

Florida State University
Division of Student Affairs

2019 Staff Climate Survey

Report for Student Affairs Leadership Team

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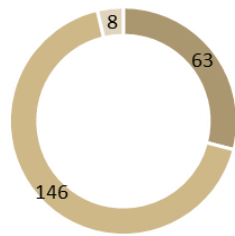
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Respondent Demographics

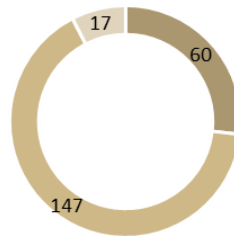
The Staff Climate Survey (SCS) is administered by the Higher Education Research Institute (HERI) at UCLA. The SCS assesses the campus climate from the perspective of faculty and staff in order to understand their perceptions, beliefs, attitudes, and experiences. 2019 was the first year the Florida State University Division of Student Affairs (DSA) participated. Human Resources provided contact information for DSA staff members. The survey was available from April 1 – 29, 2019. To ensure anonymity, we removed identifying information and HERI managed the survey distribution. The survey had a response rate of 31.4% (228 of the 726 staff members). For some responses, we aggregated data to protect participant identities. The charts below provide demographic characteristics of respondents.

Gender Identity



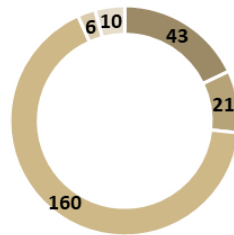
- Man/Trans Man
- Woman/Trans Woman
- Gender queer/non-conforming and identity not listed

Role



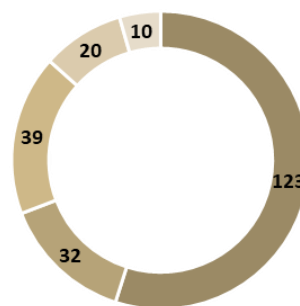
- Senior and Mid-level Administrator
- Staff (Coordinator, Administrative, etc.)
- Other (GA, Affiliate, etc.)

Race/Ethnicity



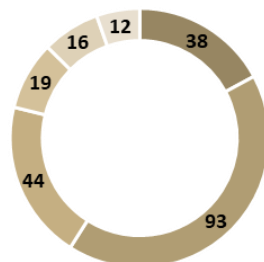
- Black
- White
- Other Listed Identities
- Hispanic or Latina/o/x
- Two or More

Direct Reports



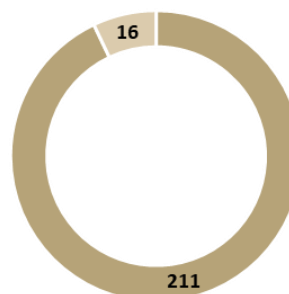
- None
- 1 to 2
- 3 to 5
- 6 to 10
- 11 or more

Years at FSU



- Less than one year
- 1 – 4 years
- 5 – 10 years
- 11 – 15 years
- 16 – 20 years
- More than 20 years

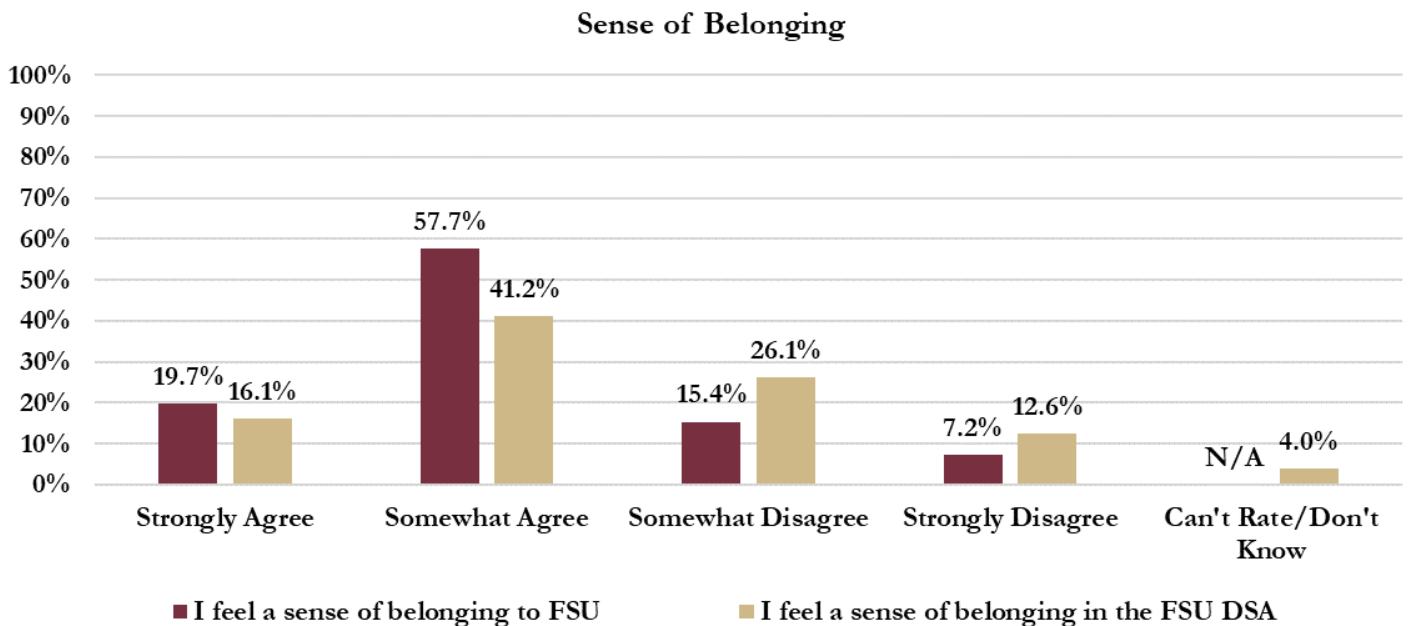
Employment



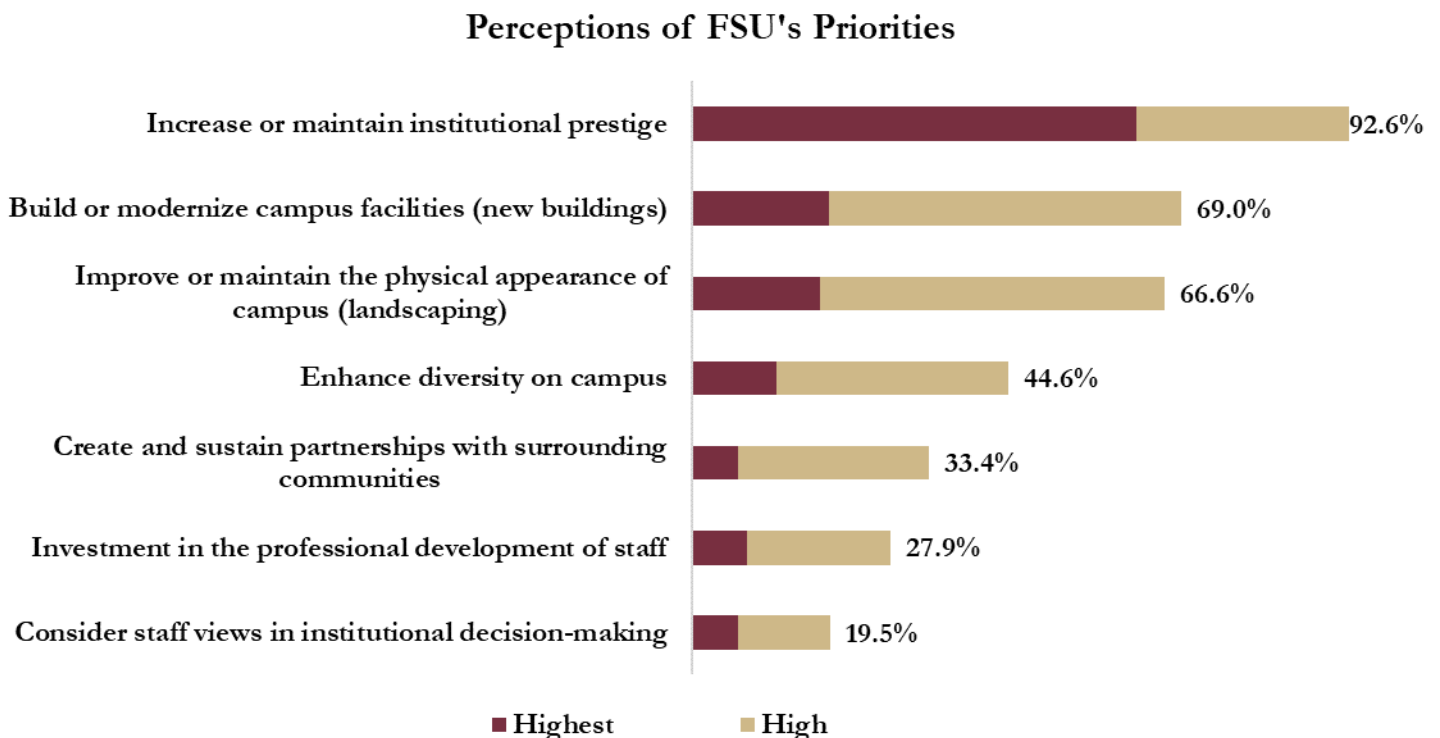
- Full-time
- Part-time

Community, Belonging, and Priorities

The survey focused on sense of community among all members of the DSA as well as sense of belonging at the institutional and divisional levels. Almost three-quarters of respondents said they were ‘satisfied’ or ‘very satisfied’ with the overall sense of community among students, staff, and faculty at FSU. Respondents felt a greater sense of belonging to the University than the DSA.

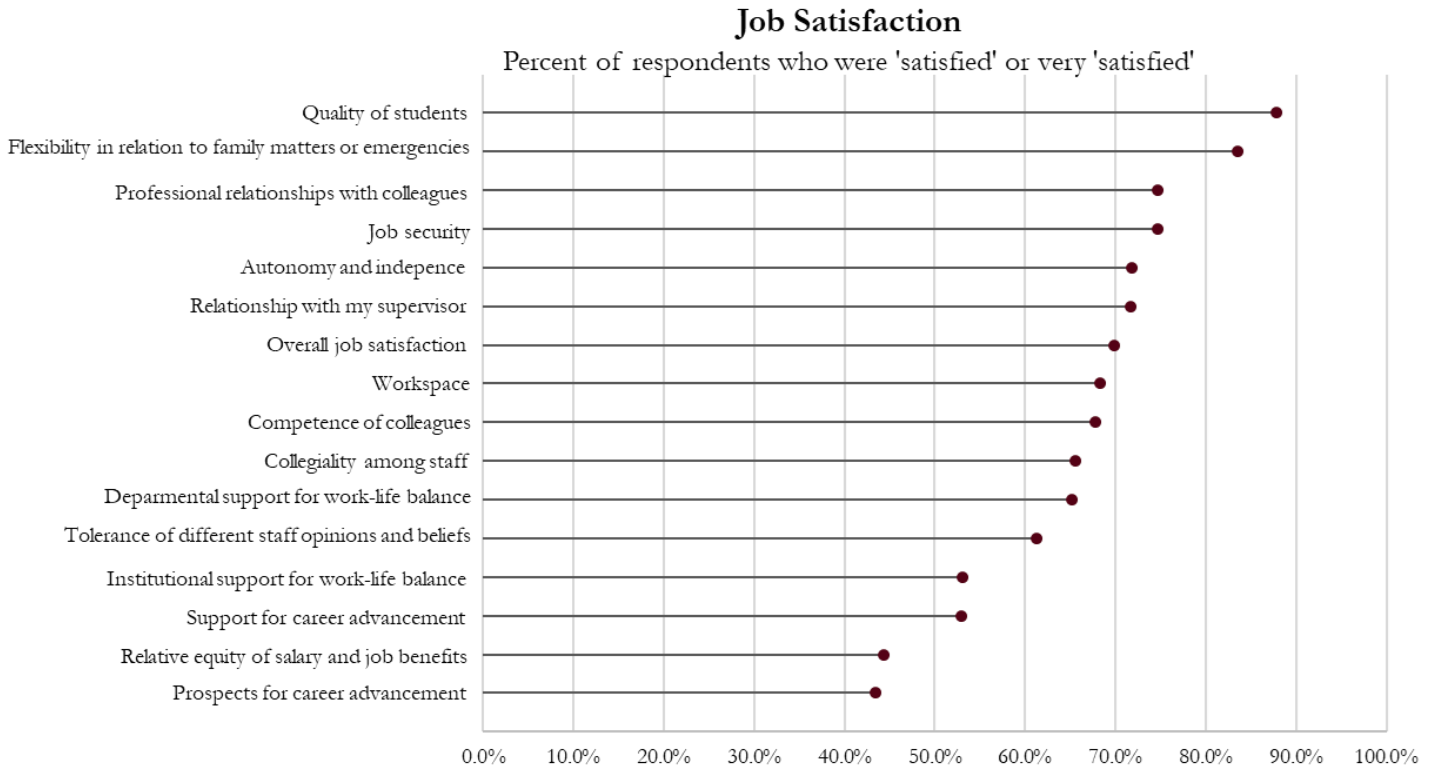


Respondents are acutely aware of FSU’s priority for becoming a Top 25 institution: over 90% of respondents identified increase or maintain institutional prestige as a ‘high’ or ‘highest’ priority. Other ar-



Job Satisfaction

Staff ratings of areas of job satisfaction align with responses to the open-ended items at the end of the survey. The highest rated areas of job satisfaction, with over 80% of respondents saying they were ‘satisfied’ or ‘very satisfied,’ were quality of students and flexibility for family matters or emergencies. The lowest rated areas, which were reflected as areas of challenge in other survey items, were support for work-life balance, relative equity of salary/benefits, and support/prospects for career advancement.



Satisfaction with Administrative Responses

Over two-thirds of respondents (69%) were ‘satisfied’ or ‘very satisfied’ with the outcome of administrative responses to campus emergencies; respondents were less satisfied with the outcome of administrative responses to sexual assault (39.7%) and discrimination /bias (36.5%).

Sources of Stress

A series of items focused on sources of stress. The icons below represents the 5 statements with the greatest percentage of respondents indicating something was an ‘extensive’ stressor.



Increasing Work Responsibilities
31.4%



My Emotional Well-Being
31%



Parking
26%



Self-Imposed High Expectations
26%



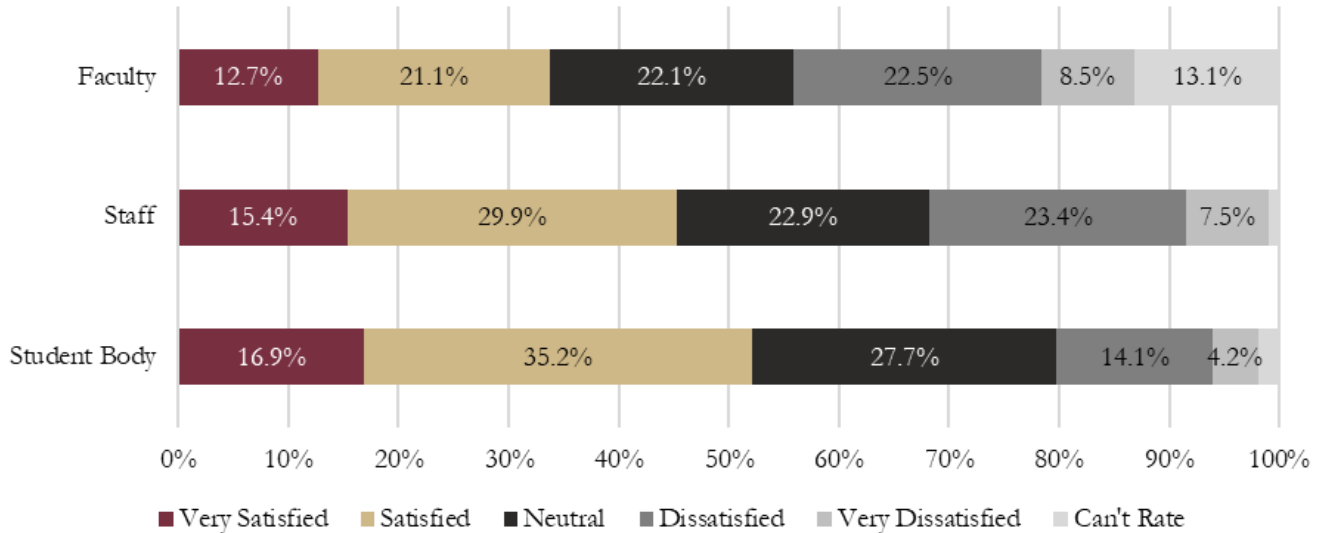
Institutional Procedures (Red Tape)
22.1%

Almost half of the People of Color who took the survey (43.5%) identified discrimination as ‘extensive’ or ‘somewhat’ of a stressor compared to 15.1% of White respondents.

Diversity & Inclusion

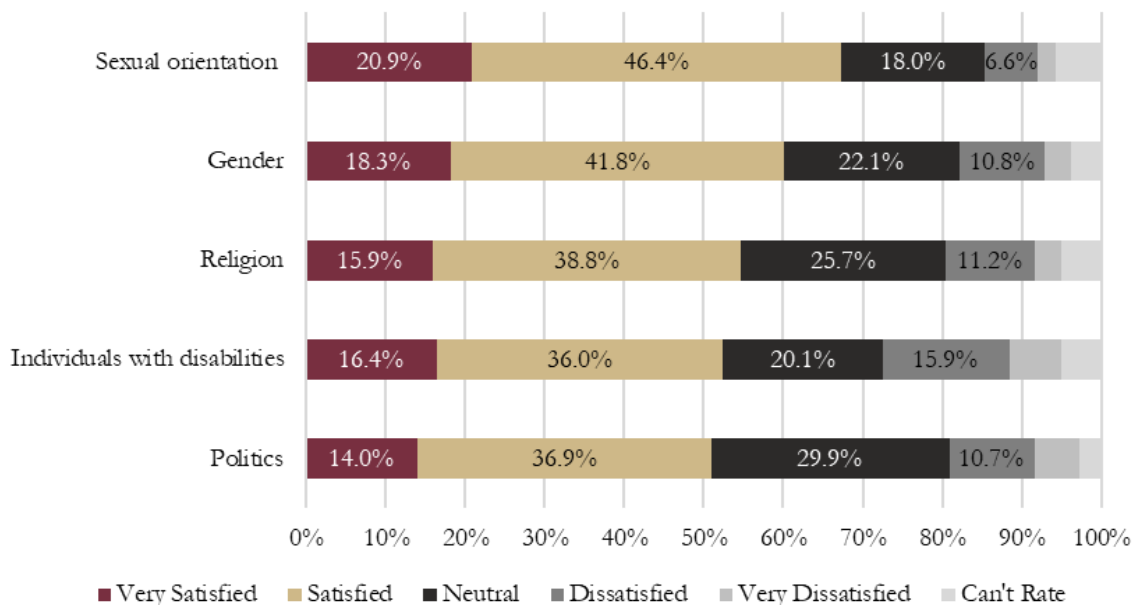
Over half of the respondents expressed satisfaction with the diversity of the student body. There was less satisfaction with staff diversity, and 13.1% of respondents were not able to rate faculty diversity.

Perception of Racial and Ethnic Diversity



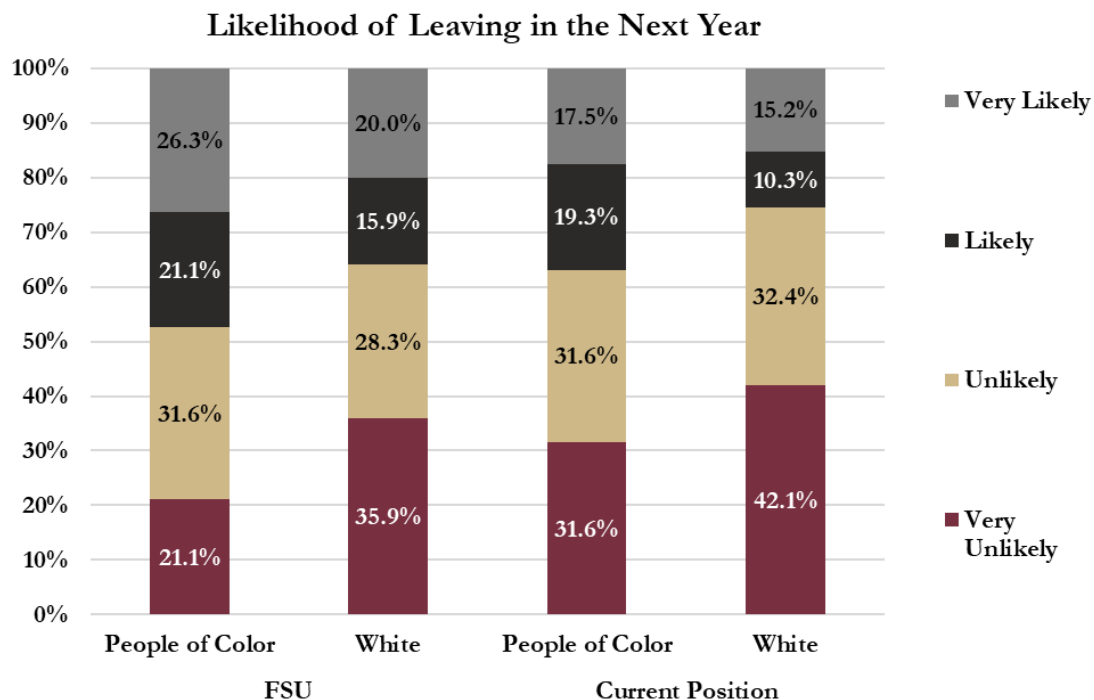
Most respondents (87.1%) ‘agreed’ or ‘strongly agreed’ administration encourages students to have a public voice and share their ideas openly while three-quarters (75.2 %) ‘agreed’ or ‘strongly agreed’ administration promotes the appreciation of cultural differences; less than half (45.2%) ‘agreed’ or ‘strongly agreed’ administration has effective hiring practices and policies that increase staff diversity, and 37.6% ‘agreed’ or ‘strongly agreed’ administration rewards staff for their participation in diversity efforts. Respondents indicated satisfaction with the campus atmosphere based on different identifies that are indicated in the chart below.

Satisfaction with the Campus Atmosphere for Difference Based On...



Likelihood of Leaving

In the next year, 15.8% of respondents said it was very likely they would leave FSU and 21.8% said it was very likely they would leave their current position. A larger percentage of People of Color who responded to the survey indicated they are likely to leave either their current position or FSU in the next year. This echoes concerns in the open-ended responses related to recruiting and retaining staff of color.



Open-Ended Responses

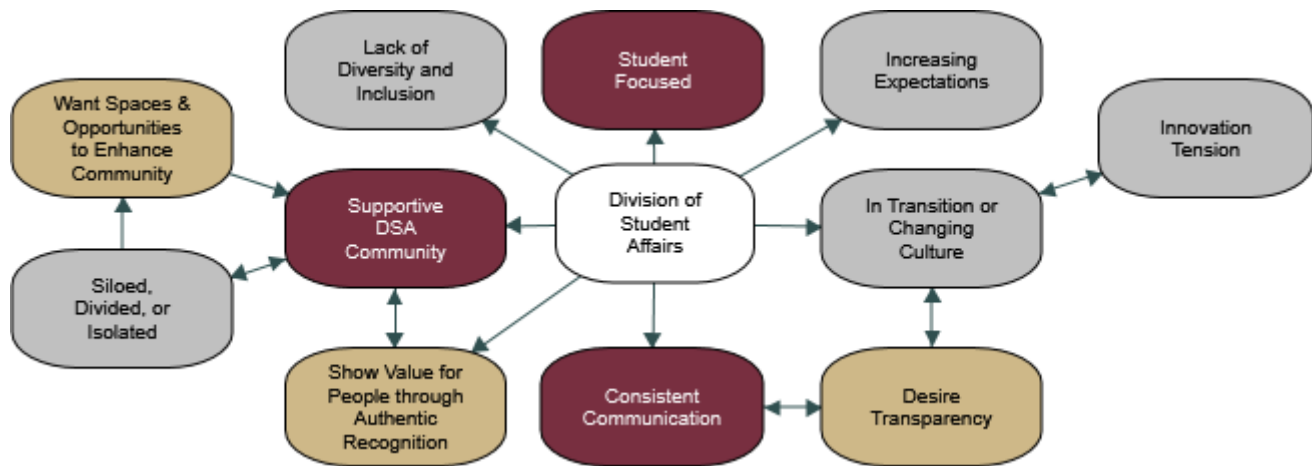
The Staff Climate Survey included five open-ended items:

- 1) Is there anything else you would like to share about your experience as a staff member at this institution?
- 2) What professional development opportunities would you recommend the DSA offer?
- 3) What are strengths of the DSA?
- 4) How would you describe the culture of the DSA?
- 5) What could help you feel a greater sense of belonging as part of the DSA?

124 people answered between 1—5 of the questions, and 104 people did not respond to any of the questions.

The open-ended responses were uploaded to NVivo 12 and coded inductively. Several patterns emerged, which are shown in the network diagram and described below. Garnet indicates a strength of the DSA, grey is an area of dissatisfaction or frustration, and gold is an opportunity. Many patterns highlight tensions that include areas of challenge and possibilities for enhancing the staff experience.

Professional Development: Staff desire personal and professional investment from DSA. In response to question 2, respondents identified many topics of interest for professional development. The most frequently mentioned were career advancement (specifically for graduate students, new professional, and managers), diversity and inclusion trainings, budgeting, leadership, and developing specific job/software skills. Suggestions related to career advancement included negotiating salary, navigating politics, supervision, and moving from mid-to-senior level positions.



Student Focused: The DSA does an amazing job of facilitating student development and providing support for students. People care about students, and this commitment fosters collaboration.

In Transition or Changing Culture: Many people highlighted the culture change in the past few years. A handful of people pointed out the DSA is mission driven. Although some people pointed out positive elements of the DSA culture, many of the words indicated the ongoing transition is stressful and challenging, including *in flux*, *disjointed*, *unpredictable*, *inauthentic*, and *toxic*. In some cases, respondents mentioned a lack of congruence or care from senior administrators.

Innovation Tension: Some respondents indicated a tension between innovating and maintaining the status quo. This is juxtaposed with the uneasy sentiment that expectations from administrators may be unclear or seem incongruent.

Increasing Expectations Leading to Burnout and Feeling Overwhelmed: Some respondents shared they have felt a shift to greater expectations that have not been matched with greater support. In some cases this is juxtaposed with, or potentially exacerbated by, feeling undervalued.

Supportive DSA Community while also Existing in Siloes: Supportive and collaborative staff members are both a strength of the DSA and an element of the DSA culture. People described a sense of community and the value of investing in collaborative partnerships. At the same time, some respondents described the DSA as *siloed*, *competitive*, or *territorial*. There continues to be a tension between the value of community and a sense of isolation.

Consistent Communication and Desire for Transparency: Some people noted the value of the consistent communication, specifically regular emails from the DSA. Some people desire more transparent communication, particularly related to decision-making. Specifically, a few people mentioned the importance of administration listening to staff in order to develop trust and strong relationships.

Lack of Diversity and Inclusion: Many people acknowledged diversity and inclusion is the official culture of the Division, but this may not translate to practice. Respondents described feeling tension or discrimination as well as the challenge of not seeing diverse representation in administration. There was also concern for the challenge of recruiting and retaining staff of color in the DSA.

Creating Spaces and Opportunities to Enhance Community: The most frequently mentioned opportunity for improving a sense of belonging in the DSA was creating intentional spaces for connection. These recommendations ranged from enhancing existing divisional gatherings and hosting networking events to hosting socials or fostering interaction among departments. One challenge may be staff feeling overworked or unable to engage due to perceived support for community building.