ABSTRACT
            Results of a survey of student affairs staff at the
University of California, (UC) Davis, are presented, with attention
to different perceptions and experiences of male and female staff. A
total of 309 staff (nurses, counselors, police, secretaries,
administrators, and computer programmers) returned the Student
Affa's Staff Survey, for a response rate of 64 percent. About half
of the staff members were actively interested in moving upward from
their current jobs. While 71 percent felt their career field offered
advancement opportunities, only 43 percent saw such opportunities at
UCD, and only 23 percent saw opportunities in either student affairs
or their individual units. The great majority of staff members had
participated in at least some university-supported education or
training, while men were significantly more likely than women to be
involved in professional activities outside their immediate jobs.
Information is also included on promotions, employment background,
sources of job satisfaction, participation in different types of
university-supported training, whether the university or employee
paid for training, and areas of training needed for present job and
for advancement. The questionnaire and statistical findings are
included. (SW)

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## ACADEMIC 8-TO-5'ERS: STUDENT AFFAIRS STAFF AT UC DAVIS

### INTRODUCTION

Student Affairs, particularly within the UC structure, often seems a rather miscellaneous business. Student Affairs staff are nurses, and counselors, police officers and secretaries, administrators and computer programmers. They, along with their colleagues in other administrative offices, are "support staff" to the academic enterprise, sharing the goals and mission of higher education, but not necessarily all the perquisites. They are the people who arrive at 8 and go home at 5, and in between keep the enterprise running in the face of often conflicting institutional and personal demands.

A good deal of current research in higher education has focused on such non-faculty support staff, the "lords, squires and yeomen" who run the organizational side of institutions.[1] Most of this research, however, has emphasized the decision-makers, studying attitudes and behaviors of upper-echelon administrators. This study is both narrower and broader: narrower, because it deals with just a single slice of institutional support--that of Student Affairs; broader, because it deals not only with the decision-makers, but with those who operationalize their decisions.

The basis of this report is the results of the Student Affairs Staff Survey, which contained more than 40 questions covering a wide spectrum of work-related issues. The survey is not exhaustive, but it does tell a good deal about Student Affairs staff--who they are, how they feel about their jobs, and something of their goals and plans.

Among other things, it describes an extraordinarily diverse group, generally satisfied with their jobs, but with specific dissatisfactions, and generally ambitious, but often facing barriers to satisfying that ambition.

This is the first in a series of reports to be drawn from the survey, and is intended to provide only a rough overview of the results. It is based only on total percentages and a breakout by sex, and therefore results--even those which are statistically significant--must be approached with extreme caution.

While many of the differences between men and women are interesting and/or suggestive, it must not be assumed that sex is necessarily the controlling variable. Controlling for job category (management, professional or clerical), for instance, may cause many of these differences to disappear. It must be kept in mind that much further data analysis is required before any but the most superficial conclusions may be drawn.

It is anticipated that additional reports will deal in greater depth with specific topic areas covered by the survey, such as Employee Development, Advancement Opportunities, and Job-Related Attitudes. In addition, units seeking specific information from the data are encouraged to communicate with the Office of Research and Evaluation.

A complete set of tables is included with this report as an Appendix.

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[1] Scott, Robert A. _Lords, Squires and Yeomen_. Washington: American Association for Higher Education, 1978.

## A Note on the Response Rate

The questionnaire was mailed in December 1979 to all career staff employed in Student Affairs, a total of 484 people; 309 returned the survey for an overall response rate of 64%. An indication of the representativeness of the sample is offered by the following tables:

### RESPONSE TO SURVEY

|  | Percent of Respondents | Percent of Total Work Force [1] |
|---|---|---|
| Men | 38.8 (n=116) | 36.8 |
| Women | 61.2 (n=183) | 63.2 |
| | (did not state= 10) | |
| | | |
| White | 84.2 (n=250) | 78.0 |
| Nonwhite | 15.8 (n= 47) | 22.0 |
| | (did not state= 12) | |

[1] Total work force figures are based on headcount totals drawn from Student Affairs Affirmative Action Plan, October, 1979.

### PERCENT OF RESPONSES FROM EACH STUDENT AFFAIRS UNIT

| Unit | Percent | |
|---|---|---|
| Admissions/Rel W Schools/EOP | 80 | (n=24) |
| Financial Aid | 76 | (n=34) |
| Housing | 65 | (n=34) |
| Registrar | 35 | (n=11) |
| SHC/Cowell Hospital | 41 | (n=41) |
| Union/Recreation Services | 58 | (n=29) |
| Police Department | 52 | (n=33) |
| Student Development | 73 | (n=45) |
| Other | 82 | (n=41) |
| Did not state: | n=17 | |

## ADVANCEMENT AND CAREER GOALS

About half of all staff members are actively interested in moving upward from their current jobs, while nearly everyone has at least some interest in advancement. Fifty-two percent of the staff--55% of men, 49% of women--are more concerned with advancement than with improving their present jobs. And no more than 7% were uninterested in advancement opportunities at any level.

Seventy-one percent felt there were opportunities for them to advance within their career field, but only 43% saw such opportunities at UCD and only 23% in either Student Affairs or their individual units.

Men were significantly more likely than women to see advancement opportunities in their present unit* and in their career field in general;* women were more likely than men to feel there were advancement opportunities at UCD as a whole* and in Student Affairs.

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*Items marked by an asterisk have chi-square statistics which are significant at the 0.05 level or below.

Women were generally less sure of possible opportunities--a higher proportion of women than men said "maybe" or "do not know" to questions about advancement prospects. An element in this uncertainty may be the fact that a significantly lower proportion of women (67%) than men (85%) are currently employed in their field of choice.*

Of those indicating reasons for lack of opportunities, 30% said there simply were no vacancies above them, and another 24% cited administrative or supervisor's decisions. Fifteen percent said they had reached the top of their field, and 13% said their skills were too specialized (for instance, medical personnel).

To most staff--and especially women--education is considered an important element in their career goals. The educational level of women staff is significantly lower than that of men. Forty-five percent of women have less than a bachelor's degree, compared to only 19% of men, and there are higher proportions of men than women at all levels above the B.A.*

Predictably, therefore, more women (72%) than men (57%) feel that further training or education is necessary for career advancement,* although only slightly more women than men are currently working toward a degree or credential. In addition, a significantly higher proportion of women (36%) than men (21%) participated in training for advancement rather than for job-improvement purposes, and only 8% of women, compared to 13% of men, used such training for purely personal self-improvement.*

At the same time, however, a higher proportion of men than women have taken academic courses for credit while employed at UCD, both with and without University support. (Parenthetically, while 15% of Student Affairs staff are currently working toward an academic degree, only 2%--five people--are doing so here at UCD.)

There is nothing in the data at this point to indicate what level of education is being referred to, and further detail is needed. It may be, for instance, that many of those who feel they need further education already possess bachelor's degrees and are now interested in professional preparation.


JOB MOBILITY

Women's opportunities for advancement are limited by problems of geographic mobility. Only 21% of women, compared to 45% of men, could give an unqualified "yes" to an offer of a better job outside the Davis/Sacramento area.* (It is interesting to note that 23% of women have neither husband nor children at home; however, no correlation has been done, and therefore no conclusion should be drawn from what may be coincidence.) Fifty-four percent of women would flatly turn down such an offer, compared to only 25% of men.*

Thus, men far more than women feel able to seek career advancement outside UCD, and this is reflected in their job-seeking behavior. A significantly higher proportion of men than women have applied for and/or are currently seeking a job elsewhere than at UCD.* Therefore, also, advancement opportunities at UCD would seem to be particularly critical

to women staff, and in fact a somewhat higher proportion of women than men have applied for and/or are currently seeking a job here on campus.

Not surprisingly, family considerations are the primary limiting factor in women's geographic mobility. A significantly higher proportion of women (34%) than men (12%) said they could not move from this area because of family responsibilities.* And among those who gave a conditional "yes," 31% of the women, compared to 16% of the men, mentioned family needs as one of the conditions. In all, 41% of women staff cited their spouse or family as an intervening factor in their ability to move from the area for a better job, compared to only 18% of the men.*

EMPLOYEE DEVELOPMENT

The great majority of staff members have participated in at least some University-supported education or training. Only 19% said they have had no such opportunity at all. In addition, most staff felt their unit had generally positive attitudes toward employee development--75% said their unit either initiates or encourages training. The most common University contributions were time off with pay and/or payment of fees.

Men tended to participate more often in externally-oriented training, and women more often in internal training. For instance, a significantly higher proportion of women (63%) than men (44%) had participated in employee development classes,* and women were also more likely to have had cross-training or internships. On the other hand, men were significantly more likely to have attended a professional meeting or conference,* and were also more likely to have taken formal academic courses.

Men were significantly more likely than women to have participated in training at their own expense. Eighty-three percent of men had paid for some training themselves while employed at UCD, compared to only 54% of women.* Men were more likely to have paid their own way for professional meetings* and academic courses for credit; women were more likely to have paid for non-credit academic courses. (It might be noted that, ile 76% of men earned over $15,000, including 55% who earned more than $. ,000, only 32% of women's salaries/were above $15,000.* While no straight-line correlation is implied, it seems likely that salary and self-paid education are somewhat related.)

Women were significantly more likely than men to participate in the formal organizational elements of employee development. For instance, 41% of women, compared to 24% of men have filed a formal employee development plan,* and 48% of women had discussed training during their last performance evaluation, compared to only 27% of men.* Women were also significantly more likely to be familiar with the University's policies and procedures regarding employee development.*

The single type of training most desired was in administrative and management skills. This was true for both men and women, and for both current job performance and future advancement. (It was generally not defined by those respondents requesting it.) Training in accounting and budgeting, in supervisory skills, and in computer and data-processing were also mentioned often.

Men were somewhat more likely than women to want administrative/management training, while women were more likely to want accounting and budgeting, communications skills, and medical in-service training.

Computer and data-processing training was more often requested to improve current job performance than for advancement, as was medical in-service training and a variety of individual unit topics. An academic degree was more often noted as necessary for advancement than for current performance, along with various kinds of experiential learning, such as internships, and a better knowledge of University customs and processes.

PROFESSIONAL ACTIVITIES

Men are significantly more likely than women to be involved in professional activities outside their immediate jobs. A much higher proportion of men than women belong to a professional association,* hold a title or office in such an association,* and have attended professional meetings.* Men were also significantly more likely to serve on a campus committee or work group--44% of men are on at least one such body, compared to only 19% of women, and 14% of men serve on three or more groups.* Before any conclusions can be drawn, however, these data should be analyzed by job category as well as by sex.

Men's reading habits tend to reflect the external orientation suggested by such professional activities, while women's reading reflects a more internal, job-specific orientation. As one might expect, men (66%) are significantly more likely than women (42%) to customarily read at least one professional journal,* and they also are somewhat more likely to read a daily newspaper regularly (including the Aggie). On the other hand, women are significantly more likely to read the Staff News,* as well as campus memos and directives, and office bulletin boards. As above, these data need to be analyzed by job category.

EMPLOYMENT AND PERSONNEL MATTERS

Slightly more than half of all staff have been promoted at least once while employed at UCD. A somewhat higher proportion of women (57%) than men (47%) have been promoted, even though a slightly higher proportion of men have been employed here for more than three years. Women were also somewhat more likely to have received multiple promotions or reclassifications.

Student Affairs staff came to their present jobs from a wide range of backgrounds. Twenty-nine percent were hired internally, coming to their current jobs from other positions within UCD; another 27% had been working in the Davis/Sacramento area. Thus, 56% of staff were employed locally at the time they were hired into their present positions--61% of women and 47% of men.

Another indication of local connection is the 21% of staff who received a degree from UCD--27% of men and 18% of women. This represents 29% of those staff members who hold at least a bachelor's degree. Of those women staff with a B.A. or more, 26% earned a degree at UCD; of those men with a B.A. or more, 33% hold a UCD degree.

Men were hired into UCD almost equally from other colleges, public agencies, and private employers, while more than half the women in Student Affairs (53%) worked in the private sector before being employed on this campus, and only 17% came to UCD from another college or university.* It seems likely that these figures reflect to some extent the large number of women in clerical jobs.

Many staff would be happy to alter their work year if they had the chance. Full-time 12-month staffers were most likely to be satisfied--69% of them preferred that schedule. On the other hand, only 51% of the 10-month staff preferred their schedule, while 45% prefer to work 12 months. And 63% of part-time workers were happy with that status, with 26% preferring a 10-month schedule.

Totals do indicate some flexibility in the current employee situation. Twenty-one percent of all those responding work 12 months but would prefer 10; another 3% work 12 months but would prefer to work part-time. Thus, 24% would actively prefer to work less time than they currently do.

SATISFACTION

Staff were most satisfied with the quality of work with Student Affairs. By far the highest level of satisfaction was with the quality of one's own work--91% were either very or generally satisfied with their own performance. A somewhat lower proportion, 75%, were satisfied with the performance of their coworkers, while 79% were satisfied with the quality of their unit's performance.

Lowest levels of staff satisfaction dealt with unit relationships. Only 55% were satisfied with the general morale in their unit, and 58% with their own level of involvement in unit decision-making. And 64% felt satisfied with their unit's treatment of employees in general. Personal relationships fared somewhat better; 82% were satisfied with their opportunities for personal contact, and 72% were satisfied with their immediate supervisor.

Flexibility of work schedule was a greater concern of women than of men. While approximately the same proportion of women (72%) as men (69%) were satisfied with their opportunities for flexibility, a significantly higher proportion of women (20%) than men (9%) were dissatisfied;* a much higher proportion of men were simply neutral. And flexibility was significantly more important to women (83%) than to men (71%).*

## SURVEY RESULTS

### Student Affairs Staff
### UC - DAVIS

| | Total (n=309) | Men (n=114) | Women (n=182) |
|---|---|---|---|
| **University-supported training:** | | | |
| None | 19.4 | 16.4 | 19.1 |
| Employee development (in-service training) | 55.0 | 44.0 | 63.4 |
| Informal on-the-job training | 39.8 | 39.7 | 39.3 |
| Cross-training/internships | 10.7 | 6.0 | 12.6 |
| Professional meetings/conferences | 54.4 | 63.8 | 49.2 |
| Formal academic courses (for credit) | 11.7 | 14.7 | 9.8 |
| Non-credit academic courses | 9.7 | 8.6 | 10.9 |
| Other | 6.8 | 10.3 | 4.9 |
| **How the University contributed:** | | | |
| Time off with pay | 64.1 | 61.2 | 68.9 |
| Time off without pay | 6.5 | 8.6 | 4.9 |
| Time was made up | 11.3 | 16.4 | 8.2 |
| University paid fees | 40.8 | 40.5 | 41.0 |
| Used reduced-fee policy (UC academic credit) | 3.6 | 3.4 | 3.3 |
| Other | 6.8 | 9.5 | 4.4 |
| **Training at employee's own time and expense:** | | | |
| None | 34.3 | 17.2 | 45.9 |
| Academic courses for credit | 28.2 | 32.8 | 24.0 |
| Non-credit academic courses | 18.8 | 17.2 | 19.7 |
| Professional meetings/conferences | 37.5 | 57.8 | 25.1 |
| Other | 8.1 | 8.6 | 7.7 |
| **Primary purpose of training or education** | | | |
| To improve performance of current job | 55.1 | 60.6 | 52.0 |
| To improve opportunities for job advancement | 29.8 | 21.1 | 36.0 |
| Self-improvement unrelated to job | 10.6 | 12.8 | 8.0 |
| All of the above | 4.5 | 5.5 | 4.0 |
| **Attitude of unit toward training for employees:** | | | |
| Initiates training | 36.2 | 38.8 | 33.9 |
| Encourages but does not initiate training | 38.8 | 37.1 | 39.9 |
| Permits but does not encourage training | 21.7 | 20.7 | 23.5 |
| Discourages training | 2.3 | 2.6 | 2.2 |
| Does not permit training | 1.0 | 0.9 | 0.5 |
| **Was training discussed in your last performance evaluation?** | | | |
| Yes | 40.1 | 27.4 | 47.5 |
| No | 51.0 | 61.9 | 44.8 |
| Did not participate in evaluation | 3.3 | 5.3 | 2.2 |
| Did not have evaluation in last year | 5.6 | 5.3 | 5.5 |

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|                                                                  | Total     | Men      | Women    |
|------------------------------------------------------------------|-----------|----------|----------|
| **Familiarity with policy & procedures regarding employee development:** |           |          |          |
| Yes                                                              | 68.2      | 61.7     | 73.6     |
| No                                                               | 31.8      | 38.3     | 2 5      |
| **Have filed an Employee Development Plan:**                     |           |          |          |
| Yes                                                              | 34.4      | 23.5     | 41.4     |
| No                                                               | 65.6      | 76.5     | 58.6     |
| **Opportunities for advancement in present unit:**               |           |          |          |
| Yes                                                              | 23.3      | 28.7     | 18.9     |
| No                                                               | 49.7      | 44.4     | 54.3     |
| Maybe                                                            | 20.5      | 15.7     | 23.4     |
| Do not know                                                      | 2.1       | 3.7      | 0.6      |
| Not interested                                                   | 4.1       | 7.4      | 2.9      |
| **Opportunities for advancement in student affairs:**            |           |          |          |
| Yes                                                              | 23.3      | 18.0     | 26.3     |
| No                                                               | 33.1      | 39.0     | 29.4     |
| Maybe                                                            | 25.2      | 22.0     | 28.1     |
| Do not know                                                      | 13.2      | 14.0     | 11.9     |
| Not interested                                                   | 5.3       | 7.0      | 4.4      |
| **Opportunities for advancement in UCD as a whole:**             |           |          |          |
| Yes                                                              | 42.6      | 28.8     | 51.2     |
| No                                                               | 20.6      | 29.8     | 14.8     |
| Maybe                                                            | 26.8      | 28.8     | 25.3     |
| Do not know                                                      | 6.3       | 6.7      | 6.2      |
| Not interested                                                   | 3.7       | 5.8      | 2.5      |
| **Opportunities for advancement in career field:**               |           |          |          |
| Yes                                                              | 70.8      | 76.2     | 68.5     |
| No                                                               | 6.5       | 3.8      | 7.9      |
| Maybe                                                            | 16.2      | 9.5      | 20.0     |
| Do not know                                                      | 2.9       | 4.8      | 1.2      |
| Not interested                                                   | 3.6       | 5.7      | 2.4      |
| **Reasons for lack of advancement opportunities:**               | (n=136)   | (n=53)   | (n=80)   |
| No vacancies; no room above me                                   | 30.1      | 22.6     | 35.0     |
| Administrative policy or decision                                | 23.5      | 28.3     | 21.3     |
| Have reached top of my field                                     | 15.4      | 18.9     | 13.8     |
| Skills or field too specialized                                  | 13.2      | 11.3     | 13.8     |
| University will only hire from outside                           | 9.6       | 7.5      | 10.0     |
| Bias or discrimination                                           | 9.6       | 13.2     | 6.3      |
| Lack degree, education or training                               | 7.4       | 5.7      | 8.8      |
| Lack of funds, budget constraints                                | 3.7       | 7.5      | 1.3      |
| **Is further training or education necessary for advancement?**  |           |          |          |
| Yes                                                              | 66.9      | 56.8     | 72.4     |
| No                                                               | 33.1      | 43.2     | 27.6     |

| | Total (n=150) | Men (n=63) | Women (n=84) |
|---|---|---|---|
| **Further education or training needed for present job:** | | | |
| Administrative/management skills | 44.0 | 52.4 | 36.9 |
| Accounting/budgeting | 20.7 | 15.9 | 23.8 |
| Supervisory skills | 17.3 | 19.0 | 16.7 |
| Computer/data processing skills | 12.0 | 7.9 | 15.5 |
| Skills relating to specific unit function | 12.0 | 12.7 | 11.9 |
| Medical-related in-service training | 7.3 | 4.8 | 9.5 |
| Personnel/employee relations | 6.7 | 6.3 | 7.1 |
| Language and/or speaking skills | 6.7 | 3.2 | 9.5 |
| Academic degree | 6.7 | 6.3 | 7.1 |
| Writing skills | 4.0 | 1.6 | 6.0 |
| Counseling skills, dealing with students | 4.0 | 3.2 | 3.6 |
| Interpersonal skills | 4.0 | 0.0 | 7.1 |
| Stress management | 3.3 | 4.8 | 2.4 |
| Experiential learning (internships, etc.) | 2.7 | 1.6 | 3.6 |
| Office/clerical skills | 2.7 | 0.0 | 4.8 |
| University policies, procedures, customs | 2.7 | 3.2 | 1.2 |
| Time management | 2.0 | 3.2 | 1.2 |
| Statistics | 0.7 | 1.6 | 0.0 |
| Other | 10.7 | 17.5 | 6.0 |

| | (n=137) | (n=48) | (n=87) |
|---|---|---|---|
| **Further education or training needed for advancement:** | | | |
| Administrative/management skills | 39.1 | 50.0 | 33.3 |
| Accounting/budgeting | 18.1 | 14.6 | 19.5 |
| Academic degree | 16.7 | 22.9 | 13.0 |
| Supervisory skills | 13.0 | 10.4 | 14.9 |
| Experiential learning (internships, etc.) | 11.6 | 16.7 | 9.2 |
| Computer/data processing skills | 8.7 | 8.3 | 9.2 |
| University policies, procedures, customs | 6.5 | 4.2 | 5.7 |
| Writing skills | 5.1 | 0.0 | 8.0 |
| Office/clerical skills | 4.3 | 0.0 | 6.9 |
| Personnel/employee relations | 4.3 | 4.2 | 4.6 |
| Language and/or speaking skills | 4.3 | 2.1 | 5.7 |
| Counseling, dealing with students | 3.6 | 2.1 | 4.6 |
| Medical in-service training | 2.9 | 0.0 | 4.6 |
| Skills relating to specific unit functions | 2.2 | 2.1 | 2.3 |
| Interpersonal skills | 1.4 | 2.1 | 1.1 |
| Time management | 0.7 | 0.0 | 1.1 |
| Other | 8.0 | 10.4 | 6.9 |

|                                                          | Total   | Men    | Women   |
|----------------------------------------------------------|---------|--------|---------|
| **Current educational level:**                           |         |        |         |
| High school only                                         | 8.5     | 1.8    | 12.6    |
| Some college                                             | 20.9    | 12.3   | 25.8    |
| A. A. degree                                             | 6.2     | 5.3    | 6.6     |
| Bachelor's degree                                        | 20.6    | 17.5   | 23.1    |
| Some graduate school                                     | 11.8    | 14.0   | 9.9     |
| Master's degree                                          | 17.6    | 21.9   | 15.4    |
| Doctoral degree                                          | 6.5     | 15.8   | 1.1     |
| Professional degree                                      | 6.9     | 11.4   | 4.4     |
| Other                                                    | 1.0     | 0.0    | 1.1     |
| **Did you receive any degrees at UCD?**                  |         |        |         |
| Yes                                                      | 21.0    | 26.5   | 18.0    |
| No                                                       | 79.0    | 73.5   | 82.0    |
| **Currently working toward degree or credential:**       |         |        |         |
| Yes                                                      | 15.1    | 13.8   | 16.6    |
| No                                                       | 84.9    | 86.2   | 83.4    |
| **Working toward degree/credential here at UCD:**        | (n=52)  | (n=18) | (n=33)  |
| Yes                                                      | 9.6     | 11.1   | 9.1     |
| No                                                       | 90.4    | 88.9   | 90.9    |
| **Type of degree/credential you are working toward:**    | (n=37)  | (n=13) | (n=24)  |
| Master's degree                                          | 37.8    | 53.8   | 29.2    |
| Bachelor's degree                                        | 29.7    | 23.1   | 33.3    |
| Doctoral degree                                          | 8.1     | 15.4   | 4.2     |
| Professional degree                                      | 2.7     | 7.7    | 0.0     |
| Associate degree                                         | 2.7     | 0.0    | 4.2     |
| Other credential                                         | 2.7     | 0.0    | 4.2     |
| Other                                                    | 16.2    | 0.0    | 25.0    |
| **Number of promotions/reclassifications at UCD:**       |         |        |         |
| None                                                     | 46.2    | 53.0   | 42.8    |
| Once                                                     | 30.7    | 27.8   | 31.1    |
| Twice                                                    | 12.9    | 13.9   | 12.8    |
| Three or more times                                      | 10.2    | 5.2    | 13.3    |
| **Presently employed in field of choice:**               |         |        |         |
| Yes                                                      | 73.6    | 84.5   | 67.0    |
| No                                                       | 14.9    | 7.8    | 19.6    |
| Have not decided on a career field                       | 11.6    | 7.8    | 13.4    |
| **Current career attitude:**                             |         |        |         |
| Actively interested in advancement                       | 51.6    | 55.0   | 49.4    |
| Most interested in improving current job                 | 48.4    | 45.0   | 50.6    |

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|  | Total | Men | Women |
|---|---|---|---|
| **Applied for another job at UCD in past two years:** | | | |
| Yes | 30.1 | 24.6 | 33.9 |
| No | 69.9 | 75.4 | 66.1 |
| **Applied for another job elsewhere in past two years:** | | | |
| Yes | 32.4 | 41.6 | 27.4 |
| No | 67.6 | 58.4 | 72.6 |
| **Currently seeking another job at UCD:** | | | |
| Yes | 14.3 | 12.6 | 15.5 |
| No | 85.7 | 87.4 | 84.5 |
| **Currently seeking another job elsewhere:** | | | |
| Yes | 20.7 | 32.1 | 14.4 |
| No | 79.3 | 67.9 | 85.6 |
| **Job directly before current job was:** | | | |
| At UCD | 28.6 | 24.1 | 31.1 |
| Elsewhere in Davis/Sacramento area | 26.6 | 23.3 | 29.4 |
| Elsewhere in California | 27.3 | 31.9 | 23.9 |
| Out of state | 14.1 | 17.2 | 12.2 |
| This is first job | 3.3 | 3.4 | 3.3 |
| **Job before being employed at UCD was:** | | | |
| At another college/university | 22.0 | 31.0 | 16.8 |
| With a public agency (state, federal, etc.) | 25.7 | 30.1 | 24.0 |
| With a private employer | 45.7 | 32.7 | 52.5 |
| Have not held a job outside UCD | 6.7 | 6.2 | 6.7 |
| **Would you move from Davis/Sacramento area for a better job:** | | | |
| Yes | 30.3 | 44.7 | 21.2 |
| Yes, but only under certain conditions | 27.0 | 30.7 | 24.6 |
| No, because of family responsibilities | 25.0 | 12.3 | 33.5 |
| No, because I don't want to leave this area | 15.0 | 11.4 | 16.8 |
| No, for other reasons | 2.7 | 0.9 | 3.9 |
| **Conditions noted as necessary to agree to move:** | (n=83) | (n=37) | (n=45) |
| Location considerations | 45.2 | 56.8 | 37.8 |
| Job considerations | 36.9 | 43.2 | 31.1 |
| Spouse/family considerations | 25.0 | 16.2 | 31.1 |

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|  | Total | Men | Women |
|---|---|---|---|
| How do you feel about: | | | |
| The quality of your own work on the job. | | | |
| Very/generally satisfied | 91.0 | 90.3 | 92.4 |
| Very/somewhat important | 94.3 | 93.6 | 95.5 |
| The quality of your co-workers' work. | | | |
| Very/generally satisfied | 75.0 | 72.1 | 76.9 |
| Very/somewhat important | 88.2 | 85.2 | 90.7 |
| Your unit's treatment of employees. | | | |
| Very/generally satisfied | 64.3 | 60.7 | 67.2 |
| Very/somewhat important | 88.8 | 87.7 | 90.6 |
| Your supervisor. | | | |
| Very/generally satisfied | 72.4 | 76.1 | 70.1 |
| Very/somewhat important | 89.8 | 90.7 | 90.5 |
| Use of your particular qualifications on the job. | | | |
| Very/generally satisfied | 73.7 | 77.6 | 71.9 |
| Very/somewhat important | 86.2 | 85.5 | 88.3 |
| Physical facilities or equipment. | | | |
| Very/generally satisfied | 64.1 | 65.2 | 63.9 |
| Very/somewhat important | 80.7 | 77.3 | 82.8 |
| Opportunities for flexible scheduling. | | | |
| Very/generally satisfied | 70.4 | 69.1 | 71.9 |
| Very/somewhat important | 77.4 | 70.6 | 82.9 |
| Involvement in your unit's decision-making. | | | |
| Very/generally satisfied | 58.2 | 57.6 | 59.8 |
| Very/somewhat important | 82.9 | 80.0 | 85.0 |
| Opportunities for personal contact with others. | | | |
| Very/generally satisfied | 82.4 | 85.8 | 82.3 |
| Very/somewhat important | 84.9 | 84.5 | 86.3 |

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|                                         | Total | Men  | Women |
|-----------------------------------------|-------|------|-------|
| **Amount of control over your own work.** |       |      |       |
| Very/generally satisfied                | 78.6  | 79.5 | 79.4  |
| Very/somewhat important                 | 90.5  | 91.8 | 91.1  |
| **Amount of pressure on the job.**      |       |      |       |
| Very/generally satisfied                | 59.9  | 54.6 | 63.4  |
| Very/somewhat important                 | 78.8  | 75.2 | 81.7  |
| **Unit's ability to do its job.**       |       |      |       |
| Very/generally satisfied                | 79.0  | 75.0 | 81.2  |
| Very/somewhat important                 | 92.9  | 93.6 | 92.8  |
| **General morale in your unit.**        |       |      |       |
| Very/generally satisfied                | 55.2  | 53.6 | 56.7  |
| Very/somewhat important                 | 90.2  | 91.8 | 90.5  |

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Service on any Student Affairs or campus committees/work groups:

|           | Total | Men  | Women |
|-----------|-------|------|-------|
| None      | 72.3  | 56.3 | 80.9  |
| 1-2       | 21.5  | 29.5 | 17.5  |
| 3-5       | 5.6   | 13.4 | 1.1   |
| 6 or more | 0.7   | 0.9  | 0.5   |

Memberships in professional associations:

|           | Total | Men  | Women |
|-----------|-------|------|-------|
| None      | 47.0  | 23.0 | 61.2  |
| 1-2       | 40.1  | 54.0 | 3`.7  |
| 3 or more | 12.9  | 23.0 | 7.1   |

Offices or titles in professional associations:

|           | Total | Men  | Women |
|-----------|-------|------|-------|
| None      | 84.8  | 75.0 | 90.7  |
| 1-2       | 14.2  | 23.3 | 8.7   |
| 3 or more | 1.0   | 1.7  | 0.5   |

Professional association meetings attended in the last year:

|           | Total | Men  | Women |
|-----------|-------|------|-------|
| None      | 43.3  | 27.6 | 53.3  |
| 1-2       | 32.3  | 38.8 | 28.6  |
| 3 or more | 24.3  | 33.6 | 18.1  |

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|                                               | Total | Men  | Women |
|-----------------------------------------------|-------|------|-------|
| **Regular readers of:**                       |       |      |       |
| California Aggie                              | 71.5  | 77.6 | 67.8  |
| Staff News                                    | 82.5  | 72.4 | 89.1  |
| Davis Enterprise or Democrat                  | 56.3  | 60.3 | 53.0  |
| Another daily newspaper                       | 54.0  | 54.3 | 53.0  |
| University Bulletin                           | 53.0  | 48.3 | 56.3  |
| Campus memos and directives                   | 65.6  | 61.2 | 69.4  |
| Bulletin boards near office                   | 46.4  | 38.8 | 50.8  |
| Other bulletin boards around campus           | 10.3  | 14.7 | 7.7   |
| Professional journals/publications:           | 51.0  | 65.5 | 42.1  |
| 1-2                                           | 46.4  | 43.4 | 48.6  |
| 3-5                                           | 39.1  | 36.2 | 42.6  |
| 6 or more                                     | 14.4  | 20.2 | 8.8   |
| Other campus publications                     | 12.3  | 12.1 | 12.6  |
| **Ethnic identity:**                          |       |      |       |
| White (non-Hispanic)                          | 84.2  | 81.6 | 85.7  |
| Black (non-Hispanic)                          | 4.7   | 5.3  | 4.4   |
| Hispanic                                      | 6.4   | 8.8  | 4.9   |
| American Indian/Alaskan native                | 1.0   | 0.9  | 1.1   |
| Asian/Pacific Islander                        | 3.7   | 3.5  | 3.8   |
| **Age category:**                             |       |      |       |
| 25 or under                                   | 8.7   | 4.3  | 11.5  |
| 26-39                                         | 59.2  | 63.5 | 56.3  |
| 40-55                                         | 24.1  | 22.6 | 25.1  |
| 56 or above                                   | 8.0   | 9.6  | 7.1   |
| **Family status:**                            |       |      |       |
| Spouse/partner, no children at home           | 32.6  | 28.7 | 35.2  |
| Spouse/partner, with children at home         | 41.3  | 53.9 | 33.0  |
| No spouse/partner, with children at home      | 6.0   | 1.7  | 8.8   |
| No spouse/partner, no children at home        | 20.1  | 15.7 | 23.1  |
| **Length of time employed at UC Davis:**      |       |      |       |
| Less than one year                            | 12.3  | 9.6  | 14.2  |
| 1-3 years                                     | 22.9  | 23.5 | 23.0  |
| 3-5 years                                     | 14.0  | 12.2 | 15.3  |
| 5-10 years                                    | 29.2  | 35.7 | 25.1  |
| more than 10 years                            | 21.6  | 19.1 | 22.4  |

|                                                              | Total    | Men      | Women    |
| ------------------------------------------------------------ | -------- | -------- | -------- |
| **Occupational category:**                                   |          |          |          |
| Management                                                   | 15.0     | 28.6     | 7.2      |
| Professional                                                 | 39.5     | 51.8     | 30.9     |
| Clerical/administrative                                      | 39.2     | 8.0      | 58.6     |
| Technical/other                                              | 6.3      | 11.6     | 3.4      |
| **Are you a supervisor?**                                    |          |          |          |
| Yes                                                          | 53.6     | 55.7     | 53.0     |
| No                                                           | 46.4     | 44.3     | 47.0     |
| **Current employment status:**                               |          |          |          |
| Part-time                                                    | 11.8     | 9.6      | 12.6     |
| Full-time 10 or 11 months                                    | 11.8     | 11.3     | 12.6     |
| Full-time 12 months                                          | 76.4     | 79.1     | 74.9     |
| **Preferred employment status:**                             |          |          |          |
| Part-time                                                    | 10.7     | 4.4      | 14.0     |
| Full-time 10 months                                          | 29.4     | 17.5     | 37.1     |
| Full-time 12 months                                          | 59.9     | 78.1     | 48.9     |
| **Salary level:**                                            |          |          |          |
| Less than $5,000                                             | 1.0      | 0.9      | 1.1      |
| $5,000 to $9,999                                             | 7.9      | 3.5      | 10.9     |
| $10,000 to $14,999                                           | 42.2     | 19.3     | 55.7     |
| $15,000 to $19,999                                           | 20.8     | 21.1     | 20.2     |
| Over $20,000                                                 | 28.1     | 55.3     | 12.0     |
| **Student Affairs unit:**                                    |          |          |          |
| Admissions/Relations With Schools/EOP Outreach              | 8.2 (24) |          |          |
| Financial Aid                                                | 11.6 (34)|          |          |
| Housing                                                      | 11.6 (34)|          |          |
| Registrar                                                    | 3.8 (11) |          |          |
| Student Health/Cowell Hospital                               | 14.0 (41)|          |          |
| Union and Recreation Services                                | 9.9 (29) |          |          |
| University Police                                            | 11.3 (33)|          |          |
| Student Development units                                    | 15.4 (45)|          |          |
| Other                                                        | 14.0 (41)|          |          |
| **Suggested discussion topics:**                             | (n=88)   | (n=36)   | (n=51)   |
| Day-to-day operations, procedural issues                     | 54.5     | 50.0     | 58.8     |
| Personal concerns/personal development                       | 40.9     | 63.9     | 21.6     |
| Current personnel policies                                   | 36.4     | 38.9     | 35.3     |
| Promotion/advancement policies                               | 31.8     | 30.6     | 33.3     |
| Inter-unit communication                                     | 28.4     | 16.7     | 37.3     |
| Student Affairs issues/goals                                 | 25.0     | 25.0     | 23.5     |
| Innovative personnel policies                                | 22.7     | 11.1     | 27.5     |
| Campus/University issues                                     | 12.5     | 13.9     | 11.8     |
| Other                                                        | 22.7     | 30.6     | 17.6     |

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