

## SECTION 3

### FINDINGS REGARDING RESPONDENT DEMOGRAPHICS

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**\*Student and union staff demographic reports are not yet available, but will be provided soon to departments employing student or union staff.**

# Nonunion Staff Response and Demographic Differences

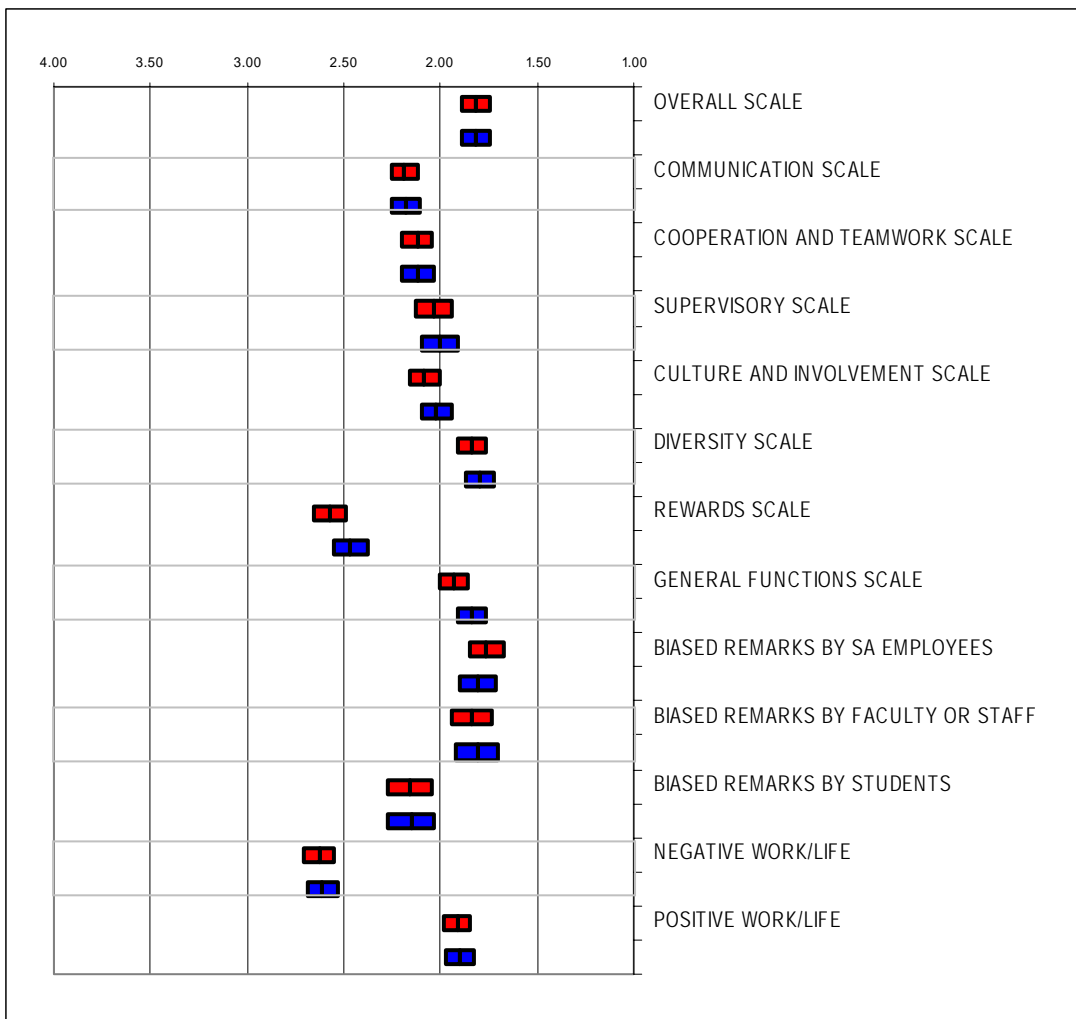
## Gender

Based on the thirteen scales contained in the survey no significant differences were demonstrated based on gender. The following graph displays the survey results using confidence intervals, it can be seen that male and female confidence intervals strongly overlap on all scales; there were not enough respondents in the self-define category for analysis.

While there was no significant gender difference in whether or not respondents were a primary caregiver or financial provider for children, there were some differences in other responsibilities. When asked, “Do you have the main financial role, or do you greatly add to financially supporting a partner/spouse”, males (48.1%) were more likely to indicate yes than females (34.9%). When asked whether or not they were the main caregiver for elders, women (16.6%) were significantly more likely than men (7.7%) to indicate that they were.

### Gender Comparison Table on Survey Scales

(4 = negative response, 1 = positive response)(Red=Female, Blue=Male)



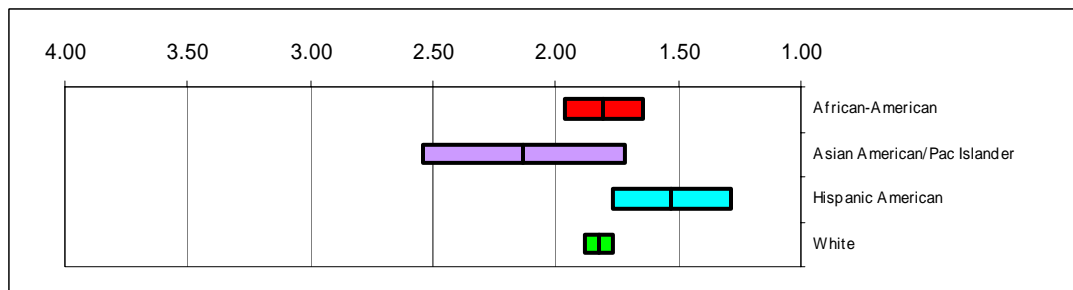
## Ethnicity

Overall, survey responses based on race and ethnicity were generally similar, however there were some notable differences. The three general trends indicated by the survey include:

- 1) Hispanic/Latino(a) staff members reported the highest level of satisfaction. Indicating significantly higher ratings than whites or other ethnic minorities on almost half of the scales including overall, communication, culture and involvement, supervisory, and general functions.
- 2) African-American staff members reported a lower level of satisfaction than white staff on the diversity scale, biased remarks by student affairs staff, and biased remarks by non-student affairs staff and faculty.
- 3) Asian-American staff members reported the lowest level of satisfaction among any race/ethnic category, with significantly lower ratings than whites and/or other ethnic minorities on five of the scales including cooperation and teamwork, general functions, biased remarks by student affairs staff, biased remarks by non-student affairs staff and faculty, and biased remarks by students.

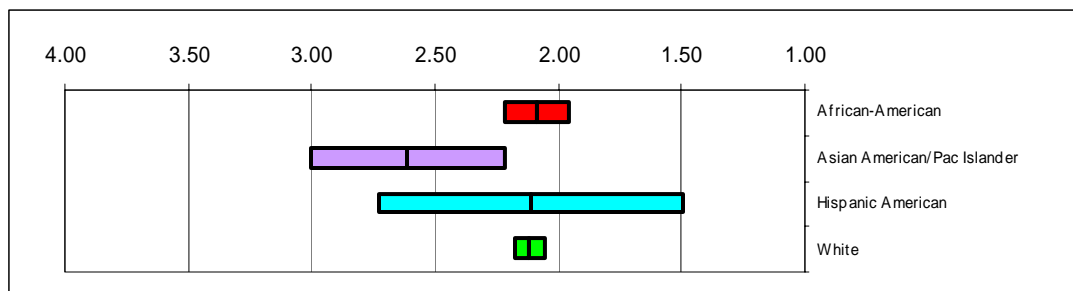
### Overall Scale

(4 = negative response, 1 = positive response)



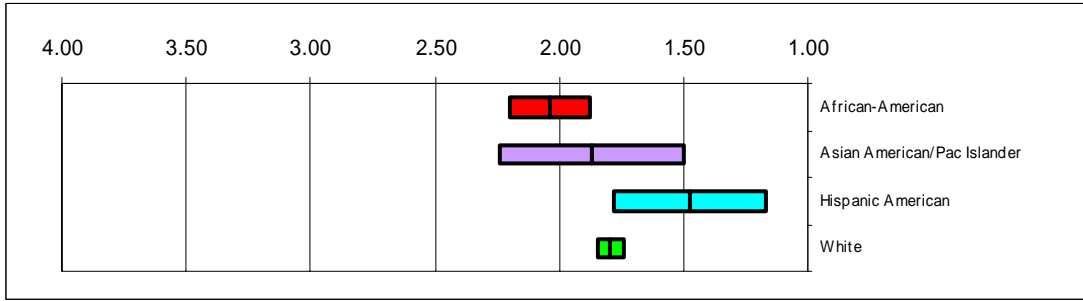
### Cooperation and Teamwork

(4 = negative response, 1 = positive response)



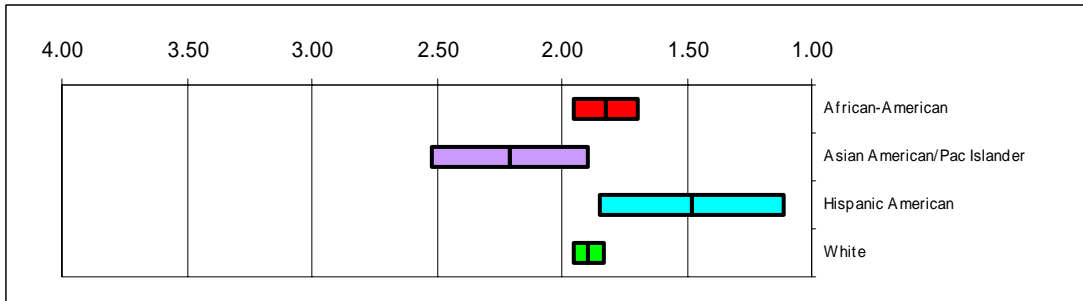
### Diversity Scale

(4 = negative response, 1 = positive response)



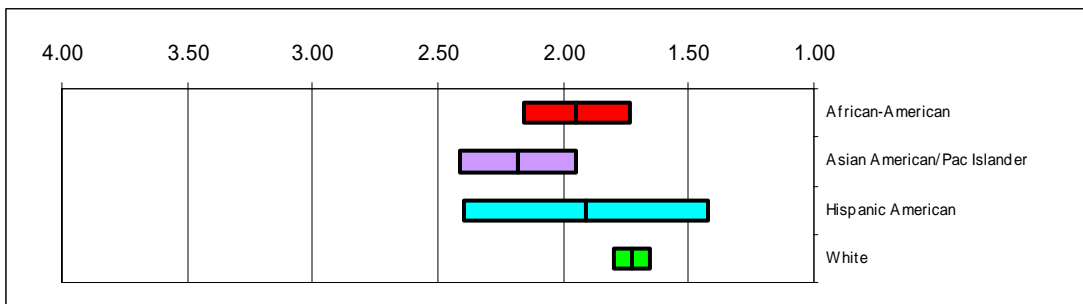
### General Functions

(4 = negative response, 1 = positive response)



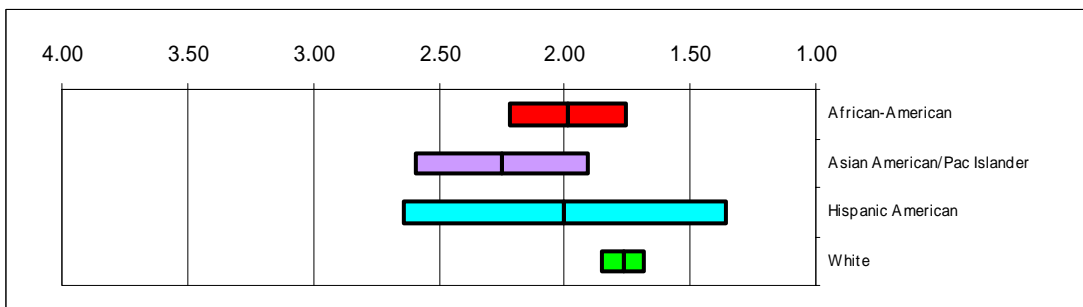
### Biased remarks by student affairs staff

(4 = negative response, 1 = positive response)



### Biased remarks by non-student affairs staff and faculty

(4 = negative response, 1 = positive response)

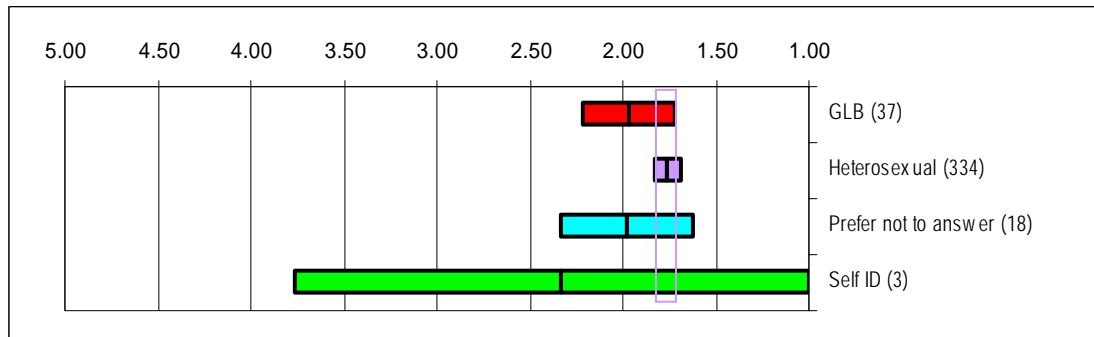


## Sexual Orientation

Responses based on sexual orientation were similar between groups on almost all scales, the only exception being the scales related to hearing biased remarks made by non-student affairs staff/faculty and students. Biased remarks by student affairs staff were not significantly different based on sexual orientation.

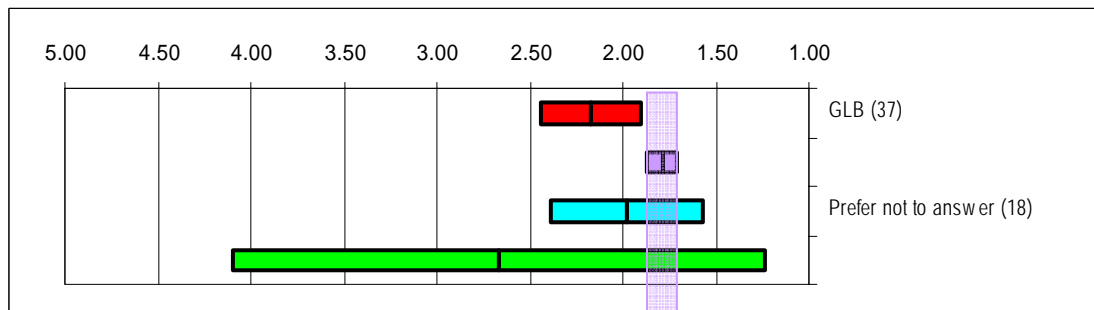
### Biased remarks by student affairs staff

(4 = negative response, 1 = positive response)



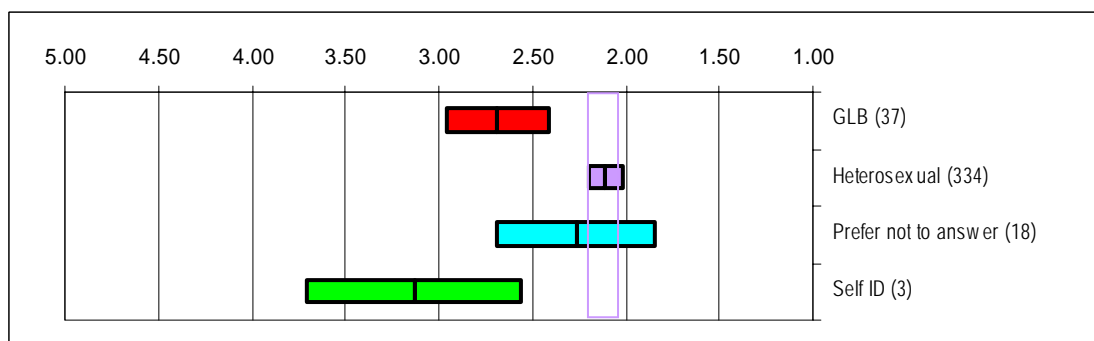
### Biased remarks by non-student affairs staff and faculty

(4 = negative response, 1 = positive response)



### Biased remarks by students

(4 = negative response, 1 = positive response)

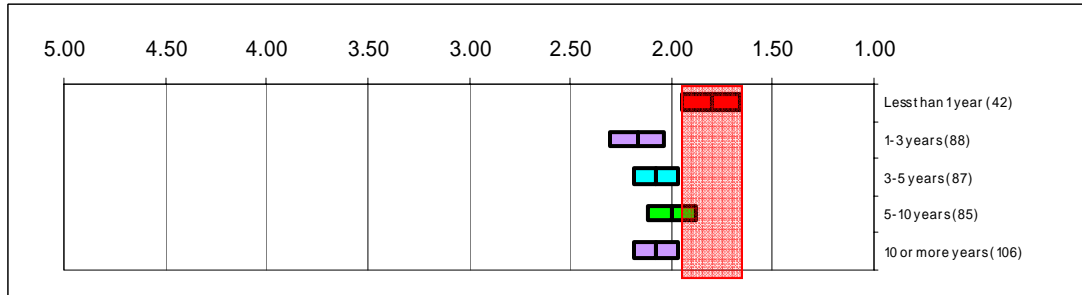


## Years of Service

In looking at differences in response based on years of service in Student Affairs at OSU, there is a significant pattern in which employees with one year of service or less (n=42) indicating a higher level of satisfaction. This is true on 11 of the 13 scales, and is most prominent on the scales regarding culture and involvement, diversity, biased remarks by student affairs staff, and biased remarks by non-student affairs staff or faculty.

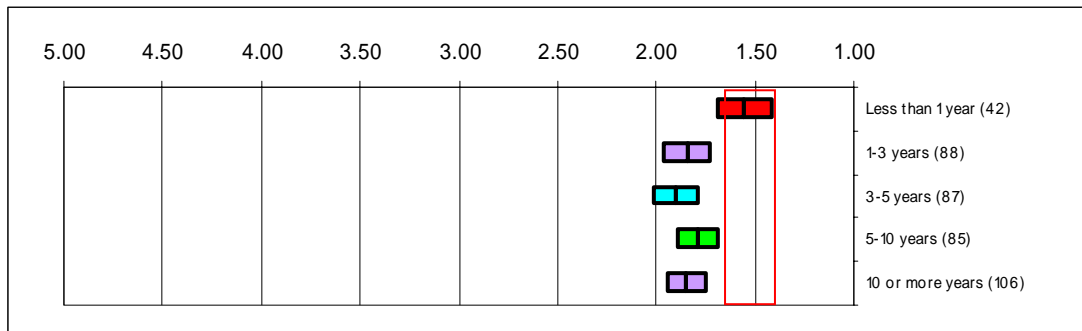
### Culture and Involvement

(4 = negative response, 1 = positive response)



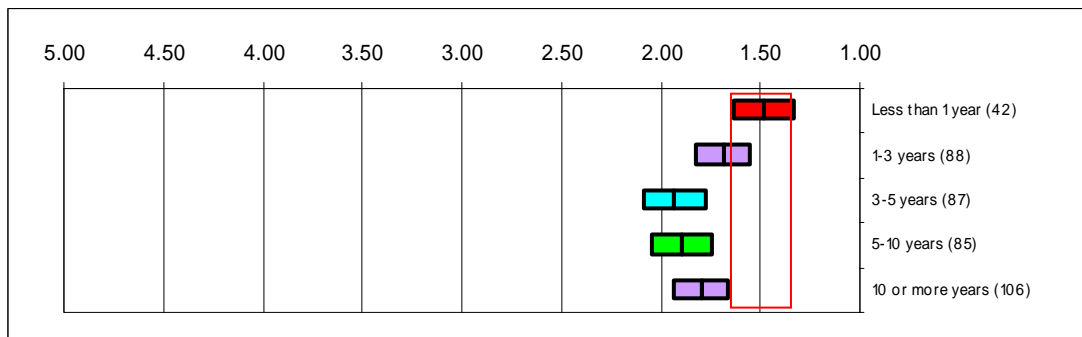
### Diversity

(4 = negative response, 1 = positive response)



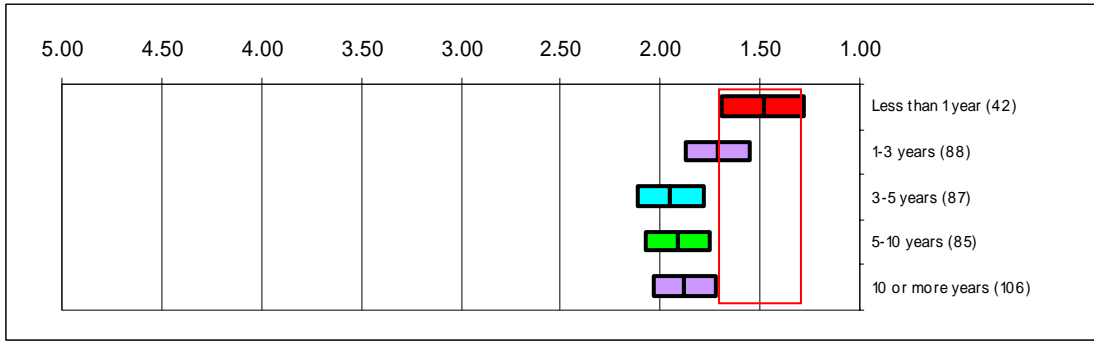
### Biased remarks by Student Affairs Staff

(4 = negative response, 1 = positive response)



**Biased remarks by Non-Student Affairs Staff or Faculty**

(4 = negative response, 1 = positive response)

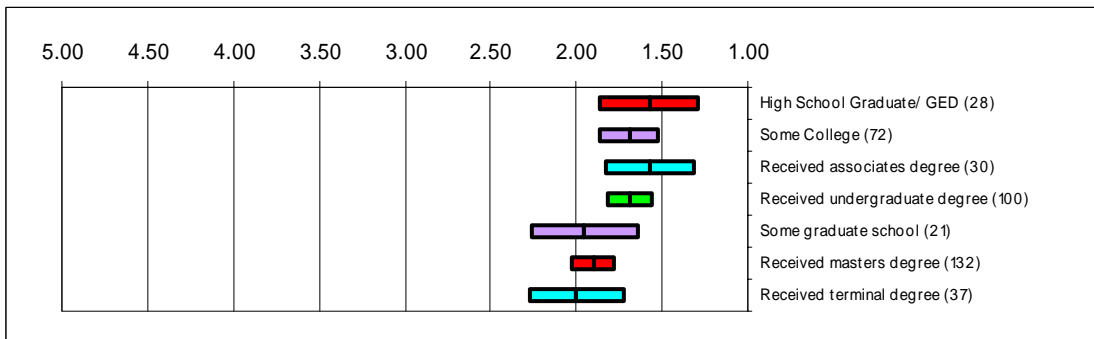


**Level of Education**

A higher level of education was indicative of staff more frequently hearing biased comments from student affairs staff, non-student affairs staff/faculty, and from students. This is a general pattern that is most strongly displayed in regard to student comments (see charts below).

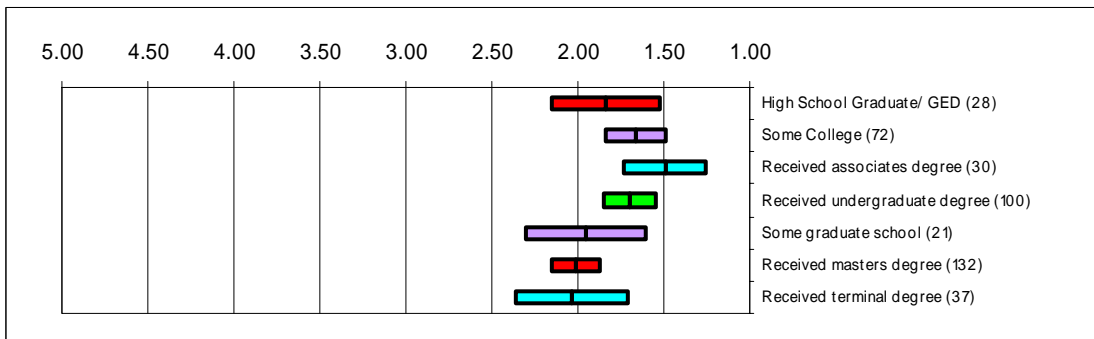
**Biased Remarks by Student Affairs Staff**

(4 = negative response, 1 = positive response)



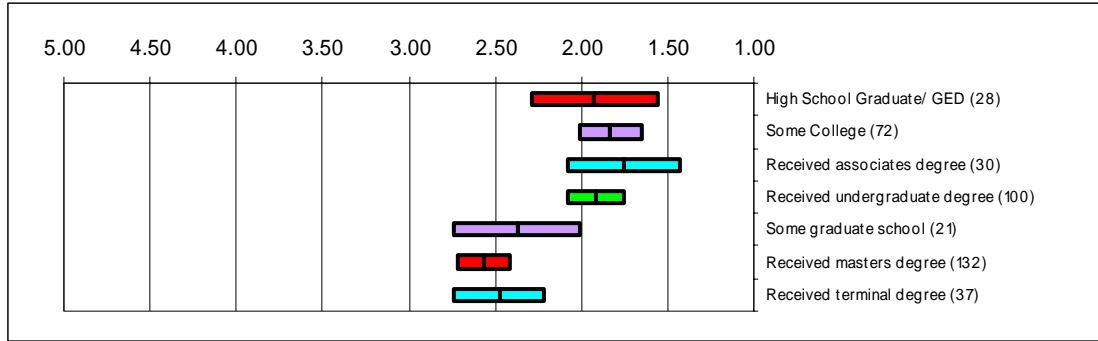
**Biased Remarks by non-student affairs staff or faculty**

(4 = negative response, 1 = positive response)



### Biased Remarks by Students

(4 = negative response, 1 = positive response)



### Job Classification

Civil Service staff members show a slight trend of being less satisfied with aspects of their job, however the only scales with significant differences were the rewards scale and the diversity scale. Administrative and Professional (A&P) staff members were more likely to indicate having heard biased remarks from students.

## Structural Diversity

Structural diversity refers to whether or not a respondent feels that, given the structure in their individual work unit, they are a minority based on a certain characteristic. For example, respondents were asked:

Regarding the structure of diversity in their current office, respondents were asked to choose from the following based on race/ethnicity, gender, political orientation, religion, sexual orientation.

- All or almost all the same as me
- Most are the same as me
- About half are the same as me
- I am somewhat of a minority
- I am the only one, or part of a small minority

Identifying as a minority based on certain characteristics correlates significantly with satisfaction on some of the scales on the survey. The following section contains tables that indicate both the frequency with which respondents feel they are either in the majority or minority based on certain characteristics, and indicate which scales correlate with identification as a minority.

Overall, if respondents reported being a minority in their department based on race/ethnicity, they were less likely to be satisfied with Cooperation and Teamwork, Rewards and Recognition, and to report hearing more biased remarks by student affairs staff and by non-student affairs staff and faculty. If the respondent was an ethnic minority, they were also more likely to be dissatisfied on the overall scale, the communication scale and the supervisory scale.

Race/Ethnicity						
	OVERALL		African American, Asian, American Indian, Hispanic		White	
Majority	65	14.8%	6	6.9%	56	17.0%
Mostly in majority	182	41.6%	11	12.6%	168	51.1%
Half the Same	100	22.8%	9	10.3%	86	26.1%
Somewhat a minority	40	9.1%	26	29.9%	9	2.7%
Minority	44	10.0%	35	40.2%	3	0.9%
Don't know/Doesn't apply	7	1.6%	0	0.0%	7	2.1%
	438	100.0%	87	100.0%	329	100.0%
Being in the minority negatively correlates with these scales	Coop & Teamwork (r=-.146**) Rewards (r=-.098*) Biased Rmks by SA Staff (r=-.162**) Biased Rmks by Staff/Faculty (r=-.129**)		Overall (r=-.260*) Coop & Teamwork (r=-.271*) Communication (r=-.225*) Supervisory (r=-.242*)		Coop & Teamwork (r=-.124*)	

Overall, if respondents reported being a minority in their department based on gender, this did not correlate significantly with responses on any scales. However, if females reported being a minority based on gender, they were likely to be less satisfied on the scales measuring overall satisfaction, supervision, culture and involvement, rewards, and both positive and negative work-life aspects. If male respondents indicated they were a minority based on gender, they were more likely to report hearing biased remarks by students but were likely to be more satisfied with both communication, and supervision.

Gender						
	OVERALL		Male		Female	
Majority	57	13.1%	28	13.8%	29	12.5%
Mostly in majority	101	23.2%	29	14.3%	72	31.0%
Half the Same	204	46.8%	96	47.3%	107	46.1%
Somewhat a minority	61	14.0%	41	20.2%	20	8.6%
Minority	9	2.1%	5	2.5%	4	1.7%
Don't know/Doesn't apply	4	0.9%	4	2.0%	0	0.0%
	436	100.0%	203	100.0%	232	100.0%
Being in the minority negatively correlates with these scales	Does not correlate significantly with any scales.		Biased remarks by students (r=-.166*)		Overall (r=-.216**) Supervisory (r=-.155) Culture and Involvement (r=-.152) Rewards (r=-.155) Positive work-life aspects (r=-.159) Negative work-life aspects (r=-.146*)	
Being in the minority positively correlates with these scales			Communication (r=.155*) Supervisory (r=.196*)		Biased remarks by students (r=.154*)	

Overall, if respondents reported being a minority in their department based on sexual orientation, they were likely to report hearing more biased remarks by student affairs staff, non-student affairs staff and faculty, and by students. Heterosexuals who reported being in the minority were more likely to be satisfied based on the communications scale.

Sexual Orientation						
	OVERALL		GLB		Heterosexual	
Majority	108	25.1%	1	2.6%	101	28.1%
Mostly in majority	176	40.8%	0	0.0%	166	46.2%
Half the Same	55	12.8%	3	7.7%	49	13.6%
Somewhat a minority	26	6.0%	20	51.3%	4	1.1%
Minority	14	3.2%	12	30.8%	2	0.6%
Don't know/Doesn't apply	52	12.1%	3	7.7%	37	10.3%
	431	100.0%	39	100.0%	359	100.0%
Being in the minority negatively correlates with these scales	Biased remarks SA Staff (r=-.125*) Biased remarks staff/faculty (r=-.171**) Biased remarks students (r=-.210**)		Does not correlate significantly with any scales.		Biased remarks by SA staff (r=-.121*) Biased remarks by students (r=-.157**)	
Being in the minority positively correlates with these scales	Communication Scale (r=.138)		Does not correlate significantly with any scales.		Communication Scale (r=.125*)	

Overall, if respondents reported being a minority in their department based on political orientation, they were likely to provide lower ratings on the diversity scale, and to report hearing more biased remarks by student affairs staff. However, the pattern of findings varies based on whether someone with a liberal or conservative orientation feels as if they are in the minority. Liberals who report being in the minority indicate lower ratings on the scales for diversity, general functions, and positive work-life aspects, but report hearing fewer biased remarks by students. Conservatives who report being in the political minority indicate lower ratings on the scales for diversity, and for hearing more biased remarks by student affairs staff, non-student affairs staff and faculty, and by students.

Political Orientation						
	OVERALL		Somewhat/Very Liberal		Somewhat/ Very Conservative	
Majority	27	6.3%	21	13.7%	0	0.0%
Mostly in majority	63	14.8%	36	23.5%	9	10.6%
Half the Same	117	27.4%	44	28.8%	22	25.9%
Somewhat a minority	45	10.5%	11	7.2%	18	21.2%
Minority	14	3.3%	4	2.6%	7	8.2%
Don't know/Doesn't apply	161	37.7%	37	24.2%	29	34.1%
	427	100.0%	153	100.0%	85	100.0%
Being in the minority negatively correlates with these scales	Diversity (r=-.172**) Biased remarks by SA Staff (r=-.140)		Diversity (r=-.203*) General Functions (r=-.218*) Positive work-life aspects (r=-.189*)		Diversity (r=-.335*) Biased remarks by SA staff (r=-.425**) Biased remarks by Staff/Faculty (r=-.390**) Biased remarks students (r=-.284*)	
Being in the minority positively correlates with these scales			Biased remarks by students (.189*)			

Overall, if respondents reported being a minority in their department based on religion, they were likely to provide lower ratings on scales regarding cooperation and teamwork, general functions, and hearing more biased remarks by student affairs staff, non-student affairs staff and faculty, and by students.

Religion		
Majority	15	
Mostly in majority	67	15.7%
Half the Same	66	15.5%
Somewhat a minority	64	15.0%
Minority	37	8.7%
Don't know/Doesn't apply	178	41.7%
	427	100.0%
Being in the minority negatively correlates with these scales	Cooperation and Teamwork (r=-.138*) General Functions (r=-.151*) Biased remarks by SA staff (r=-.215**) Biased remarks by staff/faculty (r=-.186**) Biased remarks by students (r=-.150*)	

