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The Impact of Job Demands and Job Resources on Clery Officers' Feelings of Self-Efficacy

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by
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Approval Page

This applied dissertation was submitted by Jacqueline Pontius-Hogan under the direction of the persons listed below. It was submitted to the Abraham S. Fischler College of Education and School of Criminal Justice and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

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Statement of Original Work

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Name

March 25, 2023

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Date

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Abstract

The Impact of Job Demands and Job Resources on Clery Officers' Feelings of Self-Efficacy. Jacqueline Pontius-Hogan, 2023: Applied Dissertation, Nova Southeastern University, Abraham S. Fischler College of Education and School of Criminal Justice. Keywords: job demands, job resources, self-efficacy, Clery Act, higher education administration

This applied dissertation was designed to better understand how to support university administrators serving in a compliance role. Safety on university campuses is of utmost importance and many collaborators work toward this endeavor. Generally, on any given college or university campus, there is one administrator tasked with compliance with the Clery Act. Administrators had varying direct experience and interest in serving in this role, though all understood the importance of compliance and the consequences of noncompliance.

The researcher interviewed Clery Officers from multiple campuses. Utilizing semistructured interviews, information was gathered as to how self-efficacious these administrators felt. The intent behind the questions was to better understand whether or not the administrators had the appropriate resources to meet the multiple, often conflicting demands of their positions.

The findings of the study provided anticipated and unanticipated results. It was anticipated that participants shared concerns of stress and feeling overwhelmed by their work. All of the participants interviewed indicated they had job responsibilities outside of Clery. For some, this led to feelings of not having enough time to complete their work. For others, it led to anxiety around the many smaller tasks involved in compliance.

Although the above results were anticipated, the positive feelings of job satisfaction were not. All participants indicated feeling supported by their campus and by their direct supervisor. Even though most indicated their supervisor did not have direct experience with Clery and/or compliance, they felt that their supervisor could assist them. Feelings of burnout and dissatisfaction were not as apparent as predicted.

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Chapter 1: Introduction

Statement of the Problem

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, or Clery Act, was passed in 1990. Originally titled the Crime Awareness and Campus Security Act of 1990, this act was put forward following the rape and murder of Jeanne Clery within on-campus housing at Lehigh University (Beyette, 1989; Office of Postsecondary Education, 2016). The intent of the Clery Act then and now is to promote and monitor campus safety and security, creating a common place for interested parties to review information related to crime statistics and prevention policies (National Center for Campus Public Safety, 2016).

The Clery Act details specific, complex obligations that must be met by all colleges and universities receiving federal funding (Federal Student Aid, n.d.). The consequences for noncompliance can be substantial, as evidenced by the $4,500,000.00 fine Michigan State University agreed to pay to the U.S. Department of Education following a 2018 program review (Michigan State University, 2019; see also Carter, 2022; Latham-Staton et al., 2021). Most colleges and universities have multiple staff members tasked with gathering information and statistics, and often campuses will identify one Clery Compliance Officer (Clery Officer or Clery Director) to oversee compliance with the Clery Act. This identified employee often has multiple responsibilities on campus, not all related to Clery compliance (Terman, 2022).

The Research Problem

The problem that was addressed in this study is Clery Officers' possible low self-efficacy in regard to complying with the Clery Act. The broad expectations involved with

the Clery Act place significant responsibility on Clery Officers, with high stakes for failure to comply (Anderson, 2021; Gregory et al., 2016). Further, the expectations continue to evolve, so even experienced Clery Directors may find themselves facing new challenges on an annual basis (National Center for Campus Public Safety, 2016). These can be considered job demands, as outlined in Demerouti et al. (2001). It can be difficult to keep up with the changes, and without clear understanding of expectations or available job resources, it can be difficult to meet them. Beyond being difficult, one study even found compliance with Clery to be nearly impossible and that those tasked with the responsibility "operate in a state of fear" (National Center for Campus Public Safety, 2016, p. 7). An increase in job demands and a lack of job resources significantly increases the risk of employee burnout (Demerouti et al., 2001).

Background and Justification

Colleges and universities greatly depend on their Clery Officers to maintain compliance with the Clery Act. The consequences of failing to comply with all aspects of the Clery Act include significant fines, a negative impact on student enrollment, and potential campus liability (Blanchard, 2013; Gregory et al., 2016; Terman, 2022). Whereas similar laws, such as Title IX, require specific training and programs to maintain compliance, the Clery Act does not.

There have been identified conflicts with the intersection between the Clery Act and many other laws and regulations. This is particularly notable around defining terms and identifying standards (National Center for Campus Public Safety, 2016). Recently, a guidance handbook for the Clery Act that had been relied upon since 2016 was rescinded and replaced with a short appendix to the Federal Student Aid Handbook (Anderson,

2021; Office of Postsecondary Education, 2021). This leaves those tasked with enforcing the Clery Act confused and unsure about their understanding of the expectations (Anderson, 2021; Gregory et al., 2016; M. Latas, personal communication, October 28, 2020; National Center for Campus Public Safety, 2016). A 2016 study of stakeholders cited Clery compliance to be "overwhelming, time-consuming, expensive, ineffective, and resource intensive" (National Center for Campus Public Safety, 2016, p. 7). Further, in a 2009 study of senior student affairs officers (who could be the senior administrator on campus the Clery Officer reports to), it was found that the time and resources devoted to the various tasks related to Clery Act compliance could be better spent elsewhere (Janosik & Gregory, 2009).

If Clery Officers lack self-efficacy, they may not make as much of an effort to overcome the challenges that arise in becoming compliant. Research shows that people lack incentive to persevere in challenging situations unless they believe they can be successful (Albrecht & Marty, 2020; Bandura, 2001). Further, self-efficacy is positively associated with retention of employees (Albrecht & Marty, 2020), and workforce retention is a necessary aspect for organizations to accomplish their goals (Alonderiene & Majauskaite, 2016; Mullen et al., 2018).

Deficiencies in the Evidence

Gregory et al. (2016) published the findings of a study conducted by the International Association of Campus Law Enforcement Administrators (IACLEA). This study, which was conducted in 2013, surveyed IACLEA members to gather information related to Clery Act compliance. Surveys were sent to IACLEA member institutions, specifically to the party responsible for campus safety, which was generally a Chief of

Police or Director of Public Safety. Questions asked in the survey focused on actions taken by member institutions to remain in compliance. At that time, many campuses did not have a dedicated Clery Officer, and the survey did not gather substantial qualitative information from those tasked with this responsibility.

There is significant evidence reiterating the importance of colleges and universities complying with federal law, and a better understanding of how to support campus administrators tasked with this significant responsibility is warranted (Anderson, 2021; Gregory et al., 2016; Janosik & Gregory, 2009; National Center for Campus Public Safety, 2016; Terman, 2022). Researchers have identified the need for future research related to compliance with the Clery Act and how to support institutions to meet these and related obligations (Custer, 2018; Gregory et al., 2016; Latham-Staton et al., 2021). There is a lack of evidence within the literature to identify if the changing expectations regarding compliance, the consequences for not complying, or other identified job demands and job resources impact Clery Officers' perception of self-efficacy.

Audience

This study impacts Clery Officers, their supervisors, and institutions of higher education as a whole. By studying feelings of self-efficacy among Clery Officers, institutions as employers have additional points of reference to support these employees and, in turn, their common goal of compliance with the Clery Act.

Setting of the Study

The study was conducted by interviewing Clery Directors currently or previously employed in a large, public university system on the West Coast of the United States. The system has 23 campuses, with nearly 500,000 students and over 55,000 employees.

Researcher's Role

During the course of this study, the researcher served as Clery Director for one of the 23 campuses in the system. Within the study, the researcher interviewed participants to gather and analyze data related to the experiences of Clery Directors.

Purpose of the Study

The purpose of this qualitative study was to explore the factors that influence Clery Officers' feelings of self-efficacy regarding compliance with the Clery Act in a large, public university system on the West Coast. Clery Officers are administrators on college and university campuses, identified as those responsible for their respective campus compliance with the Clery Act. This study interviewed the Clery Officers, titled Clery Directors, to better understand their experiences in this role. The job-demands-resources model (Demerouti et al., 2001) was applied to the responses received from participants. This lens assisted in organizing the data collected to identify feelings of self-efficacy and better support higher education professionals.

Definition of Terms

For the purposes of this study, the following terms were defined:

Burnout

Mental, physical, and/or emotional exhaustion; depersonalization; and feelings of reduced personal accomplishment (Demerouti et al., 2001; Maslach, 1982; Sabagh et al., 2018).

Clery Act

Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act, 2013.

Clery Compliance Officer (CCO)

An employee of a higher education institution who has been identified as being responsible for maintaining the institution's compliance with the Clery Act (Gregory et al., 2016). Also referred to as Clery Officer or Clery Director.

Compliance

Actions taken to uphold regulatory policies as defined by the Clery Act (Custer, 2018; Salto, 2017).

Institutions of Higher Education

Postsecondary colleges and universities participating in federal financial aid programs (Federal Student Aid, n.d.).

Job Demands

Parts of a job that require the employee to exert effort. This effort may be physical or psychological (Demerouti et al., 2001; Lee & Lee, 2022).

Job Resources

Job resources are those that assist the employee to achieve goals, make their work easier, or provide a way to learn and/or benefit from their tasks (Demerouti et al., 2001; Lee & Lee, 2022).

Self-Efficacy

Feeling of effectiveness and belief in one's abilities (Bandura, 1977).

Chapter 2: Literature Review

To consider self-efficacy as it relates to Clery Officers, a review of existing literature regarding the Clery Act was conducted. Because Clery Officers are employed within higher education, a brief review of the literature related to self-efficacy in employees within this sector was considered. Last, to consider how self-efficacy relates to the job-demands-resources model, existing literature related to previous studies utilizing this framework were also reviewed.

Theoretical Perspective

The problem of Clery Officer possible low self-efficacy in regard to complying with the Clery Act is grounded in the job-demands-resources (JD-R) model of burnout. This theory was developed by Demerouti et al. (2001) and was primarily used to study employee well-being. Although burnout has been previously studied within the human services industry, the theory of JD-R states that "burnout develops irrespective of the type of occupation when job demands are high and when job resources are limited," as negative working conditions deplete the employee's energy and undermines motivation (Demerouti et al., 2001, p. 499).

The JD-R model analyses the impact and various aspects of a job. Job demands require the employee to exert effort. This effort may be physical or psychological. Job resources are those that assist the employee to achieve goals, make their work easier, or provide a way to learn and/or benefit from their tasks (Lee & Lee, 2022).

The JD-R model initially identifies three components of burnout, as defined by Maslach (1982). The first, emotional exhaustion, can be caused by work that is emotionally demanding, leading to stress. The second, depersonalization, can be

explained as distancing oneself or withdrawing from the people being served (such as clients). The last component is professional efficacy (self-efficacy), also identified as feelings of personal accomplishment, or feeling as though one is not effective and/or not fulfilling their job responsibilities.

The Clery Act

The Student Right-to-Know and Campus Security Act was introduced into the legislature in 1990 (McCallion, 2014). In 1998, it was renamed the Jeanne Clery Campus Crime Disclosure Act (Clery Act), to commemorate the death of a student at Lehigh University in Pennsylvania (Beyette, 1989; Gregory et al., 2016). A main purpose of the Clery Act is to provide safety information to stakeholders, which include students, parents, and those employed by colleges and universities (Latham-Staton et al., 2021). The primary requirements of the act include providing information on how people can report crimes, providing support and options to victims of crimes on or near campuses, and making sure that campuses have policies and procedures for providing timely warnings and emergency notifications (National Center for Campus Public Safety, 2016). This information is intended to assist when making determinations about enrollment or employment on college campuses (Beyette, 1989; Nobles et al., 2013).

The Clery Act requires all higher education institutions that are receiving federal funding from the U.S. government via Title IV programs to publicly provide crime and security information (Federal Student Aid, n.d.; McCallion, 2014; National Center for Campus Public Safety, 2016). Like many other laws, the Clery Act has had multiple amendments over time. Some of the changes were minor, such as changing the reporting time frame from a calendar year to an academic year. Most others were more significant

and were the direct impact of other government regulations (McCallion, 2014).

In 1992, the Clery Act was amended with the intention of requiring policies and procedures to protect sexual assault survivors. In 1998, when the law was formally named the Clery Act, changes were made to include other categories of crimes and increase the locations that must be included in the reports (Latham-Staton et al., 2021). In 2000, colleges and universities were required to provide information about the public sex offender registry as an outcome of amendments to the Victims of Trafficking and Violence Prevention Act (McCallion, 2014). Updates to related acts also affected the Clery Act.

The Higher Education Opportunity Act of 2008 made quite a few amendments to the Clery Act (McCallion, 2014). It required campuses to focus on emergency response and distribute evacuation procedures. Additionally, the act required campuses to report bias-related incidents and work with any on-campus residential facilities to create missing student policies and fire safety reporting (National Center for Campus Public Safety, 2016). Last, campuses were asked to formalize their relationships with local law enforcement and share information about the outcome of disciplinary proceedings related to violence or nonforcible sex offenses (McCallion, 2014).

New regulations impacting the Clery Act were also identified within the Violence Against Women Reauthorization Act (VAWA) of 2013. In addition to reporting requirements related to dating and domestic violence and stalking, campuses were also required to identify the policies, standards of evidence, and primary and ongoing prevention programs for students and employees for crimes found under VAWA (McCallion, 2014). Additional requirements include notifying victims of their rights and

available services in writing and additional training for those who would be working on the response or adjudication in these areas (National Center for Campus Public Safety, 2016).

Safety on Campus

Maintaining a safe environment within educational systems is a continuous process (Campbell, 2007). In Campbell's (2007) book, the author noted that as early as elementary school, children come to depend on schools as a safe place. Educators must value the importance of creating safety plans, be prepared for many different types of crises, and advise stakeholders in the community of these plans. One way that colleges and universities update the community on their campus safety plans is through the annual security report (ASR). Given the important decisions that the data from the Clery Act can influence, it is salient that the information colleges and universities provide within their ASR is accurate, complete, and timely (California State Auditor, 2021; Nobles et al., 2013).

There is interest in understanding if the current reporting guidelines are sufficient to identify campus violence (Gonzalez-Pons et al., 2021; Terman, 2022). Terman (2022) performed a content analysis of materials related to Clery Act compliance and interviewed Clery Officers and Title IX coordinators to learn more about utilizing the Clery Act to prevent sexual assault and provide support for survivors. The author located program reviews from 1996 through 2015 by the U.S. Department of Education, with specific interest related to issues of sexual assault on college campuses. In addition to reviewing the printed materials, the author asked interviewees about utilizing the Clery Act to prevent sexual assault. Sexual assault programming was an important part of the

Clery Act. Unfortunately, this work was not found to be effective in preventing sexual assault and, as with many other aspects of Clery compliance, only done to meet the obligations of the law (Nobles et al., 2013).

Colleges and universities attempt to do their best to comply with the requirements of the Clery Act, with the important focus of their attention being on supporting student safety (Han et al., 2015). In addition to the obvious importance of maintaining a safe campus environment for students (Campbell, 2007; Latham-Staton et al., 2021), research has also concluded that crime and violence on college campuses has a negative impact on graduation rates (Schuck, 2017).

In Schuck's (2017) study, the author considered the impact that crime and discipline have on student success. Through the lens of student engagement, structures and policies around disruptive behavior and student achievement were examined. Specifically, the author hypothesized that arrests and violent crimes would be related to lower graduation rates. Schuck also hypothesized that matters that are referred within the university to a student conduct process, presumably which offers the opportunity for learning and student development, would relate to higher graduation rates. Schuck's hypotheses were proven correct. Institutions with higher 4-year graduation rates had lower rates of violent crime. Institutions that utilized their campus resources, such as the student conduct process, also had higher graduation rates. Institutions with higher rates of violent crime had lower graduation rates, which the author purports could be due to fear, which would lead to lower participation rates.

Utilizing Clery Data

Researchers have utilized the data collected for Clery to study many different

types of crimes and assess the risk of violence on college campuses (Wiersma-Mosley et al., 2020). In Wiersma-Mosley et al.'s (2020) study, the authors looked at so-called party schools. The goal was to determine if the identified institutions reported higher numbers of crimes in their Clery statistics, with a focus on violence against women. Utilizing archival data from the Office of Postsecondary Education, over 1,000 institutions were reviewed.

Institutions identified as party schools were likely to be larger public institutions, with fraternities, sororities, and strong athletic programs. These schools were also more likely to have liquor law violations (Wiersma-Mosley et al., 2020). Prior research has suggested that institutions meeting the individual criteria above were more likely to have reports of violent crimes (Schuck, 2017; Terman, 2022). However, Wiersma-Mosley et al. (2020) found that the identified party schools, which met all of the criteria identified above, did not report more Clery-related crimes in their ASR than other types of schools. They made the important argument that due to inadequate reporting and resources, institutions must do better to support victims.

It is of concern that the accuracy and completeness of data reporting for the Clery Act may be inadequate (California State Auditor, 2021; Nobles et al., 2013; Wiersma-Mosley et al., 2020). To address this concern, California conducts audits every 3 years of colleges and universities in the state. In 2021, the state auditor released a report of the findings from six of these institutions. The auditors visited two private colleges, two public 4-year colleges, and two public 2-year colleges. During the site visits, auditors interviewed staff and asked questions about their procedures for gathering the required data. In addition, they reviewed documentation and made comparisons between the

public reports provided by the campuses and the actual crime logs maintained by campus police and security departments. The campus websites were also reviewed. The auditors' findings indicated that four of the six institutions did not accurately report crimes in their ASR. They also found that the public crime logs were not accurately maintained. Only one of the six institutions audited was found to be in full compliance. This is problematic as the accuracy of the data provided to the public is intended to support decision-making regarding safety (California State Auditor, 2021).

An important aspect of the Clery Act, which is intended to reduce risk, is to notify the community about an emergency. Students look to university personnel when incidents impact locations on campus (Latham-Staton et al., 2021). Although administrators may be following the letter of the law in regard to reporting, the Clery Act may not provide a broad enough view of crimes occurring within the local community (Nobles et al., 2013). This is problematic because many students live, work, and frequent establishments near, but not technically on, college campuses and they may not be aware of safety concerns (Latham-Staton et al., 2021). This is an area in which compliance with the law may need to be considered a floor, not the ceiling.

The Role of Compliance in Higher Education

As described in prior sections, there are many laws, regulations, and policies intended to keep college and university campuses safe. There is significant work done to maintain compliance with these requirements. First and foremost, one would hope these campuses focus on doing the best they can regarding safety. When policies become overly complicated, they can lead to a compliance-focused practice instead of a care-focused practice (Pappas, 2019).

Compliance With Federal Regulations

The issue of compliance with federal regulations around safety in higher education is not limited to those tasked with complying with the Clery Act. Bellis et al. (2018) were interested in institutional compliance as related to sexual violence. This mixed-method study analyzed data from college websites, reviewed campus policies related to sexual misconduct, analyzed ASRs, and surveyed administrators to identify how institutional response differed based on the changes in guidance and federal regulations.

Based in the state of Georgia, this study reviewed data from 24 institutions. Data from materials published on the institutional websites in the spring of 2013 and again in the spring of 2014 were used. In addition, a survey was provided to administrators to gather information related to their understanding of their campus policy. The survey also included questions regarding recent policy changes related to sexual violence.

The results indicate inconsistencies in how institutions respond to sexual violence, regardless of the directives provided by the federal government. Of particular interest to the current study regarding Clery Directors, Bellis et al. (2018) noted that changes to the Campus SaVE Act in 2013 increased the number of reportable criteria from five to 17. This significant increase is believed to explain the difference in the measured rates of compliance with the Clery Act, as there was a nearly 58% reduction in compliance over the course of the 2-consecutive-year study (Bellis et al., 2018). The authors also acknowledged that “much of the federal guidance related to institutional responses lacks clarity” (Bellis et al., 2018, p. 576).

The National Center for Campus Public Safety (2016) conducted a landmark

study to assist campuses nationwide in creating a team approach to compliance with the Clery Act. A focus group was conducted as a collaborative effort among eight colleges and universities and nine professional associations. Three objectives were identified to guide the focus group: identify what messages should be sent out about the Clery Act, how to distribute those messages, and "how to execute on those determinations" (National Center for Campus Public Safety, 2016. p. 3). The focus group did not consider policies or practices of individual institutions, but rather discussed staffing, training, and funding related to compliance with the Clery Act.

The focus group identified three categories to help strengthen a campus culture around Clery compliance. First, they recommended focusing on buy-in and support, encouraging people to understand the intent behind the law and training campus constituents on how to report. Second, they recommended focusing on structural solutions, such as having a full-time Clery coordinator focused on compliance and supported by an interdisciplinary team. Third, they recommended focusing on communications and public information solutions, by creating plans and partnerships with the community, in hopes the important messages about Clery can be disseminated outside of those directly tasked with compliance. Overall, although compliance with the law is essential, the group reiterated that going beyond compliance shows the original intent of the law, which is to care for students and their safety (National Center for Campus Public Safety, 2016; Pappas, 2019).

Another area of compliance within higher education that receives significant national attention is related to Title IX, which promotes gender equality as set forth in the Civil Rights Act of 1972 (Patsy Mink Equal Opportunity in Education Act, 1972). This

law addresses gender equality in all aspects of education for institutions that receive federal funding. Though initially well known for its relationship to athletics and female student-athletes, more recently Title IX has become synonymous with concerns of sexual harassment and sexual assault on college campuses.

Pappas (2019) interviewed 13 Title IX coordinators and 14 university ombuds to learn more about their feelings and perceived responsibilities toward compliance with the regulations at colleges and universities nationwide. The interview process began in 2011 and concluded in 2014. The majority of the interviewees worked at doctoral degree–granting institutions, with some from master's-granting institutions. Using open-ended questions, the author performed content analysis on the responses and also conducted an analysis of policies, procedures, and related articles.

The results of this research identified two frameworks on a continuum that Title IX coordinators, and those responsible for Title IX compliance on the campus, are purported to work under. One side of the continuum is that of a rules-oriented approach. These administrators focus on appropriately applying the rules and value consistency in the application of the procedures. Those working under this framework attempt to build trust within the community by acting consistently and with more formality. The focus is on acting impartially and avoiding liability. The other end of the continuum is those administrators who place more value on the relationships. These administrators attempt to build trust by empowering the involved parties and working more informally toward resolutions. Their time is often spent supporting and showing the involved parties that they care.

Title IX coordinators will often attempt to manage concerns as efficiently as

possible and prevent their supervisors from being surprised by public events or outcomes. New regulations create uncertainty, and each individual administrator may create different procedures to follow the same policies and regulations (Pappas, 2019). As found in other research about compliance in higher education, compliance can become symbolic, and the structures in place are not always effective (Brubaker & Mancini, 2017; Nobles et al., 2013).

Brubaker and Mancini (2017) also explored issues of compliance with new legislation related to Title IX. They conducted a case study with campus personnel to learn more about reactions and responses to the updated regulations as provided by Virginia's SB 712. This law focuses on colleges and universities in receipt of state funding and the reporting, victim support, and partnerships with the criminal justice system. The study sought to learn more about if and how colleges in Virginia were implementing the recent changes. In addition, it looked at how the requirements were viewed and if campus personnel thought the changes would positively or negatively impact survivors. The goal was to make recommendations regarding best practices by reviewing the positive and negative impact of these policies.

The majority of respondents to Brubaker and Mancini's (2017) survey indicated they felt encouraged by the new requirements, though half of the respondents also indicated having general concerns about them. Broadly, the concerns were identified as "loss of control, confidentiality, and lack of training," and many shared concerns for students in marginalized communities (Brubaker & Mancini, p. 294). Within the open-ended questions, respondents stated concerns about a chilling effect on reporting; however, over 60% thought reporting would increase and more students would seek

assistance from victim advocates on campus. Overall, respondents felt their campuses, specifically police and administration, were supportive of the changes. The authors ultimately concluded that additional training was needed, based upon the concerns expressed by respondents. As found by other researchers, additional funding is needed to ensure adequate resources are available to develop and evaluate the necessary programs (Blanchard, 2013; Terman, 2022).

Compliance with the Drug-Free Schools and Communities Act (DFSCA) is another area within higher education that can have significant consequences. DFSCA requires that institutions in receipt of federal funds create prevention and education programs to address alcohol and drug abuse. The institution must also demonstrate it is upholding related campus policies. In addition to implementing the aforementioned programs, the institutions must review their alcohol and drug program every 2 years (biennially) and provide an annual notification to the campus community.

Custer (2018) sought to explore DFSCA compliance rates within Michigan's community college system. Utilizing a mixed-methods approach, the author began by conducting document analysis. Twenty-eight public community colleges were identified as potential participants. Information was sought from the institution's website, and if not immediately available via the web, more directed requests were made to gather materials. Starting with the annual notification requirements, the author reviewed the material looking for the required elements. Next, the biennial reports were located and reviewed. The requirements for the biennial reviews were identified as either required or recommended and were deemed compliant if they met the requirements. Last, a review of the alcohol and drug programming was conducted, and the categories were coded.

Interestingly, as noted above, clarity was lacking as to which pieces were required versus which were recommended. As such, the review of codes was subjective.

Though 28 colleges were contacted, only 26 annual notifications and 24 biennial reports were reviewed. Of these, only two colleges were determined to be in full compliance with DFSCA. The vast majority of the colleges (21) were found to be in partial compliance, and five colleges were found to not be in compliance. Similar to other areas of higher education compliance, Custer (2018) reported that some of the institutions were unclear as to how the requirements for DFSCA differed from other laws, and thus were unclear as to how to comply. Seven recommendations were made to improve compliance with the DFSCA, though the author concluded that the recommendations would only be a starting point.

Compliance With the Clery Act

The Clery Act requires disclosures of safety measures and data related to crimes in and around campus. The consequences for failing to comply with all aspects of the Clery Act are significant. Woodward et al. (2016) studied how institutions were complying with the disclosure requirements. Their work identified the Clery Act as important legislation that is limited in its requirement, as it only requires disclosure. Gonzalez-Pons et al. (2021) reiterated this finding, indicating it may only be symbolic in nature. At the time of publication, the number of schools that had been penalized for noncompliance was relatively low, considering the number of schools required to abide by the law (Federal Student Aid, n.d.).

In a study using data from 423 schools, Woodward et al. (2016) coded criteria to simplify whether various measures were available or not available, or present or absent

within the published materials on the institutions' websites. A content analysis was performed and a checklist was created to verify the coding that was assigned by each reviewer. Frequencies were calculated based on student population and region using IBM SPSS Statistics, and a one-way analysis of variance was run regarding differences in accessibility by region.

The findings were described based on population and region. Interestingly, compliance was found to be lowest in smaller (less than 1,000 students) schools. The authors posit that may be because of a lack of resources and/or a relatively small amount of crime occurring on smaller campuses. Overall, regardless of campus size, less than 80% of all institutions met all of the criteria the authors identified as required to be in compliance with the Clery Act. Beyond the issue of compliance, as required by legislation, the authors noted that "few universities and colleges go beyond mere compliance by proactively attempting to prevent crime and/or educate their students about crime" (Woodward et al., 2016, p. 140; see also Pappas, 2019).

Complying with the Clery Act has long been noted to be challenging (Carter, 2022; Gregory et al., 2016; Wiersma-Mosley et al., 2020; Woodward et al., 2016). In the quest to maintain safe campuses, it is essential for colleges and universities to build and sustain strong relationships with law enforcement. In 2013, the International Association of Campus Law Enforcement Administrators (IACLEA), conducted a survey of those responsible for compliance with the Clery Act on college campuses. Gregory et al. (2016) reviewed the survey data to provide evidence-based research to the existing literature on the Clery Act.

The IACLEA survey was the first of its kind (Gregory et al., 2016). The

organization has not gathered these exact data since that time. The survey was sent to IACLEA members between January 2013 and May 2013. The surveys garnered a 33% response rate out of the 1,350 surveys sent. Categories of responses were identified using descriptive statistics, and analyses were conducted to determine which relationships could be established to identify whether or not an institution had a full-time Clery Compliance Officer. At that point in time, 75% of campuses indicated they had identified an employee responsible for Clery Act compliance. Only 8.9% of those campuses indicated this responsibility was a full-time job.

The status of the field, as indicated in the survey, was troubling. Ninety-one percent of those who responded to the survey indicated that Clery compliance was secondary to their primary responsibilities (Gregory et al., 2016). Given the complex requirements for compliance, the authors posit it would be very hard to achieve full compliance without a full-time employee focused on the task. Most of the respondent campuses utilize electronic records management systems, which positively contribute to the accuracy of statistics. However, to save time, campuses reported utilizing automated systems to gather statistics for the ASRs instead of reviewing reports individually. The respondents also lacked comprehensive audit trails for how data were gathered.

In January of 2023, the U.S. Department of Education increased the amount a campus can be fined to $67,544 (Adjustment of Civil Monetary Penalties for Inflation, 2023). This amount is increased annually to reflect inflation. The U.S. Department of Education maintains a public list of institutions that have recently been reviewed for compliance with the Clery Act (Federal Student Aid, n.d.). Between 2017 and 2020, 27 reports of such reviews have been published. Significant sanctions are generally levied

against institutions found not in compliance. For example, in 2020, Baylor University was initially fined $401,656.00 for multiple violations of the Clery Act (Crim, 2020). That same year, University of California–Berkeley entered into a settlement agreement in which they agreed to pay $2,350,000.00 to conclude the program review (U.S. Department of Education & University of California–Berkeley, 2020).

Job Performance, Burnout, and Self-Efficacy

To maintain safe campuses, employees are tasked with upholding safety measures and complying with laws, such as the Clery Act. In high-pressure positions, multiple demands can negatively impact employee job performance and well-being (Alonderiene & Majauskaite, 2016; Naidoo-Chetty & du Plessis, 2021).

Job Performance and Higher Education

Job performance is influenced by many factors (Fernandez & Moldogaziev, 2015; Foy et al., 2019). In a recent study, Foy et al. (2019) considered the relationship of job performance and work-related stress, among other factors. The authors were interested in learning more about the factors that cause workplace stress. They anticipated the outcomes of such stress would impact employees both personally and professionally.

Utilizing an instrument to measure organizational stress, Foy et al. (2019) surveyed people working in higher education in Ireland. A regression analysis was used to determine how job performance, social support, and work–life conflict were measured against workplace stress. A negative relationship was found between social support and workplace stress, indicating that employees who do not have support systems outside of work are likely to experience increased stress while at work. It was also found that people experiencing work–life conflict also had higher levels of stress at work. A negative

relationship was found between stress and job performance, meaning employees who perform better may have lower levels of stress at work.

Much of the existing research links job performance and other employment-related issues back to supervisors (Alonderiene & Majauskaite, 2016; Fernandez & Moldogaziev, 2015; McCarty et al., 2019). Morgan and Anderson (2019) studied midlevel supervisors at colleges and universities, specifically those working within student affairs. The authors framed the study to better understand the relationship between synergistic supervision and employees' core self-evaluations. When a supervisor and employee work together to meet both organizational and supportive individual goals, they develop synergy.

To measure these supervisory behaviors, Morgan and Anderson (2019) were granted permission to utilize three preexisting instruments to gather their data, and the instruments were combined into an online survey. Out of 2,316 potential participants who were contacted, 704 participants responded to the survey, for a 30% response rate. Respondents represented 2-year and 4-year public and private institutions. All participants were members of Student Affairs Administrators in Higher Education (NASPA), a student affairs professional association. The results of their study indicated that of the respondents, most supervisors practiced synergistic supervision. Further, there was a statistically significant relationship related to core evaluation. Core evaluation included self-efficacy, among other items. The authors posited that this synergistic supervision should lead to increased job performance, in addition to other positively related work behaviors.

In another study regarding supervisory behavior, Alonderiene and Majauskaite

(2016) considered leadership style and the job satisfaction of faculty members in Lithuania. Online surveys were conducted during the spring of 2013 to gather data, and they had responses from 72 faculty and 10 supervisors. In the survey for faculty, respondents answered questions about their direct supervisors, including identifying the supervisor's leadership style. Another survey provided supervisors the opportunity to respond about their perceptions of faculty members' job satisfaction. Questions were constructed to identify both intrinsic and extrinsic job satisfaction. Differences were identified regarding the perception of supervisors versus how faculty identified job satisfaction for themselves. Faculty self-identified intrinsic satisfaction, leading to job satisfaction. Examples included feeling as though their efforts were valued and feeling motivated by their jobs. The supervisors, conversely, thought the faculty would be more satisfied by extrinsic factors. Examples of extrinsic factors included salary and job security. A positive correlation was found between supervisory leadership style and job satisfaction. Servant leadership, coaching models, and transformational leadership were most highly correlated.

Burnout

Many professions are concerned with burnout, particularly those that interact with the public and have complex roles under scrutiny (McCarty et al., 2019; Sabagh et al., 2018). In McCarty et al.'s (2019) article, the challenging and complex work of police officers was considered. This study surveyed 13,146 sworn law enforcement officers from police departments and sheriff's offices around the United States. The participants were those who responded to the Law Enforcement Organizational Survey C (LEO C), part of the National Police Research Platform, funded by the National Institute of Justice.

McCarty et al. (2019) utilized an online survey that was provided to respondents between October 2014 and February 2015. The survey sought to measure burnout by assessing the dependent variables of emotional exhaustion and depersonalization. Emotional exhaustion was measured by asking how often they experienced feelings of burnout, frustration with their job, and if they would describe feelings of being emotionally drained. Depersonalization was measured by asking if they felt more callous or if the job was hardening their emotions. The independent variables attempted to capture workload, control, rewards, community, fairness, and work life. These variables were initially analyzed with basic descriptive statistics, and then ordinary least squares regression analysis was performed.

McCarty et al. (2019) reported that the majority of respondents felt emotionally exhausted a few times a month. Nineteen percent of respondents were identified as severely burned out by experiencing emotional exhaustion weekly. Emotional exhaustion was found to be related to workload and an imbalance in work and life. Conversely, when feelings of support for management and the organization's direction existed, people were less emotionally exhausted. Although there were average responses to feelings of callousness, 13% identified depersonalization and being hardened by the job. When respondents indicated feeling as though their work is not understood by the public, they also expressed hardened feelings.

Higher Education and Burnout

Burnout within higher education is problematic on many levels. In Sabagh et al.'s (2018) review, they hoped to further explore faculty burnout. The authors reviewed empirical published literature on faculty burnout and applied the JD-R model (Demerouti

et al., 2001). Thirty-two samples were examined, representing a total of 9,110 faculty members. The studies were conducted in 13 different countries, and each study evaluated burnout as a variable using a cross-sectional survey design. The authors discussed the findings from all of the various studies. As anticipated, job demands and job resources, as well as personal characteristics impact burnout among faculty.

Mullen et al. (2018) focused their research on student affairs professionals within higher education. Specifically, they were interested in the relationship that may exist between burnout, job satisfaction, and thoughts about turnover. The authors selected a random sample of 150 postsecondary schools using the National Center for Educational Statistics database to identify colleges and universities. They then identified student affairs professionals working at each of the schools and sent the survey out to 3,000 people for a cross-sectional, correlational study. They were able to gather demographic information from 844 participants, and utilized preexisting measures to measure job stress, burnout, job satisfaction, and turnover intentions. Different types of data analysis were used, including *t* tests, analysis of variance, and Pearson correlations. Their findings indicated that job stress and burnout were low among the employees they surveyed. Further, they found high levels of job satisfaction and lower levels of turnover intentions. Taken together, their research upheld prior similar studies (Sabagh et al., 2018).

Self-Efficacy

Carter et al. (2018) concluded that self-efficacy is positively related to job performance. The 2018 study examined the effect of self-efficacy on job performance within a financial services organization. To gather data, the researchers contacted employees spread across 20 different sites, and 54% of those contacted agreed to

participate. Utilizing field-based research, a longitudinal study was conducted over the course of 2 years. To measure self-efficacy, the authors gathered insight from management and other employees into the difficulty of various tasks. From this list, tasks were identified as easy (least difficult) or as hard (most difficult). To measure employee engagement, the authors utilized a preexisting instrument, the Utrecht Work Engagement Scale. Last, to measure job performance, the authors were able to access the internal customer relationship management system. The data were examined using correlational and various types of regression analysis. Self-efficacy, employee engagement, and job performance were found to be positively related. Employee engagement seemed to be a better predictor of job performance than self-efficacy.

Rhee et al. (2017) also studied how self-efficacy impacted job performance by utilizing the JD-R model. Specifically, the authors identified a conceptual model in which coworker incivility was thought to cause emotional exhaustion, which they hypothesized could lead to poor job performance. Mitigating factors, considered as resources within the JD-R model, were self-efficacy and compassion at work. Consistent with other studies, the job performance of employees identifying higher levels of self-efficacy was less impacted by difficulties in the workplace (Carter et al., 2018; Rhee et al., 2017; Tims et al., 2012).

Tims et al. (2012) studied self-efficacy and job performance by investigating job satisfaction and job crafting. The authors collected data from people employed in information technology. The participants were asked to fill out a diary survey every day for 1 week to help the authors measure self-efficacy, job crafting, work enjoyment, and performance. The authors found that when people felt self-efficacious, they performed

better at work. These employees were also more likely to seek new opportunities to learn new tasks, which could also improve their work environment.

With similar intent to the 2012 study regarding self-efficacy and job crafting, Miraglia et al. (2017) studied self-efficacy and job crafting in relation to ratings of employee performance. The authors utilized data from performance evaluations of employees working at the headquarters of a service company in Rome. Performance evaluations were conducted in December of 2 consecutive years. Professionals responded to questions about feelings of self-efficacy and job crafting toward the beginning of each year. The questions measured self-efficacy by asking about employees' beliefs about their abilities and responsibilities at work. Job crafting was measured by asking about ways that employees worked to increase their professional development and requested feedback. Job performance on the employee evaluations was measured on a 10-point scale. Similar to prior studies (Rhee et al., 2017; Tims, 2012), self-efficacy, along with job crafting, was found to be positively related to job performance.

Higher Education and Self-Efficacy

As previously discussed, burnout is a concern for those working in the field of higher education (Mullen et al., 2018; Sabagh et al., 2018). Researchers in Canada were interested in learning more about the relationship of burnout, procrastination, and self-efficacy for faculty (Hall et al., 2019). Utilizing social media to recruit participants, researchers surveyed faculty from 69 different countries. Participants self-assessed their self-efficacy by responding to questions about their teaching abilities and research activities. Data on procrastination tendencies were compiled by asking faculty to identify their perceived levels of procrastination in response to questions about deadlines,

decision-making, and time management. To measure burnout, participants were asked questions about feelings of emotional exhaustion. Related to self-efficacy, Hall et al. (2019) found that faculty were less likely to procrastinate when they had identified feelings of self-efficacy. Findings again supported that faculty were less likely to suffer from emotional exhaustion (burnout) when reporting higher levels of self-efficacy (Rhee et al., 2017; Tims et al., 2012). Burnout was also found to correspond to procrastination.

Research has also been conducted to learn more about the self-efficacy of women in leadership positions. Utilizing an open-ended questionnaire, Montas-Hunter (2012) inquired about identity, leadership, and self-efficacy. The researcher reviewed eight participants' responses, all of whom identified as female and Latina and met the criteria as a leader within higher education. The responses were initially reviewed as a group, to better understand the collective beliefs and opinions. During this phase, the researcher recorded her first impressions of the responses for better descriptions. Next, the data were sorted into the preidentified themes of identity, self-efficacy, and leadership. The researcher read and reviewed the responses multiple times, and then conducted comparative analysis to seek concepts and common themes.

Within the results related to leadership, the participants "had a strong sense of self" (Montas-Hunter, 2012, p. 325). Regarding feelings of self-efficacy, all of the four sources of self-efficacy, as originally defined in Bandura's theory of self-efficacy (1977, 1997), were identified (mastery experiences, social models, verbal persuasion, physiological and affective states). A strong sense of values, support networks, self-awareness, and professional experiences emerged as common among all of the participants.

Summary on Job Performance, Burnout, and Self-Efficacy

Many researchers have studied the concepts of job performance, burnout, and self-efficacy (Carter et al., 2018; Fernandez & Moldogaziev, 2015; McCarty et al., 2019; Sabagh et al., 2018). Limited studies have reviewed these concepts related to administrators working within higher education, particularly when looking at a specific role charged with upholding the Clery Act. Most of these studies were quantitative in nature and set the stage for further review of these concepts. The current qualitative study will allow for further exploration of the concepts presented, with a specific focus on the personal experience of those participating in the interviews.

Job Demands and Job Resources

A recent study utilizing the JD-R model considered identifying personal resources rather than broader institutional resources. Specifically, Lee and Lee's (2022) study looked at students graduating from college, identifying self-compassion as this type of resource. Student participants were sought who were finishing college and looking for professional work, and ultimately 154 students participated. Utilizing an online survey, the authors measured self-compassion, academic demand, academic burnout, and depression. The responses to their study supported the hypothesis of self-compassion as a resource, as participants who identified having more self-compassion also identified feeling less burned out and had better abilities to cope with demands.

Studies have been conducted within many occupations to learn more about how job demands and job resources impact the varying components of burnout, including employees' personality and impacts on self-efficacy (Carter et al., 2018; Miraglia et al., 2017). Albrecht and Marty (2020) considered the influence of personality characteristics

on engagement, commitment, and turnover intention. Their study collected data via online surveys from respondents working in government, education, health care, and other scientific and technical services. These data were matched with responses provided the prior year to allow for longitudinal analysis. Personality factors, such as emotional stability, extraversion, and conscientiousness, were measured using constructs evaluated on Likert scales. Self-efficacy was also measured using a rating scale to measure psychological capital. Job resources was measured by inquiring about job autonomy, job feedback, skill utilization, supervisor support, and opportunities for professional development. Employee engagement was also measured along with commitment and turnover intentions.

The results of their study found that certain personality factors were significant to employee engagement. Employees who identified having a strong sense of belonging to the organization they worked with were those same employees who identified strong emotional bonds in their personal lives as well. The findings suggest that employees who identified strong feelings of self-efficacy within the measurement scales would be those who also identify as feeling confident with a strong work ethic. The findings also supported previous findings of a strong association between self-efficacy and job resources (Miraglia et al., 2017).

Within the higher education employment sector, employee well-being can also be influenced by job demands and job resources (Sabagh et al., 2018). The objective in Naidoo-Chetty and du Plessis's (2021) study was to identify the job demands and resources of academic employees at a public university in South Africa. Utilizing videoconferencing, these researchers conducted semistructured interviews. The data

gathered during these interviews were then reviewed using an interpretive phenomenological analysis along with a template analysis to learn more about employees' experiences. The results of their study identified themes such as quantitative demands, including publication pressure, a feeling of being overburdened with the amount of work they needed to do, and competing time demands. They also identified qualitative demands based on the complexity of the work, which included work–life balance, complex student issues and attempting to support student needs ("complexity of student support"; Naidoo-Chetty & du Plessis, 2021, p. 6), organizational politics, and concerns about their own mental health.

Naidoo-Chetty and du Plessis (2021) identified organizational demands related to the environment of the work. The identified demands included technology, specifically as it related to providing online learning material, and a lack of structural resources. In regard to organizational resources, the participants indicated utilizing social resources to alleviate the various demands. Last, in identifying personal resources, the themes the participants mentioned included autonomy, meaningful work, and personal support. Using the Naidoo-Chetty and du Plessis (2021) study as a framework for future research, the current study focuses more narrowly on those working in Clery compliance roles, as opposed to being limited to academic personnel.

Research Questions

1. What are the job demands experienced by Clery Officers in a large, public university system on the West Coast of the United States?

2. What are the job resources experienced by Clery Officers in a large, public university system on the West Coast?

3. How do the job demands and job resources impact Clery Officers' feelings of self-efficacy?

Chapter 3: Methodology

Introduction

Clery Officers are college and university administrators tasked with significant responsibility (Anderson, 2021; Gregory et al., 2016; Terman, 2022). Whereas other campus administrators in similar compliance roles are provided robust training and assistance, less is known about the support provided to Clery Officers (see Brubaker & Mancini, 2017; Patsy Mink Equal Opportunity in Education Act, 1972). The purpose of this study was to explore the factors that influence Clery Officers' feelings of self-efficacy regarding compliance with the Clery Act in a large, public university system on the West Coast. Utilizing qualitative methods, interviews were conducted to better understand Clery Officers' experiences in this role.

Participants

The target population for this study included Clery Compliance Officers and those who identify having compliance with the Clery Act as a major portion of their job responsibilities. Participation was limited to those identified as Clery Directors, who work at one of the 23 campuses within a large, public higher education system on the West Coast of the United States. Purposeful sampling was used to learn more about the central phenomenon—participants' feelings of self-efficacy in their work (Creswell & Guetterman, 2019). It was anticipated that the demographics of participants would vary, given the diversity of employees within the university system.

In phenomenological research, the number of participants can vary between two and 25 (Alase, 2017). Some researchers indicate 8–12 participants is an appropriate number for semistructured interviews, as the intention is to "describe the meaning of the

phenomenon for a small number" who have had similar lived experiences (Creswell, 2013, p. 161; DeJonckheere & Vaughn, 2019).

The researcher informally reached out to colleagues working on all 23 campuses within the system, in hopes of recruiting 8–12 participants. The researcher initially inquired if they would be willing to participate, or if they had a recommendation for someone better suited to respond, as only one participant from each campus was sought. Approval was received to contact the potential participants through the systemwide office (see Appendix A). Upon a positive response to the initial email, the researcher followed up with potential participants. This allowed for the opportunity to provide additional information about the purpose of the study, formally ask if they would be willing to participate, and provide information as required by the institutional review board (see Appendix B). Ultimately, nine participants agreed, representing nine of the 23 campuses.

Instruments

A series of questions was designed for the semistructured interviews. The researcher contacted the authors of a similar study conducted with higher education faculty in South Africa (Naidoo-Chetty & du Plessis, 2021). The authors of that study provided a copy of their interview questions (see Appendix C). Permission was granted to use and modify the survey questions (see Appendix D).

Procedures

Design

A qualitative design was best suited for this study, as the intent was to better understand participants' feelings and experiences (Edmonds & Kennedy, 2017; Hammarberg et al., 2016). Specifically, interpretive phenomenological analysis (IPA)

was used to gain insight into participants' personal experiences and how they make sense of their experiences. The IPA approach is rooted in psychology and based on three principles: valuing the participant's own perspective to make meaning of their experience, examining closely the individual experience to identify emergent themes, and interpreting the individual's experience (Jeong & Othman, 2016; Smith et al., 2009). This approach allowed me to study the lived experiences of participants with the intended objective of either identifying an across-the-board corroboration or disputing what is found to be untrue (Alase, 2017).

Data Collection Procedures

The researcher adopted commonly used skills identified for semistructured in-depth interviews as provided below (DeJonckheere & Vaughn, 2019; Jeong & Othman, 2016).

Step 1: Identifying Potential Participants and Gaining Consent to Proceed. Potential participants were contacted via email, seeking their willingness and availability, as well as confirming they have lived experience and knowledge about Clery Act compliance (DeJonckheere & Vaughn, 2019). Then, a follow-up email was sent to those who agreed to participate to obtain written consent for their participation in the interview process and research study. Because the participants were being asked about their experiences as an employee of a large, public university system, approval was sought from the systemwide Director of Clery Compliance.

Step 2: Schedule Interviews at a Time and Place Convenient for the Participants. Interviews were conducted via videoconferencing. Interviews were scheduled at a time convenient for the participants, asking that they locate a quiet, private

space and minimize potential disruptions (DeJonckheere & Vaughn, 2019). The researcher opened the interview by providing additional details about the subject matter. The researcher attempted to build rapport with the participants by recognizing the sensitivity of the subject matter, particularly when discussing the participant's experience with their current employer, and further by demonstrating respect and listening attentively (DeJonckheere & Vaughn, 2019).

Step 3: Conducting the Interviews Using an Electronic Voice Recorder. Each interview lasted 45 to 60 minutes and was conducted via videoconferencing. Though the capability existed to video record participants, only the audio recording was maintained. As found in the IPA tradition, semistructured interviews were conducted, utilizing open-ended questions. This allowed me to ask the prepared questions, with leeway for follow-up based on the response received and using appropriate probing techniques (Adhabi & Anozie, 2017; DeJonckheere & Vaughn, 2019). The researcher kept an open mind to all responses provided during the interviews and data collection process (Alase, 2017).

Step 4: Continuing Interviews Until Data Saturation Is Reached. The researcher continued to conduct interviews until no new data were provided via the interview process.

Step 5: Carefully Transcribing Interviews. A software system was used to automatically transcribe each interview, which allowed for the review of the exact words of participants (DeJonckheere & Vaughn, 2019). Then, that transcription was compared with my detailed notes to maintain internal validity, "constantly checking the researcher's sense-making against what the person actually said" (Smith & Osborn, 2008, p. 72).

Step 6: Inviting Participants to Review Their Interviews for Accuracy.

Participants were invited to review the notes for accuracy. The notes were emailed to each participant for their review and to make any necessary edits for clarity. Allowing for this review contributes to trustworthiness via member checking, as detailed below (DeJonckheere & Vaughn, 2019). A deadline was provided to participants to respond. Because the audio recording was electronically transcribed, the email also indicated that no response by the set deadline would be taken as acknowledgment the transcript was correct.

Step 7: Maintaining Efficient Records for Reviewing and Auditing Purposes. Electronic records will be maintained for 3 years for further review.

Data Analysis Procedures

The gathered data were analyzed with the assistance of MAXQDA, a computer assisted qualitative data analysis software. The software assisted me to review the data, apply codes, and seek themes or patterns (DeJonckheere & Vaughn, 2019; Jeong & Othman, 2016; Nowell et al., 2017). Following the conclusion of the interviews, and upon receipt of the final transcript from participants, data analysis was guided by the IPA analysis procedure.

This methodology is not intended to be prescriptive, but rather adapted from Jeong & Othman (2016) and Smith et al. (2009). Starting with the first case, the researcher began looking for themes. The researcher read and reread the responses to become familiar with the material and made initial notes of what was interesting or significant. Next, the researcher developed emergent themes by transforming the notes into phrases. The researcher searched for connections across the themes and clustered the themes together using the JD-R model. The researcher also created a table of themes,

removing those that did not fit or lacked evidence (Appendix E). Moving from case to case, the researcher continued the analysis and looked for patterns across cases. The final step was to write up the findings.

Trustworthiness

An essential aspect of qualitative research is to employ trustworthiness criteria (Anney, 2014; Nowell et al., 2017). The researcher attempted to provide step-by-step descriptions of how the research was conducted. This will assist the reader to better understand the course of action taken and also provides clarity to the decision-making behind those actions (Hammarberg et al., 2016). Dependability was further sought by maintaining an audit trail of raw material to allow for rereview and to further explain how decisions were made involving the data (Aguinis & Solarino, 2019).

Credibility was sought by engaging in member checks (Johnson et al., 2020). These were conducted by sending the initial transcripts back to the participants for their review. The participants also had the opportunity to suggest changes (Anney, 2014). The researcher sought to provide verbatim quotations to bolster congruency between the data and the interpretations (Hammarberg et al., 2016).

Transferability was sought by providing thick, rich descriptions of the data. In addition, as noted above, transparency in the methodology allows for empirical replication. Empirical replication consists of utilizing the same methodology but with different participants (Aguinis & Solarino, 2019).

Limitations

Any research study has limitations, and this study is no different. First, researcher bias must be addressed (Johnson et al., 2020; Nowell et al., 2017). The researcher

currently serves in the role of Clery Director at one of the campuses within the larger university system. Another important note is that respondents were limited in geographical area to the Western United States (Adhabi & Anozie, 2017). As purposeful sampling was used, the participants were limited to those with direct experience within one university system (Creswell & Guetterman, 2019). Semistructured interviews also have disadvantages, which include difficulty in gathering good data due to reluctant participants and the time needed to complete the research (DeJonckheere & Vaughn, 2019).

When finalizing this study, additional limitations were identified. The sample was limited, as only nine of the 23 Clery Directors agreed to participate. One potential participant initially agreed to participate, and then declined when they learned the interview would be audio recorded. Because the participants were all employed within the same university system, broader applicability may be limited given the system's structure and policies.

A further limitation is the lack of participants who identify as male. Although the gender breakdown of all the Clery Directors in the university system is unknown, it should be noted that all but one of the participants in the study identified as female. This could be due to more women working in higher education (Frye & Fulton, 2020). It could also be due to female-identifying participants wanting to support another woman researcher and thus agreeing to participate.

Anticipated Outcomes

The study was proposed to ascertain the feelings of self-efficacy of the higher education administrators. In this instance, the participants were those responsible for

compliance with the Clery Act on college and university campuses. The participants were currently or recently employed within one of the large, public university systems on the West Coast of the United States. One anticipated outcome of this study was that these administrators would express that they do not feel prepared, and they may lack the necessary resources to meet the demands of their job. This was explored utilizing the JD-R model, originally developed by Demerouti et al. (2001).

This study was qualitative in nature, specifically utilizing IPA. This approach was used to better understand the personal experiences of participants and how they make meaning of what they've experienced (Alase, 2017). As such, the innovations anticipated were focused on how to assist these administrators. Specifically, the researcher anticipated identifying areas for additional training and support from management and making appropriate recommendations.

Chapter 4: Findings

Introduction

This chapter begins by describing the research approach, including a brief review of how the data were analyzed and background on the participants. A description of the computer assisted qualitative data analysis software, MAXQDA, is also provided. Next, the study results are discussed. The results were analyzed around the themes in response to the research questions about job demands, job resources, and feelings of self-efficacy. The subcategories that emerged are also identified and supported with participant statements.

The following research questions guided this study:

1. What are the job demands experienced by Clery Officers in a large, public university system on the West Coast of the United States?

2. What are the job resources experienced by Clery Officers in a large, public university system on the West Coast?

3. How do the job demands and job resources impact Clery Officers' feelings of self-efficacy?

Research Approach

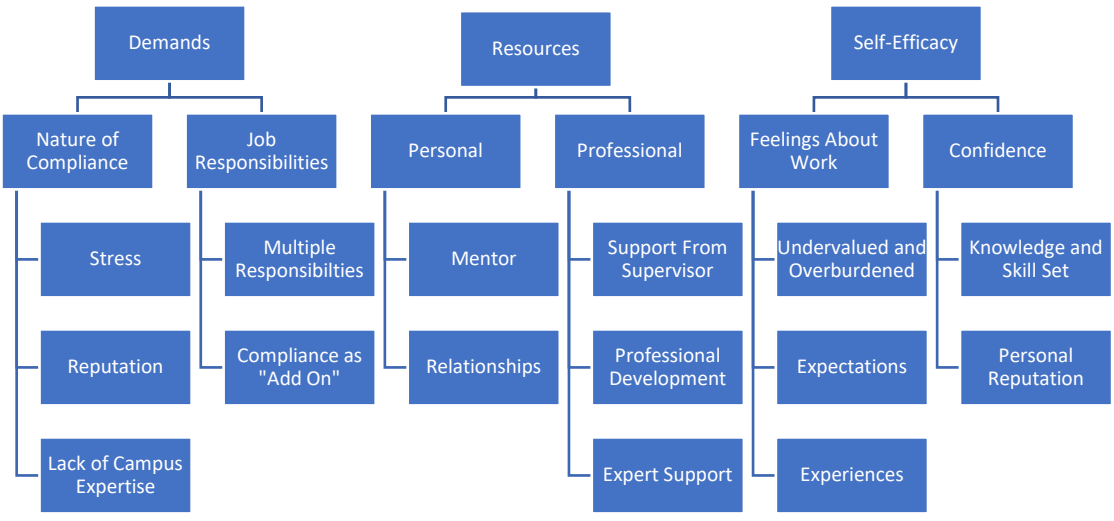
As detailed in Chapter 3, semistructured interviews were conducted. Once all of the interviews were completed, the researcher began the process of reviewing and coding the data. Each transcript was uploaded to MAXQDA, the qualitative data analysis software program previously described that aids in the "focused analysis of interviews" (Rädiker & Kuckartz, 2020, p. 8).

The initial step taken was to read through the transcripts from each interview, as

well as my notes, for overall content and applicability to the research questions. After initially reading through the material, the researcher went back and reviewed the data and made notes, identifying what was interesting or significant (Jeong & Othman, 2016; Smith et al., 2009). Then, these notes were reviewed with the intention of seeking the broad themes to address the research questions regarding job demands, job resources, and feelings of self-efficacy. These themes were labeled, and color coded by highlighting them within the MAXQDA system. Once the initial themes were notated, subcategories began to emerge, as shown in the figure. the researcher continued to review these subcategories for patterns, as well as specific words and phrases that were commonly used by participants (Alase, 2017). Descriptions of the participants and the findings from this analysis are detailed below.

Figure

Themes and Subcategories Related to Job Demands, Job Resources, and Self-Efficacy



Background of Participants

Purposeful sampling was conducted and focused attempts were made to contact all 23 of the identified Clery Directors within the university system. Of those contacted, nine agreed to be interviewed, representing 39% of the eligible pool of participants. The semistructured interviews were conducted over the course of 9 weeks. Arrangements were made to conduct the interviews via Zoom conferencing. Each interview lasted 45–60 minutes and was audio recorded and electronically transcribed via the Zoom software.

During the course of the interview, the researcher asked the questions contained on the interview protocol, as well as any follow-up questions that emerged during the interviews and deemed appropriate at the time. The researcher maintained my own notes, in addition to audio recording the interviews. The audio recordings were automatically transcribed via the videoconference software, and each participant had the opportunity to review my notes and the automated transcripts.

Demographics of Participants

The demographics varied with each participant. Noticeably, all but one of the interviewed participants self-identified as female. Without speaking to each potential participant directly, it is not possible to confirm the gender identity of the larger potential pool. It would not be surprising to find more women in the Clery Director role, as a recent study confirmed there are more women than men in professional staff and management roles in higher education (Frye & Fulton, 2020).

Of the participants, four identified as White and/or Caucasian, two identified as Asian American, two identified as Latinx, and one identified as Black. Participants' ages ranged from 33–47 years. The median and mode of participants' ages were 41 at the time

of the interview. Seven of the participants had worked in the field of higher education for nearly 10 or more years. In 2017, the university system introduced a requirement that each campus identify a Clery Director to serve in the role and oversee compliance. Most participants had served in this role since that requirement went into effect, though three had served in the role for a year or less. To maintain the confidentiality of the participants, they were renamed as Participants 1 through 9.

Study Results

The results of this study were organized into themes initially identified by the three research questions. The remainder of this chapter provides information on the responses from participants to questions related to each theme. The subthemes that came to light from the analysis are also detailed.

Job Demands

The first research question inquired about the job demands faced by participants. Many questions within the interview protocol were responsive to this initial research question. As previously identified, job demands are the parts of a job that require the employee to exert effort. This effort may be physical or psychological (Demerouti et al., 2001; Lee & Lee, 2022).

Questions in the interview protocol asked about participants' feelings about work, expectations, challenges they enjoy, and difficulties they faced. Although participants provided many different responses, themes surrounding the nature of compliance and job responsibilities emerged. Subcategories of stress, reputation, and lack of campus expertise emerged and were categorized into nature of compliance. Subcategories of multiple responsibilities and compliance as an "add on" formed the theme of job

responsibilities.

Nature of Compliance. The feelings of urgency and fear were detailed when participants discussed the obligations and responsibilities associated with working in compliance. Compliance was defined in Chapter 1 as the actions taken to uphold regulatory policies as defined by the Clery Act (Custer, 2018; Salto, 2017). The demanding nature of compliance means that it is not something that can be put on the back burner. To add to the anxiety, it can be difficult to assess which aspect needs immediate attention. Participant 4 described it as,

> A lot of things feel very important and urgent. And because of capacity, I'm having to decide what to focus on and it's a little bit of a gamble. I think there's some drain in just the ever-growing list and the anxiety around picking the wrong thing, especially for emergencies. So you know, if we focus on this, is it this thing that's going to go wrong?

In addition to urgency, participants described fear about making the wrong decision and what the impact of that could be. Participant 7 provided the following:

> There is an extra worry there that if we assess the crime wrong, if we don't do a timely warning, that potentially something could happen. The responsibility comes with this great additional burden, like emotional burden … you want to do a good job, and you want to keep our campus safe, and you want to do the right thing and always notify our students, our campus community of any dangers. But also, because these are Federal regulations. There's that extra layer of compliance that's incredibly important.

Participant 2 said that,

> It's easy to come up with compliance requirements when you're sitting in a Federal boardroom or office, and coming up with all these laws. But when you're actually doing the day to day grind it's a lot harder to actually execute and implement on top of lack of resources.

Stress. Participants discussed the stressful nature of compliance. Though only three of the participants directly discussed stress, all nine of the participants discussed the challenges of the role, elaborating on the high stakes involved. Participant 8 confirmed "there's high expectations from stakeholders on campus." These high expectations include overall compliance with the Clery Act as well as not drawing negative attention to the campus.

There are times that campus colleagues get upset about having to provide information or participate in compliance-related activities, which can be hard for the Clery Director. Examples include asking for information about travel or for details about crimes that may have occurred on Clery geography, which can sound like nagging or prying for private information. Participant 1 described, "it can be really hard, emotionally, just to get that level of people yelling at you and you're like 'I'm just doing my job' so that can … bring down the morale." The stress involved in this work is not something that is easily set aside, as Participant 7 stated: "I always have certain Clery related things on my worry list in the back of my mind that will come up from time to time." The types of concerns include maintaining accurate crime logs and issuing timely warnings and emergency notifications within an appropriate time frame. These stressors may be somewhat expected when working in a compliance role with significant consequences for noncompliance. Adding to the stress is the feeling that others on

campus are not realizing the importance or consequences of it. As described in earlier chapters, the consequences of noncompliance can be monetary and reputational.

Reputation of Compliance. In addition to the overall stress caused by attempting to maintain compliance, participants also discussed the broad negative feelings others on campus have toward their work. Participant 1 indicated feeling as though others on campus were "not realizing that everyone has that institutional responsibility." Without active participation and information sharing, it is not possible for the Clery Director to accurately maintain records for compliance. Participant 1 went on to state that some seemed to treat the obligation in a "flippant manner," as "it's just not a priority for them." When responding to the Clery Director is not a priority, it can result in missing deadlines for the institution. This feeling can be exacerbated when people disagree with some of the requirements. In regard to the regulations, Participant 9 agreed that there are parts that

> [don't] really make any sense, and I don't think that this gets out the spirit of what we're supposed to be doing for this law. But it's what is required, and because it's so fine heavy, we have to do it this way.

There was an overall feeling that their work is to "check the box" and a mismatch between the spirit of the law and whether or not implementation methods are actually effective. Eight of the participants discussed the busywork nature of the role. Participant 2 stated, "the amount of extra work to chase after a lot of data that I don't know is actually overall effective," with Participant 3 adding they are unsure "whether or not compliance has any sort of impact on campus safety."

Lack of Campus Expertise. The third subtheme that arose related to the nature of compliance work surrounded the lack of experts on campus and feelings of isolation.

Three participants stated they did not have anyone on campus with subject-matter expertise, or even experience. Although participants discussed feeling supported by their campus and their supervisor, they sought subject-specific support elsewhere. An understanding of the Clery Act is necessary for the Clery Director, and if they do not have the full understanding, they must identify who can help them in a timely manner. Participant 4 described,

> I have felt less support with Clery because the number of folks who have been involved in Clery [is] more limited and capacity around Clery is more limited. I stepped in with nothing, with no knowledge whatsoever. So, a lot of the support I've received around Clery has been external to the University.

Participant 3 described it as "I don't really feel like I have any peers at my level in the kind of work I do and I'm the captain of the ship." Participant 1 described the work as being on an island, stating,

> There's certain people on campus that can help you in their specific areas, but they're still looking at you to make the final judgment call on things.… It can be a little bit isolating when it's not something that multiple people understand thoroughly or work on daily.

Job Responsibilities. All participants in this study were identified by their institution as responsible for overseeing compliance with the Clery Act. An important element that informs this study is that all but one of the participants had significant job responsibilities outside of Clery compliance. For many, the responsibility for Clery plays a very small role in their overall portfolio. The additional responsibilities are expanded upon below.

Multiple Responsibilities. All of the participants interviewed were responsible for at least one other area aside from compliance with the Clery Act. Some of the roles were related, such as responsibility for the DFSCA. Others had significant campus responsibilities, such as serving as the Dean of Students. Many described not being able to provide sufficient time and energy to Clery. Participant 8 described it as the following:

> kind of where I am kind of like half-assing … I just do the basics to get it done. I know that there's things that need to be changed. I know that there's things that need to be done with it. But I don't have the time or the capacity to do that, so I just got to do the bare minimum, so that we don't get sued, or that we don't have the Department of Education coming down [on] us.

Beyond the feeling of competing priorities, participants also discussed the mental toll of their various responsibilities. This also had an impact on their mental health. As Participant 9 described her role working with both Title IX and Clery, she provided the following:

> Content tends to be really heavy and really burdensome, and tends to slow me down. I'm normally an efficient person with my work and that tends to slow me down and really like, drag my mental health down. So, I think that is pretty impactful, because if my emotional capacity is being vacuum sucked over here, I don't have it to spend elsewhere.

Participant 2 stated that wearing multiple hats led them to work "with people's feelings and perspectives that may not be tied to the limits of what your executive order gives you, or may not be tied to a realistic or reasonable outcome that you have capacity to provide."

Compliance as an "Add On." All but two of the participants also indicated that their original job responsibilities on campus did not include Clery Act compliance. Some were asked if they wanted additional responsibilities, or viewed it as an opportunity for growth. Some were assigned the responsibility, as Participant 7 detailed:

> … literally was just told. This is now part of your role. And so yeah, that's not always the best feeling to not have a say in those matters, but I guess that's just expected that at times that you'll be given assignments that you didn't necessarily volunteer or want.

In some cases, participants felt as though they were being taken advantage of. Participant 8 indicated that this is not uncommon within their division on campus when matters come forward that need attention: "we're always taking on more and more than we can handle."

Job Resources

The second research question inquired about the job resources that participants identified. The interview protocol asked participants to identify what in their work environment aids in their success. The researcher elaborated on the questions to ask about types of support they receive, how they cope with challenges, and their motivations. Their responses were themed around personal resources and professional resources. Personal resources include the subcategories of mentors and relationships. Professional resources include the subcategories of support from supervisor, professional development, and expert support.

Personal Resources. Participants indicated significantly relying on their relationships with others as forms of support. Though the researcher anticipated hearing

about support from family, much was discussed about friendships. In addition, participants mentioned the value of personal relationships aiding in their professional roles.

Mentor. In addition to personal friendships, two participants discussed the value of having a mentor. Participant 7 intentionally sought

> a mentor on campus that I thought had the skills that I did not. It was like a complementary kind of relationship where I'm like, wow, I admire them. And so that has actually helped me personally grow a lot in that sense, because I'm able to bounce off ideas.

Participant 3 acknowledged the value of having a mentor, sharing disappointment that their campus did not provide this type of opportunity.

Relationships. The importance of relationships was apparent with all of the participants. Participant 9 confirmed that the "campus tends to run on personal relationships." Participant 2 went so far to say that they "live and die by the relationships on this campus," in the context of supports that make their job easier. Participant 7 noted the importance in building these relationships in terms of compliance, as "it really takes a lot of relationship and interpersonal relationship to get buy-in from individuals." When asked about supportive resources, most participants indicated having personal friendships with people both inside and outside of the university that they could "vent" to. These were trusted confidants, whom they could share their experiences with and not worry about information being inappropriately shared.

Professional Resources. All of the participants indicated they had the ability to work from home, and most indicated they did so regularly. This option to work from

home being supported by their campus was very important. Participant 1 shared they felt "more successful at my job working from home because I am so appreciative of that opportunity." Part of this includes the flexibility to take breaks when needed. Participant 1 followed up with the following:

> Because I'd have that break, you know, I'm definitely more focused when I come back … being able to really actually step away from the desk, and like, go physically do something I needed to get done at home. Anyway, I think is really helpful in my productivity.

Support From Supervisor. Of interest is the appreciation every participant shared for their supervisor. Participants acknowledged the importance of this support and how it helped them in their role. Though many indicated their supervisor was not a subject-matter expert on the Clery Act, all indicated they felt positively supported. Participant 5 shared, "having that leader, not a manager, but a leader who recognizes your potential, recognizes your challenges, and who can also motivate you and challenge you at the same time is really critical in being successful." Participant 1 reiterated that "every time I need her [supervisor] [the response is] like what can I do to support you." Another example from Participant 1 is that their supervisor has said, "Please don't quit. I need you," which they found to be motivating.

Professional Development. Participants also found value in the opportunities for professional development. Some participants indicated significant support to attend workshops and trainings. These opportunities increased their confidence in knowing the subject matter. In addition, it provided networking with other professionals they could seek out for guidance. Some have had multiple opportunities to go to conferences.

Participant 1 was appreciative of "that willingness, that if I want to learn it, they're gonna back me up for letting me, you know, do any professional development and trainings I need." Participant 4 also indicated having "really good support for pursuing those [professional development opportunities] and taking time to do those and pay for those that's been really helpful." With the strain on university budgets, Participant 8 shared appreciation that their campus "set aside philanthropic funds along with State funds for us to provide professional development." This means that even if the state funds could not cover the training, other funding sources remained available for this endeavor.

Expert Support. Many Clery Directors took on the compliance role without a lot of prior knowledge or expertise in the area. In the last few years, the systemwide office hired a systemwide director and the participants in this study were very appreciative of the director's role. Five participants specifically discussed this systemwide director as a valuable resource. Participant 1 discussed the value of this resource as someone who provides the opportunity to run things by her. Participant 8 described the systemwide director as "very strong, and so she is able to be responsive … put it in layman's terms that we get it. She's been phenomenal."

Feelings of Self-Efficacy

The third research question inquired about self-efficacy. The interview protocol provided questions about participants' sense of control and the work they enjoy, and questions to identify the personal and/or organizational characteristics that help them. Two broad themes arose in this study—feelings about work and participants' confidence. Feelings about work included the subcategories of feeling undervalued and overburdened, expectations of others, and the benefits that have come from their

experiences.

Feelings About Work. Participant 9 reiterated the stressful nature of the work: "people judging my work quality based on information that they don't have." Although supervisors provided support and seemed to overall assist in workplace satisfaction, there is often no end in sight to the workload. In the context of discussing professional development opportunities, or other more enjoyable opportunities in the workplace, Participant 8 shared that "once you step away from work, the emails pile up, and then it's like. Oh, now I got more emails to do during the weekend." Participant 2 reiterated the sentiment, indicating one of their coping skills is to "say no" to "simplify [their] life." Overall, participants shared positive feelings, as evidenced by Participant 2:

> I'm really happy with my job, even though I'm always stressed out. It's just because I have a really nice team of managers that come into work, and they're just a positive group of people, even though they're overworked. And I come to work for the people, for the students, for the people I work with. So, as far as job satisfaction, you know definitely, [even though] we're overworked.

Undervalued and Overburdened. Many participants shared feelings of being overwhelmed by their work and not knowing what to do about that. Four participants directly stated they were overwhelmed. Participant 4 shared the following:

> Clery Director is not the main purpose of my job. It means that I'm determining what percentage of my time I'm spending on it. And it easily could be a full-time job, and I'm just choosing what I'm going to do and I'm just hindered by capacity.

Participant 5 discussed this issue leading to burnout, in that

> you have so many different things that's happening that that requires your attention. But there are certain things that I would say low hanging fruit that if you have support that would have helped alleviate some of the burnout things.

To attempt to alleviate these feelings, participants expressed the need for additional staff support. Many are an office of one and expressed frustration about not having anyone specifically devoted to Clery compliance to assist. Participant 9 said,

> I am a one [person] shop, so to speak.… There has been times where I would ask an office or department for something, and they'll tell me they don't have capacity. And I'm like that's fascinating, you know. Tell me more about that, because I'm a one [person] shop over here, and somebody wants to tell you about how they don't have capacity for something.

Participants also questioned their value to the organization, and if their work matters. In one example, Participant 1 shared an experience when someone did not realize Participant 1 was responsible for Clery, though they had been doing it for a year. Participant 2 also discussed not being included, in that

> sometimes maybe my position will get missed at being included at the table. Especially like in the academic side of things … people know me, and they know that I'm the Clery Director, and they're like, oh, yeah, maybe we should probably include [participant]. Maybe [participant] needs to know about this.

The lack of follow through also contributed to this feeling of being less valued, as Participant 6 shared: "You know that follow through is not happening, it can make it feel like my work isn't valued, or the energy that I put in. Is it valued or appreciated?"

Expectations. In addition to the pressures of making sure the university is in

compliance with the law, participants commonly shared the pressure of expectations from various stakeholders. Participant 2 stated that "my job is ninety-nine percent managing expectations." Participant 8 also detailed this by saying

> I feel very overwhelmed because a lot of my work is compliance related. So it's like I need to make certain that I'm getting the decisions correctly, or I kind of overthink things a little bit before I send that email to make sure that I've dotted my i's and crossed my t's.

Experiences. Even with the many challenges identified, participants shared their appreciation for the experiences their work with Clery has provided. Participant 7 stated their work provided

> a very unique opportunity where it really had influence … I feel like I would not have been afforded that kind of opportunity, but because of my proximity and the work that I do in improving things and reporting to the Vice President, I feel like I've been giving a lot of influential opportunities, you know, across different divisions that I wouldn't be able to otherwise.

The experiences can be a double-edged sword. When Participant 8 was asked if they would do anything differently in their career, they responded,

> I wish I would have said no to more things. I would have had more time for myself, but if I would have said no to more things, I probably wouldn't be in the position where I am today, because I wouldn't have been given opportunities that were just kind of given to me. I'm fortunate that those opportunities came, because I probably wouldn't be here where I am today. And if I would have said no to things, I probably would not have the expertise to be able to say where I am

today, too.

Confidence. A significant aspect of self-efficacy is self-confidence. Participants expressed feeling more confident as they gained more experience. They also expressed concerns about how they were perceived by others. Participant 7 stated that "if I share too much about struggles I'll be seen as [they] can't handle it, and they'll take things away or I will look bad in their eyes."

Knowledge and Skill Set. Commonalities were also identified among participants feeling like they did not have the knowledge needed in their role.

> When someone's reaching out for guidance, and it's a gray area … I'm not going to pretend … I hate having to be like "Let me research this for you and get back to you," you know, that's frustrating for me. I want to be able to give a firm answer. (Participant 1)

Multiple participants indicated there are things about Clery, federal, and state law that they don't understand. Part of this challenge is due to the changing nature of Clery, as discussed in Chapters 1 and 2. Participant 5 shared, "you have to kind of adapt and pivot based on some of the changes that's happening … landscape, like legislative federal laws, or even some of the University initiatives." They went on to discuss the importance of a growth mindset in this work: "the growth mindset to constantly know that you're gonna be a constant learner, because not every situation is the same, and every situation comes with sets of unique challenges, and then they're always having to be analyzed differently."

Personal Reputation. Participants also discussed their personal reputation, and how others on campus viewed their role and their work. Multiple participants had been

the recipient of comments such as “Thank God, you’re willing to do this because no one else wants to do it” (Participant 1). Participants also shared the experience of people not wanting to receive a phone call or an email from them, with Participant 1 sharing the following:

> No one wants to get an email from me, because you know it’s not going to be a fun one. The areas that I oversee are compliance related, and compliance isn’t really a fun topic for people. It’s like the last thing on their minds, like someone else can deal with that.

This can be distressing when trying to make connections on campus and think about future goals. Participant 3 stated,

> No one wants to work with us, either, right? … I’m like, I’m sorry that I called you like 3 times this quarter, but I promise it’ll pass like it’s just your turn, and we won’t talk for a couple of years, and they want that. They don’t want to talk to me if they don’t have to.

They went on to say the following:

> I kind of carry all the smelly stuff that makes universities get on the pages of the news, and sometimes I feel like they keep me [locked] in a room.… People of my similar leadership level or even less, are like at the cocktail parties, and being called to go on the Booster Charter trip here and there, and like I’m not. (Participant 3)

Conclusion

Nine participants agreed to be interviewed to discuss their role as a Clery Director, with the understanding that the researcher was seeking information to better

understand their feelings of self-efficacy. All nine of the participants held the Clery Director title. All nine of the participants also held other titles and other responsibilities. The participants' other roles and responsibilities had a significant impact on their feelings of self-efficacy, as will be discussed in the next chapter.

Chapter 5: Discussion

Summary of Findings

The study began with the intent to learn from higher education professionals serving in the role of Clery Director to better understand their feelings of self-efficacy. It serves as a resource to those who manage or oversee Clery Directors to learn how to better support them in their role. This research also contributes to new ways of measuring self-efficacy from a qualitative perspective.

Though the initial focus of this study was on Clery Directors, it very quickly became clear that the title of Clery Director is one of many hats that participants wear. This is not a new phenomenon, and prior studies have acknowledged that many administrators in this role have multiple responsibilities (Terman, 2022). The questions asked of participants did not focus on knowledge and skill set specific to Clery compliance, but rather feelings about the job demands and job resources of each participant (Naidoo-Chetty & du Plessis, 2021). It was initially anticipated that participants would provide responses from the lens of a Clery Director, but it became impossible to separate this role from the many roles they play in their professional lives.

There are many complex challenges in complying with the Clery Act (National Center for Campus Public Safety, 2016). This study reinforced the idea that the role of Clery Director is challenging. The participants in this study understood the importance of compliance and had positive intentions to uphold the Clery Act, but frequently cited a lack of time and resources to do so. The findings of this project uphold the sentiment of a previous study that found Clery Directors "operate in a state of fear" (National Center for Campus Public Safety, 2016, p. 7).

Participants described challenging, high stress work environments; surprisingly, their descriptors lacked robust indications of burnout. As previously defined, burnout is mental, physical, and/or emotional exhaustion, depersonalization, and feelings of reduced personal accomplishment (Demerouti et al., 2001; Maslach, 1982; Sabagh et al., 2018). Participants described feelings of depersonalization when discussing "checking the box" on compliance related matters. They also described feeling overwhelmed, or as if they were unable to complete all of their assigned tasks in a timely manner. However, participants did not describe feelings of exhaustion related to their work.

Meanings and Understandings

The participants' interviews were reviewed to identify which aspects of their responses could be identified as job demands and which could be identified as job resources. As supported by previous findings, although participants identified multiple demands, they also identified several resources that served to mitigate their circumstances (Rhee et al., 2017). The semistructured interview questions solicited data in response to the following three questions.

Research Question 1: What Are the Job Demands Experienced by Clery Officers in a Large, Public University System on the West Coast of the United States?

Participants were asked to describe the challenges they faced in their current role, and these challenges were then considered under the lens of job demands (Demerouti et al., 2001; Lee & Lee, 2022). Job demands were identified as the stressful nature of compliance and the burden of their job responsibilities. Similar to previous studies, Clery Directors identified feeling overwhelmed and frustrated with competing time demands (Naidoo-Chetty & du Plessis, 2021). These feelings stemmed from the multiple areas and

projects the participants were responsible for. Some participants had considerable responsibilities outside of Clery that could also have significant consequences for noncompliance, such as Title IX.

Research Question 2: What Are the Job Resources Experienced by Clery Officers in a Large, Public University System on the West Coast?

To better understand the resources relied upon by Clery Directors, questions were posed about the support they received and where the support came from. Clery Directors indicated they placed great value on relationships. Having the ability to talk through their concerns with others, even if the other party did not fully understand their concerns, was helpful. The value of supportive networks for higher education professionals has been found in prior studies as well (Montas-Hunter, 2012). Specific support from participants' supervisors seemed to be one of the most valuable resources available to them. This is consistent with prior studies regarding the importance of personal and social resources (McCarty et al., 2019; Naidoo-Chetty & du Plessis, 2021). This is also consistent with prior research regarding the relationship between supervisory leadership and job satisfaction (Alonderiene & Majauskaite, 2016; Fernandez & Moldogaziev, 2015; McCarty et al., 2019; Morgan & Anderson, 2019).

Research Question 3: How Do the Job Demands and Job Resources Impact Clery Officers' Feelings of Self-Efficacy?

The participants in this study seem to have a strong sense of self-efficacy. Self-efficacy was previously defined in this study as a feeling of effectiveness and belief in one's abilities (Bandura, 1977). Participants identified their work as challenging, and many expressed feelings of not having enough time to complete the work. However,

participants leaned on their support networks and indicated they knew where to find help when needed. This finding upholds prior research regarding the value of relationships and job satisfaction (Yin et al., 2018), as well as the impact of job resources on self-efficacy (Albrecht & Marty, 2020; Miraglia et al., 2017).

Implications of the Study

The purpose of this qualitative study was to explore the factors that influence Clery Officers' feelings of self-efficacy regarding compliance with the Clery Act. As anticipated, Clery Officers feel the weight of compliance and express fear of making mistakes. However, the overall tone of the participants' interviews was positive, indicating they enjoy their work.

The outcome of this study impacts the field in multiple ways. This study provided a glimpse of the job demands experienced by participants in attempting to comply with the complex requirements of the Clery Act. The descriptions provided by participants give the supervisors of these positions a better understanding of the pressure their employees are facing. This study also brought to light the concern that Clery Directors do not have enough time to devote to this role. With the exception of one participant, all others considered Clery compliance to be a smaller subset of their role on campus.

This study also supported prior research regarding the value of a good supervisory relationship. When participants indicated feeling overwhelmed or unsure of themselves, knowing they had a supervisor who had their back was essential. All of the participants in this study expressed their appreciation for the support provided by their supervisor. This held true even when their supervisor was not a subject-matter expert, which was the case in nearly all circumstances.

Future Research

This study was conducted in a qualitative format. Thus, thick, rich descriptions of the participants' experiences of the job demands and job resources were available for analysis. In identifying the concept of self-efficacy, it was more challenging to quantify the data. Future studies might consider a mixed-methods approach, utilizing a survey to quantify feelings of self-efficacy and measuring those results against the qualitative responses. A mixed-methods approach could garner additional data for comparison and review. Although this study analyzed feelings of self-efficacy, other aspects of burnout are also worth investigating. Studying job satisfaction and turnover intention would also be valuable for employers.

The field of compliance within higher education is complex, and there are many administrators on college campuses who are responsible for compliance. Future studies could focus on one of those areas, such as Title IX, Title V, or the Americans with Disabilities Act. The methods utilized in this study could be replicated, and outcomes could then be compared between those administrators and Clery Directors.

Conclusion

It was initially anticipated that Clery Directors would express feelings of burnout and anxiety. The outcomes of this study do not fully support these preconceived notions. The participants in this study came across as strong administrators who are up to the task of maintaining compliance with this important law and are valiantly working to keep campuses safe. The identified job resources mediated many of the incredible demands faced by Clery Directors. The specific resource identified as most helpful was that of a supportive supervisor. Even when the supervisor was not a subject-matter expert, Clery

Directors felt that with supervisory support they could be successful.

All of the participants demonstrated dedication and the willingness to work hard. It is also apparent that the burden of multiple and conflicting responsibilities impacts their feelings of self-efficacy. This finding is significant to the field of compliance in higher education and important for supervisors of these administrators to note. Those administrators tasked with Clery compliance should be provided with additional support to better meet the expectations and obligations. This could be in the form of shifting responsibilities out of their area or providing additional staff support so that tasks can be delegated appropriately.

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Appendix A

Site Permissions

9/26/2022

CSU The California State University
OFFICE OF THE CHANCELLOR

Systemwide Public Safety
401 Golden Shore, 5th Floor
Long Beach, CA 90802-4210

www.calstate.edu/systemwide-campus-safety-security

Melinda Latas
Director of Systemwide Clery and Campus Safety Compliance

562-951-4144
Cell 562-533-8425
E-mail mlatas@calstate.edu

Nova Southeastern University
3301 College Avenue
Fort Lauderdale, FL 33314-7796

Subject: Site Approval Letter

To whom it may concern:

This letter acknowledges that I have received and reviewed a request by Jacqueline Pontius-Hogan to conduct a research project entitled The Impact of Job Demands and Job Resources on Clery Officers' Feelings of Self-Efficacy at the California State University and I approve of this research to be conducted within our system.

When the researcher receives approval for his/her research project from the Nova Southeastern University's Institutional Review Board/NSU IRB, I agree to provide access for the approved research project. If we have any concerns or need additional information, we will contact the Nova Southeastern University's IRB at (954) 262-5369 or irb@nova.edu.

Sincerely,

Melinda D. Latas

Melinda Latas
Director of Systemwide Clery and Campus Safety Compliance
562-533-8425

Appendix B

General Informed Consent Form

General Informed Consent Form

NSU Consent to be in a Research Study Entitled
The Impact of Job Demands and Job Resources on Clery Officers' Feelings of Self-Efficacy

Who is doing this research study?

College: Abraham S. Fischler College of Education and School of Criminal Justice

Principal Investigator: Jacqueline Pontius-Hogan, Master of Arts in Education, Bachelor of Arts in Sociology

Faculty Advisor/Dissertation Chair: James Miller, Ph.D.

Co-Investigator(s): N/A

Site Information: California State University System

Funding: Unfunded

What is this study about?

This is a research study, designed to test and create new ideas that other people can use. The purpose of this research study is to learn more about the experiences of Clery Officers. Through semistructured interviews, the researcher will explore the factors that influence Clery Officers' feelings of self-efficacy regarding compliance with the Clery Act in a large, public university system on the West Coast. Clery Officers are administrators on college and university campuses, identified as those responsible for their respective campus compliance with the Clery Act. This study will interview the Clery Officers to better understand their experiences in this role.

Why are you asking me to be in this research study?

You are being asked to be in this research study because you are currently or have recently served as a Clery Officer in the large, public university system being studied.

This study will include about 10 people. It is expected that one person will participate from each university campus within the system.

What will I be doing if I agree to be in this research study?

While you are taking part in this research study, you will be asked to participate in an approximately 60-minute interview via Zoom. Following the interview, you

will be sent a copy of the interview notes electronically for your review and to make any edits necessary for clarity.

Are there possible risks and discomforts to me?

This research study involves minimal risk to you. To the best of our knowledge, the things you will be doing have no more risk of harm than you would have in everyday life.

What happens if I do not want to be in this research study?

You have the right to leave this research study at any time, or not be in it. If you do decide to leave or you decide not to be in the study anymore, you will not get any penalty or lose any services you have a right to get. If you choose to stop being in the study, any information collected about you **before** the date you leave the study will be kept in the research records for 36 months from the end of the study but you may request that it not be used.

What if there is new information learned during the study that may affect my decision to remain in the study?

If significant new information relating to the study becomes available, which may relate to whether you want to remain in this study, this information will be given to you by the investigators. You may be asked to sign a new Informed Consent Form, if the information is given to you after you have joined the study.

Are there any benefits for taking part in this research study?

There are no direct benefits from being in this research study. We hope the information learned from this study will provide information to better support the Clery Officers to be successful in their roles.

Will I be paid or be given compensation for being in the study?

You will not be given any payments or compensation for being in this research study.

Will it cost me anything?

There are no costs to you for being in this research study.

How will you keep my information private?

Information we learn about you in this research study will be handled in a confidential manner, within the limits of the law and will be limited to people who have a need to review this information. Your name will be maintained by the researcher, but will not be included in the write up. Instead, you will be assigned a code to correspond with all of your responses. This data will be available to the researcher, the Institutional Review Board and other representatives of this

institution, and any regulatory and granting agencies (if applicable). If we publish the results of the study in a scientific journal or book, we will not identify you. All confidential data will be kept securely within the researcher's electronic files. All data will be kept for 36 months from the end of the study and destroyed after that time by deleting all electronic files.

Will there be any Audio or Video Recording?
This research study involves audio and/or video recording. This recording will be available to the researcher, the Institutional Review Board and other representatives of this institution. The recording will be kept, stored, and destroyed as stated in the section above. Because what is in the recording could be used to find out that it is you, it is not possible to be sure that the recording will always be kept confidential. The researcher will try to keep anyone not working on the research from listening to or viewing the recording.

Whom can I contact if I have questions, concerns, comments, or complaints?

If you have questions now, feel free to ask us. If you have more questions about the research, your research rights, or have a research-related injury, please contact:

Primary contact:
Jacqueline (Jamie) Pontius-Hogan can be reached at 559.970.2022.

If primary is not available, contact:
James Miller, Ph.D., can be reached at 504.231.4780.

Research Participants Rights
For questions/concerns regarding your research rights, please contact:

Institutional Review Board
Nova Southeastern University
(954) 262-5369 / Toll Free: 1-866-499-0790
IRB@nova.edu

You may also visit the NSU IRB website at www.nova.edu/irb/information-for-research-participants for further information regarding your rights as a research participant.

Research Consent & Authorization Signature Section

Voluntary Participation - You are not required to participate in this study. In the event you do participate, you may leave this research study at any time. If you leave this research study before it is completed, there will be no penalty to you, and you will not lose any benefits to which you are entitled.

If you agree to participate in this research study, sign this section. You will be given a signed copy of this form to keep. You do not waive any of your legal rights by signing this form.

SIGN THIS FORM ONLY IF THE STATEMENTS LISTED BELOW ARE TRUE:

- You have read the above information.
- Your questions have been answered to your satisfaction about the research

Adult Signature Section

I have voluntarily decided to take part in this research study.

Printed Name of Participant	Signature of Participant	Date
Printed Name of Person Obtaining Consent and Authorization	Signature of Person Obtaining Consent & Authorization	Date

Appendix C

Interview Protocol

The impact of job demands and job resources of Clery Officers' feelings of self-efficacy

Qualitative Approach: Semistructured Interview

Format: 30 to 45 minutes
Target Audience: Clery Compliance Officers (an employee of a higher education institution who has been identified as being responsible for maintaining the institution's compliance with the Clery Act; Gregory et al., 2016).

Structure per semistructured interview:

Introduction

- Thank participant for participating in the research.
- Confirm overview of the research.
- Confirmation/finalization of any (outstanding) consent forms and recordings.

Participant details	
Job title:	
Gender:	
Race:	
Age:	
Department you report to:	

Standard Questions:

1. How long have you worked in higher education?

2. Have you worked in similar roles on other campuses?

3. Please share the path that led you to your current role.

4. How are you feeling about your work at the moment?
    a. How do you know what is expected from you (i.e., their job responsibilities)?

5. Would you say you have control over your job?
    a. What are the aspects that hinder them from having control?

6. What are the work challenges that you enjoy working on?
    a. What personal and/or organizational characteristics help you to do the work you enjoy?
    b. If you had to rate on a scale of 1 (*never*) to 5 (*all the time*) on how often you get to do the work you enjoy, what would your rating be?

7. What work challenges make it difficult for you to do and be your best at work?

8. If you had to rank order these challenges, what would you consider the most challenging to the least challenging?
    a. What is it about XXXX (the challenge) that you find most draining?
    b. How do you go about resolving those challenges?
    c. Do you as the individual feel that you have the necessary coping tools to deal with negative challenges? And if so, what are those tools?

9. What resources in your work environment play a role in making what you do a success?

10. How do you feel about the support you currently receive from those you work with (supervisor, coworker, etc.)?
    a. What are these forms of support? How often is this assistance received?

11. What support would you like to receive in the workplace that you are currently not getting?

12. Are there things happening in the work environment that help you to cope better when there is a lot expected of you?
    a. What does the institution do to assist you when you're experiencing these pressures?

13. Are there things that you would have liked to happen or be available in the work environment, as it would have helped you to cope better with all the demands?

14. What resources in your personal life play a role to aid you in making your job/work a success?

15. What motivates you to do your work?
    a. Is there anything the institution provides to you to motivate you?

16. If you had to look back at your university career, what aspects would you alter when considering work pressures?

17. What keeps you in your role as a Clery Compliance Officer?

THANK YOU!!!!

Appendix D

Permission to Utilize and Modify Questions

From: Mineshree Naidoo <minaidoo@uwc.ac.za>
Sent: Tuesday, April 19, 2022 11:53 PM
To: Jacqueline Pontius-Hogan <jp3472@mynsu.nova.edu>
Subject: Re: Information on Job Demands Job Resources of Academics in Higher Ed

Hi J

Thanks for the mail.

Yes, I see no problem with this. Please go ahead.

Keep well.

Regards,
Minesh

From: Jacqueline Pontius-Hogan <jp3472@mynsu.nova.edu>
Sent: Monday, April 18, 2022 11:34 AM
To: Mineshree Naidoo <minaidoo@uwc.ac.za>
Subject: Re: Information on Job Demands Job Resources of Academics in Higher Ed

Hello,

May I have your permission to use and/or modify these questions, with stated credit to you, in my dissertation?

Thank you for your consideration.

Best,
Jacqueline

Appendix E

Grouping Codes Into Themes

Grouping Codes Into Themes

Category	No. participants contributing	No. transcript excerpts included
Demands	7	15
Feelings about compliance	8	28
Stress	3	3
Job responsibilities	6	13
Reporting structure	8	15
Challenges	9	46
Resources	9	64
Supervisor	9	26
Personal	8	12
Professional development	5	10
Confidence and self-efficacy	9	32
Control	5	5
Enjoy	5	9
Feeling about work	9	34
Skills	6	14