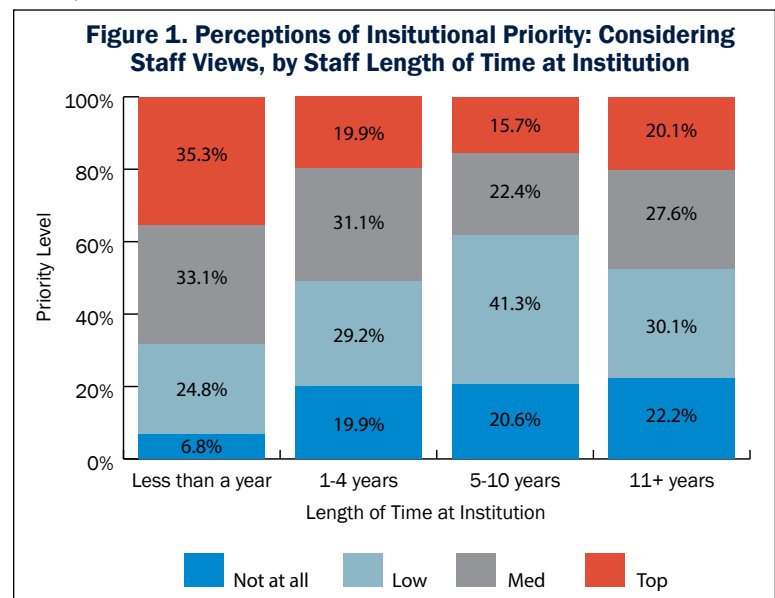
The Staff Climate Survey (SCS) assesses campus climate for diversity from the perspective of staff/administrators. To provide a fuller understanding of the campus climate for diversity, the Cooperative Institutional Research Program began administering the Staff Climate Survey in 2017 to explore and 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 2019 Staff Climate Survey includes a total of 1,448 staff members from eight institutions: one community college, three public universities, one private/nonsectarian four-year college, two Catholic four-year colleges, and one other religious four-year college.

CONSIDERING STAFF VIEWS IN INSTITUTIONAL DECISION-MAKING

Staff members offer valuable perspectives on what they believe are their institution's priorities. They are fairly evenly divided about the priority level of considering staff views in institutional decision-making where they work. One-fifth (20.9%) say this is a top priority. Those who consider it a medium priority (28.2%) and those who consider it a low priority (31.3%) have these views at about equal rates. Finally, 19.6% of staff say that considering staff views in institutional decision-making is not at all a priority.

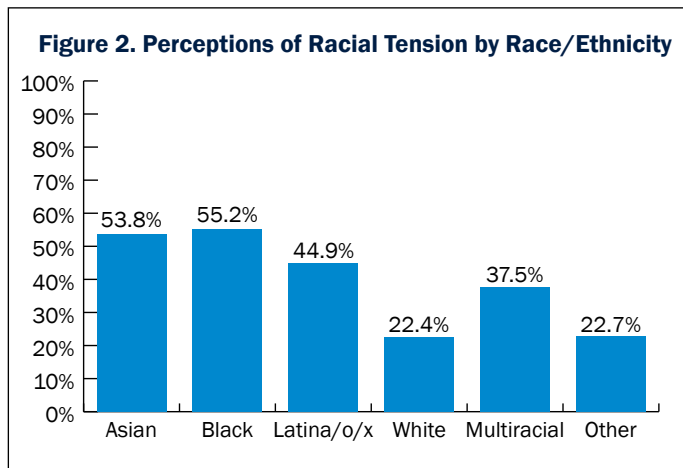
Views on this topic differ based on how long staff members have been at their institutions, as shown in Figure 1. The proportion of staff who report considering staff views as a top priority declines the longer the staff members have been at their institution. Over one-third (35.3%) of staff who worked at their institution for less than a year say that this is a top priority whereas 19.9% of staff who have worked at their institution for 1-4 years believe the same. An even smaller proportion (15.7%) identify this as a top priority amongst staff who have worked at their institution for 5-10 years. Finally, there is a slight increase in staff who perceive this as a top priority (20.1%) amongst staff who have worked at their institution for 11 or more years, although this proportion is still fifteen percentage points below that of the brand new staff.

Further, the proportion of staff who find that considering staff views in institutional decision-making is not at all a priority increases the longer they have worked at their institution. Amongst new staff (less than a year), only 6.8% hold this belief. There is a major jump for staff who have been at their institution for 1-4 years, with 19.9% holding this view. Similarly, 20.6% of staff who have been at their institution for 5-10 years think that considering staff views is not at all a priority. Finally, 22.2% of long-time staff (11 or more years) report this.



CLIMATE FOR DIVERSITY

Nearly one-third of staff (28.4%) say their institution has a lot of racial tension, though perceptions of racial tension on campus vary by racial/ethnic group. Figure 2 details the percentage of staff within a racial/ethnic group who strongly agree or agree that there is racial tension at their institution. Black staff report

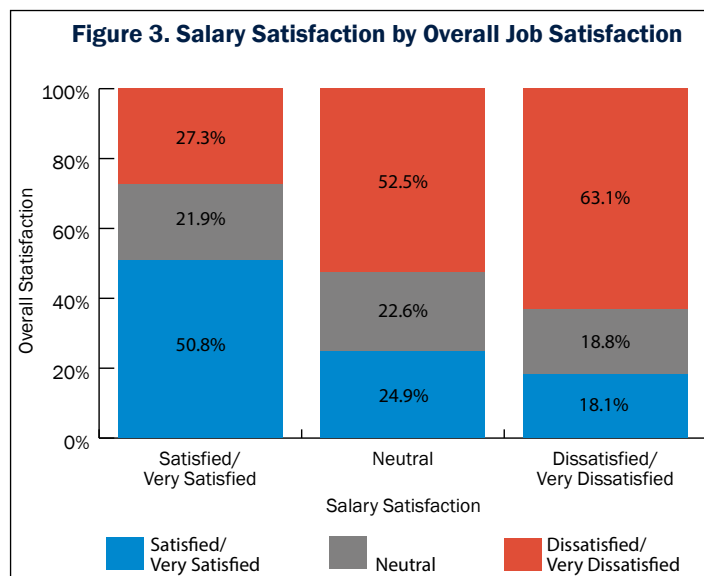


racial tension at the highest rates (55.2%). Similarly, over half of Asian staff (53.8%) say there is racial tension. Latina/o/x staff believe there is racial tension at slightly lower rates (44.9%). Over one-third (37.5%) of multiracial staff perceive racial tension on their campus, while 22.7% of staff who indicated race Other believe there is racial tension. Lowest of all racial/ethnic groups, only one in five (22.4%) White staff report racial tension. Native American/Alaska Native staff (n=2) and Native Hawaiian/Pacific Islander staff (n=2) are not included due to small sample size.

JOB SATISFACTION

Staff are largely content in their jobs, with 73.5% sharing they are satisfied or very satisfied in terms of their job overall. A smaller proportion of staff (14.3%) feel neutral. Finally, the remaining 12.2% of staff are dissatisfied or very dissatisfied.

Figure 3 displays how salary is related to job satisfaction. Amongst staff who were satisfied or very satisfied with their jobs, 50.8% were also pleased with their salary. This



Feeling that their supervisor lacks the skills or knowledge to support staff in their job is also related to how satisfied staff are in their relationship with their supervisor. Only 9.1% of staff who are satisfied or very satisfied with the relationship feel that their supervisor lacks the skills or knowledge to support them in their job. Amongst those who feel neutral, 27.1% feel their supervisor lacks in this area. Nearly two-thirds of staff (62.0%) who are dissatisfied or very

figure dramatically decreases when examining staff who feel neutral about their job overall, with only 24.9% feeling positive about their salary. Lowest of all are staff who were dissatisfied or very dissatisfied with their job, 18.1% of whom were pleased with their salary. This suggests that one way to support overall job satisfaction is to pay staff at competitive salary rates.

There is also a clear pattern regarding overall satisfaction and the extent to which staff feel their contributions are valued by their department. Staff who were satisfied or very satisfied felt valued by their department at 89.1%, whereas 56.7% of staff who felt neutral about their job overall felt their contributions were valued by their department. Only 22.1% of staff were who dissatisfied or very dissatisfied with their jobs felt their contributions were valued by their department.

RELATIONSHIPS WITH SUPERVISORS

Staff largely have positive relationships with their supervisors, with 76.2% sharing that they are satisfied or very satisfied with this relationship. However, 13.1% of staff report that they are dissatisfied or very dissatisfied with their relationship with their supervisor, while the remaining 10.7% are neutral.

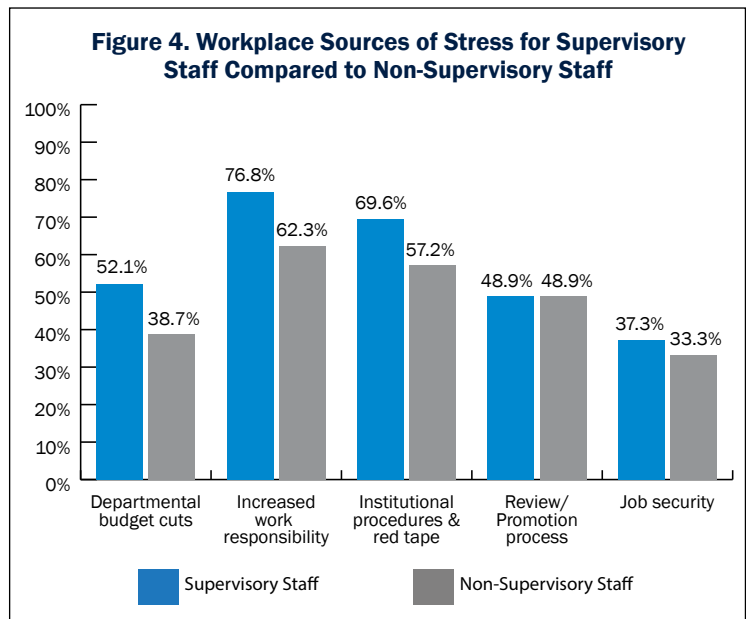
Staff who feel their supervisor supports their professional development have more positive perceptions of the relationship. Nearly all (96.0%) staff who were satisfied or very satisfied with this relationship felt that their supervisor supported their professional development. Three-quarters (75.8%) of staff who were neutral about their relationship said their supervisor supported their professional development. Amongst staff who were dissatisfied or very dissatisfied with their relationship, only 42.4% felt their supervisor supported their professional development.

dissatisfied feel that their supervisor lacks the skills or knowledge to support them in their job.

SOURCES OF STRESS IN THE WORKPLACE

Despite the high levels of satisfaction mentioned above, staff encounter numerous sources of stress in the course of carrying out their jobs. Concerns related to dwindling departmental resources are high, with respondents citing budget cuts in their department (44.5%) and increasing work responsibilities (68.1%) as sources of stress (“Somewhat,” “Extensive”). In the course of completing their job duties, 62.3% share that navigating institutional procedures and red tape is stressful. Staff also have worries related to professional stability. Half of staff (48.9%) find the review/promotion process to be stressful and over one-third (35.0%) are concerned about job security.

The extent of these sources of stress can vary depending on whether or not staff serve as supervisors, as demonstrated in Figure 4. Half of supervisors (52.1%) are stressed about departmental budget cuts compared to 38.7% of non-supervisory staff. Three-quarters (76.8%) of staff with supervisory responsibilities worry about increasing work responsibilities compared to 62.3% of staff without supervisory responsibilities. Supervisors also worry more about navigating institutional procedures and red tape (69.6%) compared to their non-supervisor counterparts (57.2%). Both groups find the review/promotion process to be stressful at exactly equal rates (48.9%). As for job security, 37.3% of supervisors are concerned about this while 33.3% of non-supervisory staff feel the same.



CONCLUSION

Staff are key members of the campus community, and any study of campus climate should include their viewpoints. They offer their perspectives on an array of subjects ranging from high-level campus matters (e.g. institutional priorities and racial climate) to personal matters (e.g. job satisfaction and workplace stress). This report demonstrates that perceptions differ around social identities, such as race, as well as professional and personal characteristics, such as how long a staff member has been employed.

The Higher Education Research Institute (HERI) is one of the premier research and policy organizations on postsecondary education in the country. Housed in the Graduate School of Education & Information Studies at the University of California, Los Angeles, the institute is an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education.

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, Staff Climate 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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