

SUMMARY OF RESULTS FROM 2023 EDUCATORS  
SURVEY

# Perspectives of AZA Educators



September 13, 2023

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# Survey Participants

## Institutions

65 different institutions had staff participate. Most had just one person per institution participate. The most participating from one institution was 12.

33 people responded but declined to provide an institution affiliation.

```
## # A tibble: 1 x 5
##   inst_n max_resp_per min_resp_per mean_resp median_resp
##   <int>     <int>       <int>     <dbl>      <int>
## 1     65         12          1      2.58        1
```

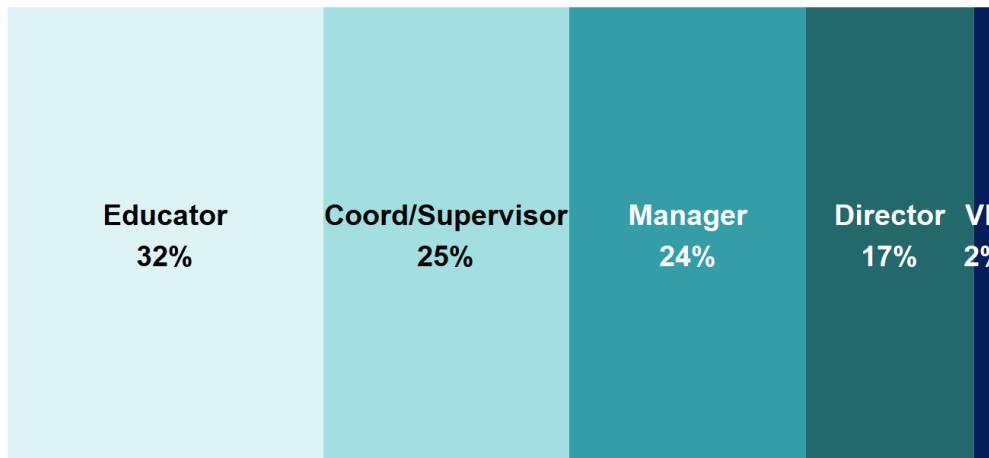
## Job Titles

The vast majority of survey responses came from Education Coordinators/Supervisors or Managers. However there was also participation from front-line Educators and Director-level positions.

## 4 | Survey Participants

**Respondents include the full swath of Education job titles - from front-line Educators to Directors and VPs.**

Percentage of all survey respondents who selected the current title of their position in Education at an AZ

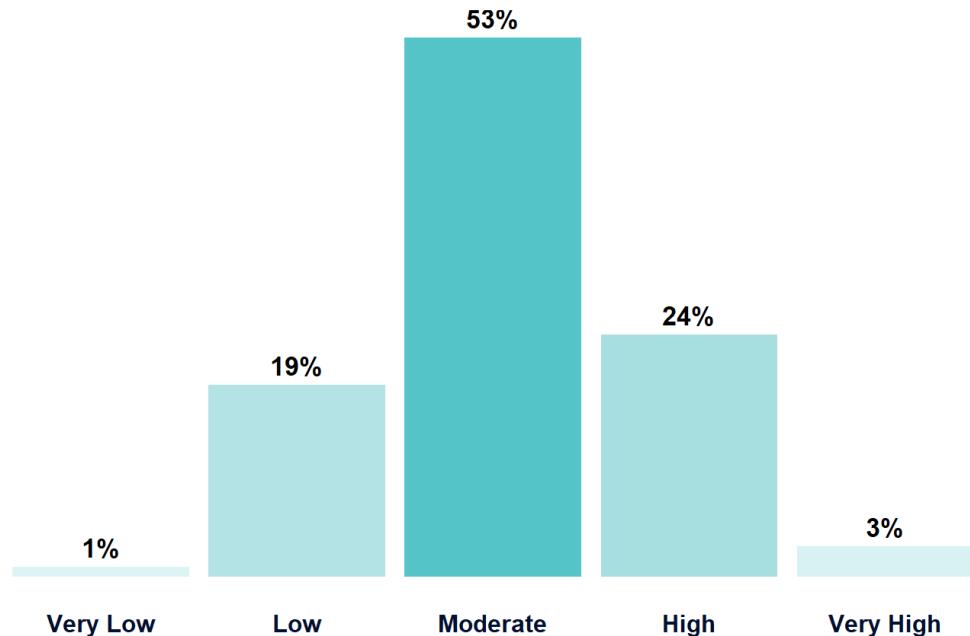


# Educator Morale

When asked about the overall morale levels among Education staff at their institution, just over half of respondents reported that staff tended to have moderate morale levels – neither high nor low. The remainder were normally distributed around that mid-point.

**Perceptions of staff morale levels were normally distributed - with the majority feeling s experiencing moderate morale levels.**

Distribution of how Educators would describe the current morale level of the Education staff in their institu



## Factors Contributing to Morale

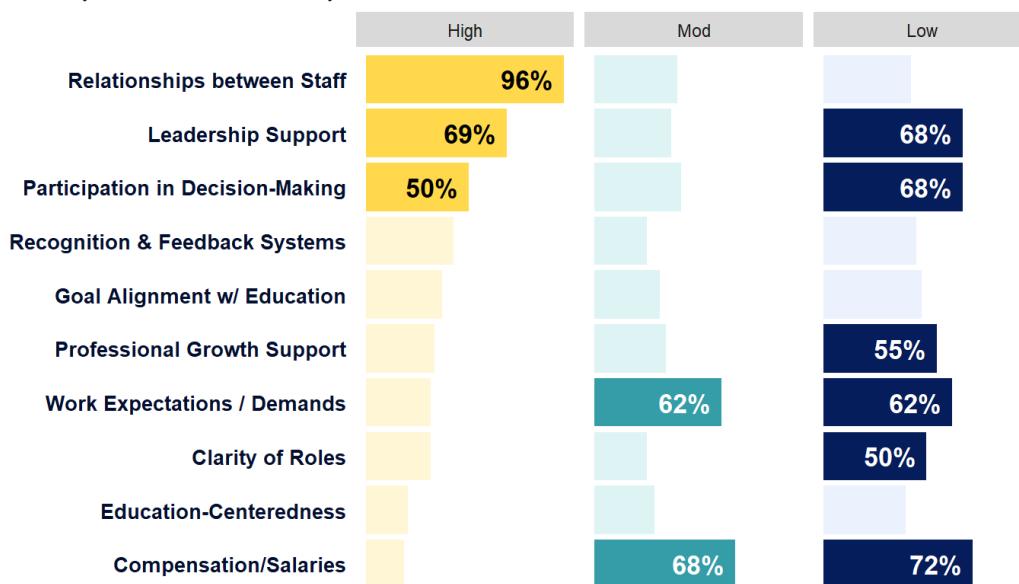
Respondents were also asked to reflect on a list of 10 different factors that can contribute to morale levels - positively or negatively. When we compared the factors selected by those who had reported high morale with those who had selected moderate or low morale levels in Education at their institutions, some clear differences emerged:

- Relationships among staff was an almost universal contributor to high morale levels

- Leadership Support & Participation in Decision-Making were, notably, common factors for both low and high morale.
- Compensation & Work Expectations were two driving factors for both low and moderate moderate morale.
- For those at institutions with low morale, Leadership Support & Participation in Decision-Making were more common issues than Work Expectations.

**There are different factors that drive higher and lower levels of morale; but participation decision-making and leadership support are important to both.**

How frequently each factor was selected as a major driver of the selected morale level; comparing the selected factors for those who reported high morale (n=54), those who reported moderate morale (n=107), and those who reported low morale (n=107) as many or as few factors as they felt contributed.



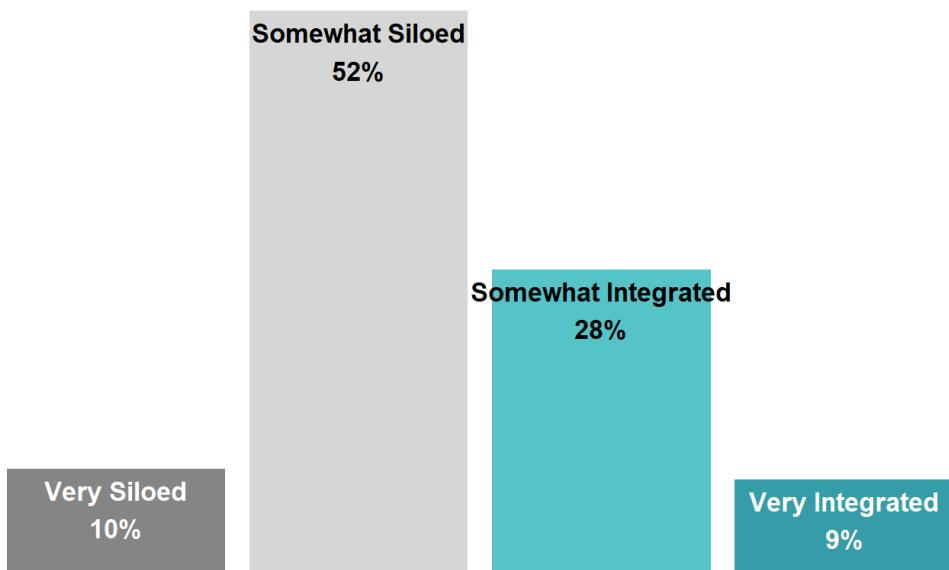
# Role of Education

## Siloed or Integrated?

The majority of Educators responding to the survey feel the work of their department is fairly siloed. For most, they report collaborating occasionally with one or two other departments on specific projects. But overall, few respondents feel that other departments are well-informed about the work and strategies of Education (and vice versa).

**The majority of Educators reported that their departments operate in a mostly siloed way with only isolated cross-departmental collaboration opportunities.**

Distribution of how Educators would describe the role of Education within the culture of their institution. (n=100)



\*Note: Descriptions of the four categories used in the survey were:

**Very Siloed:** Education has to “stay in their lane” of programming and be fairly self-sufficient (e.g., develop, deliver, market, evaluate, etc.) **Somewhat Siloed:** Education collaborates with one or two departments for isolated things, but mostly is expected to do our thing. **Somewhat Integrated:** Other departments are well-informed about the work and strategies of our work in education, and vice versa; we collaborate across the

institution when needed. **Very Integrated:** Education has a prominent/equal seat at the table of leadership and decision-making in the institution; we regularly intersect and collaborate with other departments when our expertise can be useful.

## Contribution to Decision-Making

BLAH

**Education Departments tend to contribute the most to decision-making in the areas of D Strategic Planning, Evaluation, & Guest Experience.**

Distribution of how Educators would describe the role Education plays in cross-departmental decisions. (Responses for each department were from those who felt they had enough experience to gauge the role.)

	Informed After	Informed During	Consulted	Collaborate	Responsible
DEIA Initiatives	24%		22%	<b>27%</b>	
Evaluation/Research	<b>25%</b>	24%		23%	
Strategic Planning	<b>27%</b>		<b>28%</b>	22%	
Guest Experience	<b>29%</b>	23%	22%		
Fundraising: Grants	<b>37%</b>			22%	
Exhibitions	<b>40%</b>		24%		
Marketing	<b>54%</b>	24%			
Collections Planning	<b>59%</b>				
Fundraising: Donors	<b>67%</b>				
Human Resources	<b>67%</b>				
Government Relations	<b>74%</b>				

