

NDSU FORWARD Worklife Survey 2013
Results of Tenured and Tenure-track Faculty

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Introduction

The faculty worklife survey is part of the Advance FORWARD project at NDSU. This survey collected data on a variety of topics important to faculty at NDSU: the hiring process, the tenure process, professional activities, satisfaction with NDSU, programs and resources, balancing personal and professional life, women faculty, and demographics. Survey data were collected October to December 2013 via a web survey with NDSU IRB approval. Of the 253 tenured and tenure-track faculty who responded to the survey, 109 (43.1%) identified as men and 99 (39.1%) identified as women. Based on the total number of tenure/tenure track faculty (N=531), the response rate for this survey was 47.6%. Forty-five (17.8%) individuals did not respond to the question about gender. Therefore, these 45 faculty members are not included in statistics based on gender, but are included in overall analysis. When differences in responses based on gender were found to be statistically significant at the $p = .05$ level, they are marked with an asterisk (*), at the $p < .05$ level, they are marked with a double asterisk (**), and at the $p = .001$ or $p < .001$ level, they are marked with a triple asterisk (***)

Sample Demographics

- 13.3% of women and 42.6% of men identified as full professors (29.3% overall), 33.7% of women and 27.8% of men as associate professors (30.3% overall), and 53.1% of women and 28.7% of men as assistant professors (39.9% overall)***.
- 5.3% of women and 12.4% of men reported that they currently hold a full time administrative position (8.9% overall), while 12.6% of women and 14.3% of men reported that they currently hold a part time administrative position (13.4% overall), and 82.1% of women and 73.3% of men reported that they do not hold an administrative position (77.7% overall).
- 9.7% of women and 9.7% of men identified as Asian (9.6% overall), 1.1% of women and 1.9% of men identified as Black/African American/not of Hispanic origin (1.5% overall), 1.1% of women and 1.9% of men identified as Hispanic or Latino(a) (1.5% overall), and 88.2% of women and 86.4% of men identified as White, not of Hispanic origin (87.3% overall).
- 96.7% of women and 94.7% of men identified as heterosexual (95.7% overall), 2.2% of women and 2.1% of men identified as gay/lesbian (2.1% overall), and 1.1% of women and 3.2% of men identified as bisexual (2.1% overall).
- 79.6% of women and 70.9% of men reported to be a U.S. born citizen (75.4% overall), 7.1% of women and 13.6% of men reported to be a naturalized citizen (10.3% overall), and 13.3% of women and 15.5% of men reported not being a U.S. citizen (14.3% overall).
- 94.9% of women and 93.5% of men reported Ph.D. (94.3% overall), 0% of women and 2.8% of men reported J.D./LLM/DA/DVM/DMA (1.4% overall), 2.0% of women and 0% of men reported MFA (1.0% overall), 1.0% of women and 0.9% of men reported Ed.D. (1.0% overall), 1.0% of women and 1.9% of men reported M.S./M.A. (1.4% overall), and 0% of women and 0.9% of men reported PharmD (0.5% overall).
- 18.7% of women and 27.3% of men reported Agriculture, Food Systems, and Natural Resources (22.9% overall), 24.2% of women and 14.1% of men reported Arts, Humanities, and Social Science (18.8% overall), 2.0% of women and 5.1% of men reported Business (4.2% overall), 4.0% of women and 13.1% of men reported Engineering and Architecture (8.9% overall), 20.9% of women and 7.1% of men reported Human Development and Family Science (13.5% overall), 3.3% of women and 2.0% of men reported Pharmacy, Nursing, and Allied Sciences (2.6% overall), 26.4% of women and 30.3% of men reported Science and Mathematics (28.6% overall), and 0% of women and 1.0% of men reported other (0.5% overall).
- 68.2% of male faculty members reported they had attended a FORWARD Ally training, while 31.8% said they had not.

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

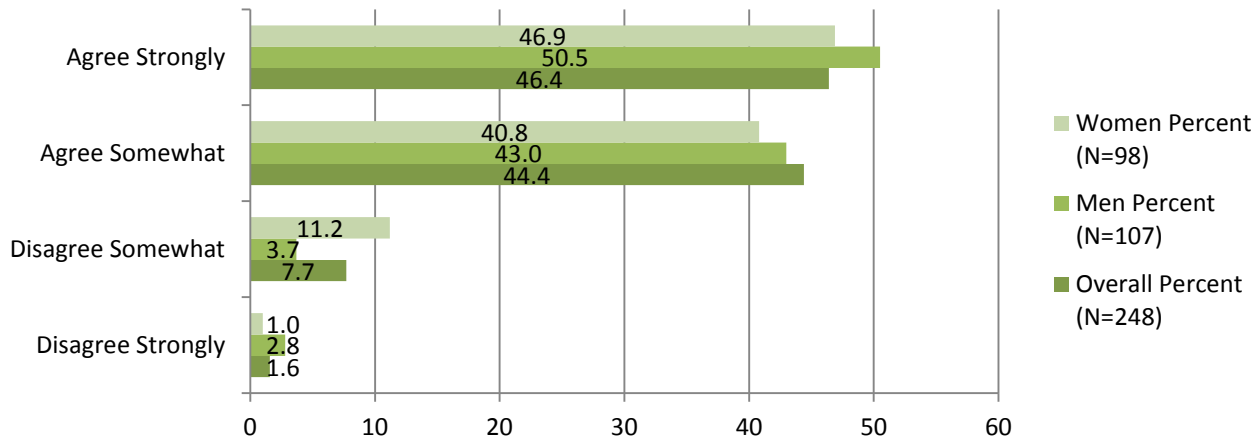
Hiring Process

Tenured and tenure-track faculty were asked what position they were first hired into at NDSU. 160 (63.2%) said assistant professor, 39 (15.4%) said associate professor, 34 (13.4%) said full professor, and 20 (7.9%) said other, including visiting professor, adjunct professor, dean/administrator, post-doctoral student, lecturer, staff member, or assistant professor non-tenure track.

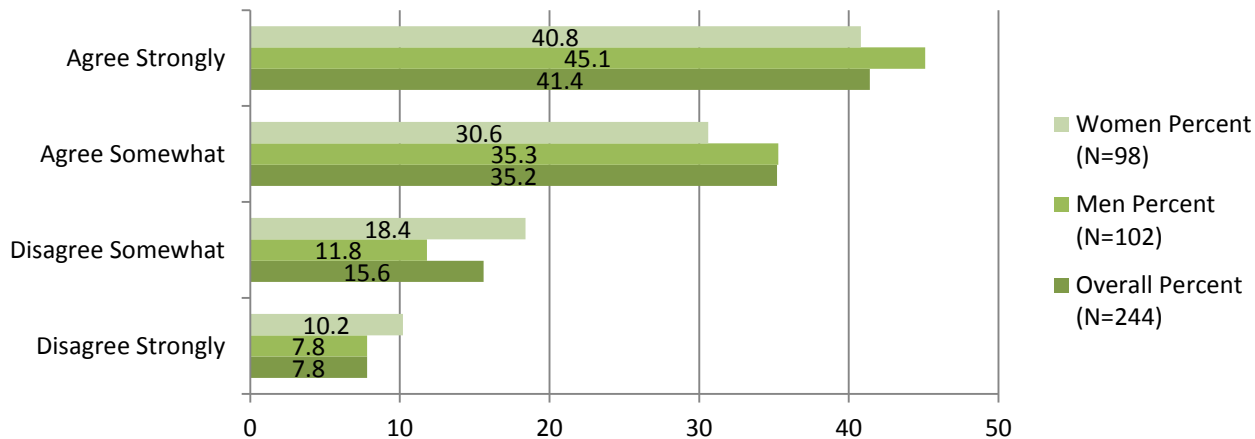
72 (28.5%) faculty members said that they were recruited to apply for a position at NDSU.

Satisfaction with the Hiring Process

I was satisfied with the hiring process overall.

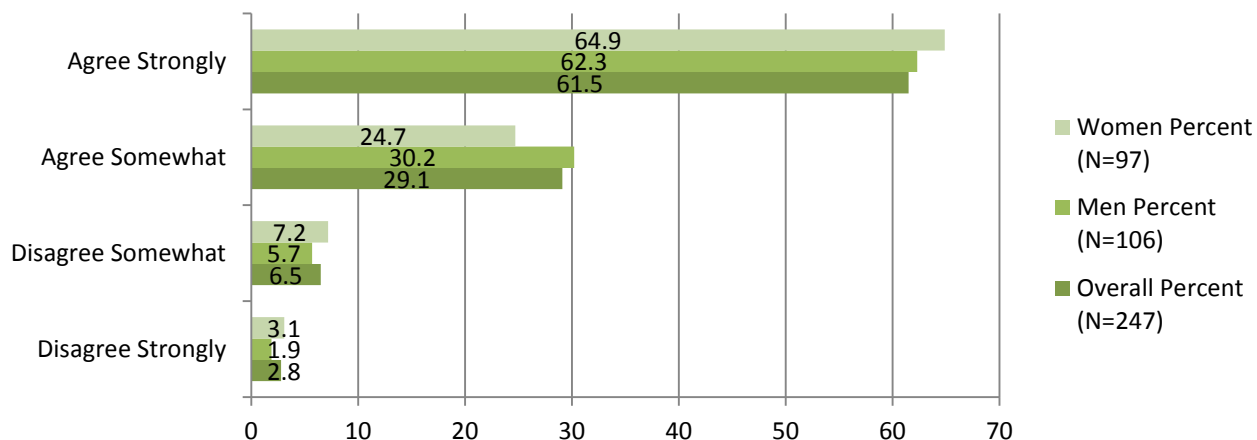


The department did its best to obtain resources for me.

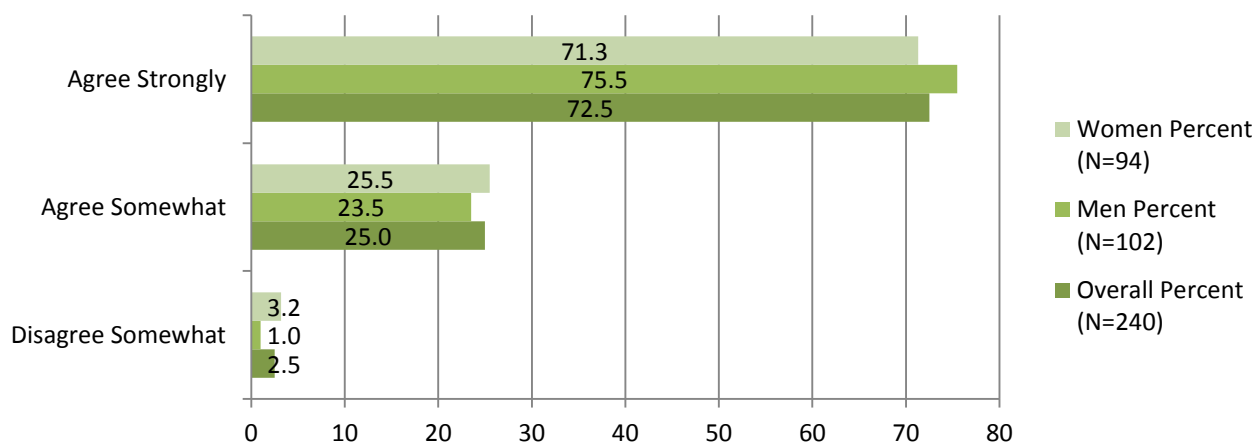


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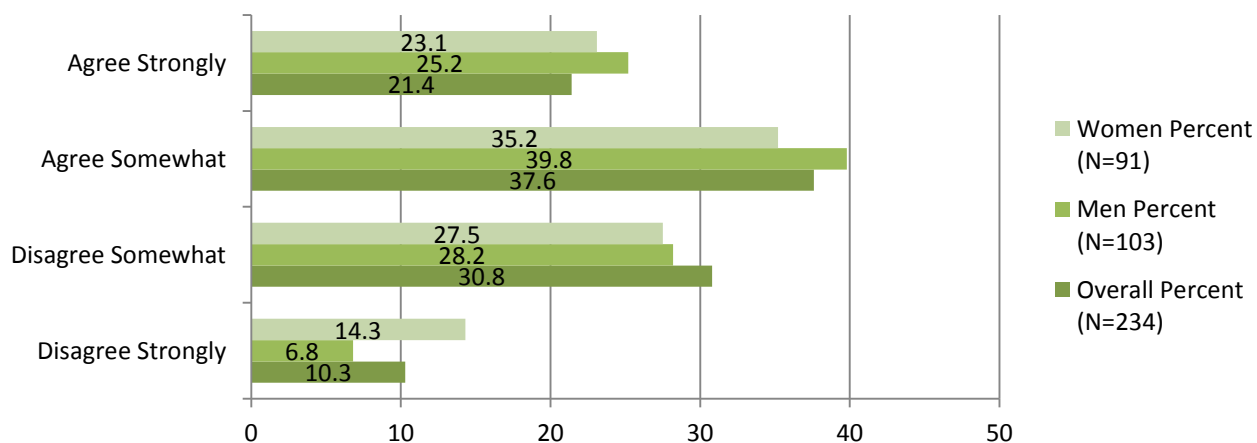
Faculty in the department made an effort to meet me.



My interactions with the search committee were positive.

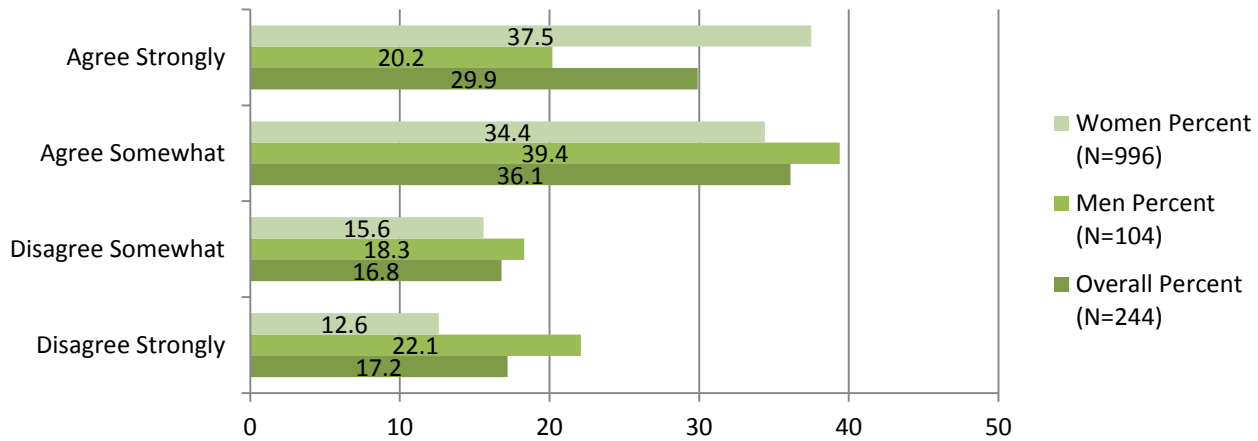


I negotiated successfully for what I needed.

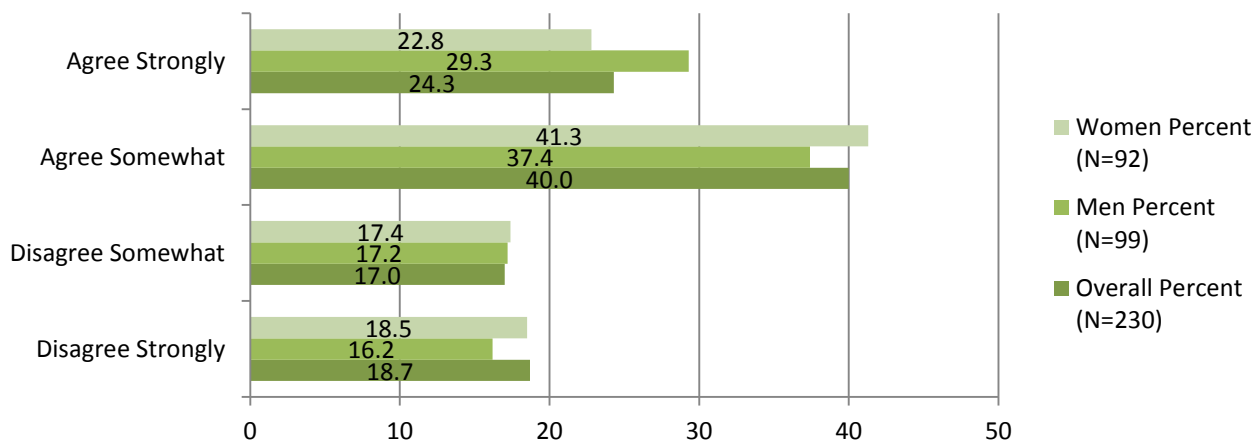


*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

*I was naïve about the negotiation process**.*



I was pleased with my start-up package.



Factors Influencing Decisions to Accept a Position at NDSU

Faculty members were asked about factors they feel contributed to their decision to accept a position at NDSU as well as what factors created hesitation.

The factors that contributed to *women* faculty members' decision to accept a position at NDSU were:

- Colleagues in the department/unit/lab (29.3%)
- Opportunities available for spouse/partner (26.3%)
- Workload allocation (24.2%)
- Geographic location (23.2%)
- Salary and benefits (21.2%)
- Teaching opportunities (21.2%)
- Climate of department/unit/lab (20.2%)
- Quality of the community (19.2%)
- Research opportunities (18.2%)
- Support for research (10.1%)
- Other (10.1%)
- Work/life satisfaction (9.1%)
- Tenure standards (7.1%)
- Faculty start-up package (6.1%)
- Quality of public schools (5.1%)
- To have a job/needed a job (5.1%)

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

- Prestige of the university (5.1%)
- Climate for women (4.0%)
- Prestige of the department/unit/lab (3.0%)
- Advance FORWARD programs (3.0%)
- Family nearby (3.0%)
- Spousal accommodation (3.0%)
- Quality of students (2.0%)
- Availability of childcare (2.0%)
- Administrative position (1.0%)

The factors that contributed to men faculty members' decision to accept a position at NDSU were:

- Climate of department/unit/lab (28.4%)
- Geographic location (25.7%)
- Colleagues in department/unit/lab (24.8%)
- Workload allocation (22.9%)
- Salary and benefits (22.0%)
- Teaching opportunities (21.1%)
- Quality of the community (19.3%)
- Work/life satisfaction (13.8%)
- Opportunities available for spouse/partner (11.0%)
- Support for research (11.0%)
- Prestige of the department/unit/lab (8.3%)
- Tenure standards (8.3%)
- Other (8.3%)
- Quality of public schools (7.3%)
- Faculty start-up package (5.5%)
- To have a job/needed a job (4.6%)
- Prestige of university (4.6%)
- Quality of students (2.8%)
- Availability of childcare (2.0%)
- Community resources and organizations (1.8%)
- Administrative position (1.0%)
- Climate for faculty of color (0.9%)
- Availability of child care (0.9%)
- Availability of elder care (0.9%)
- Family nearby (0.9%)

The factors that caused women faculty members to hesitate about accepting a position at NDSU were:

- Geographic location (44.4%)
- Climate for women (26.3%)
- Opportunities available for spouse/partner (24.2%)
- Salary and benefits (23.3%)
- Support for research (19.2%)
- Prestige of the university (18.2%)
- Faculty start-up package (16.2%)
- Quality of students (15.2%)
- Research opportunities (12.1%)
- Climate of department/unit/lab (12.1%)

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

- Workload allocation (10.1%)
- Quality of the community (9.1%)
- Work/life satisfaction (8.1)
- Other (8.1%)
- Availability of childcare (7.1%)
- Tenure standards (6.1%)
- Prestige of department/unit/lab (6.1%)
- Colleagues in department/unit/lab (5.1%)
- Climate for faculty of color (5.1%)
- Quality of public schools (4.0%)
- Community resources and organizations (3.0%)
- Teaching opportunities (2.0%)
- None (1.0%)

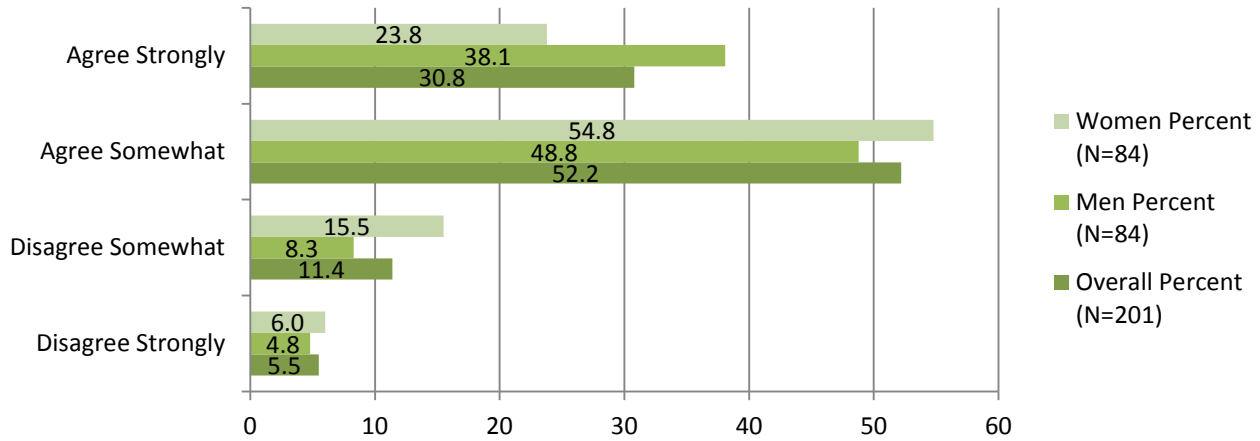
The factors that caused *men* faculty members to hesitate about accepting a position at NDSU were:

- Geographic location (40.4%)
- Salary and benefits (31.2%)
- Prestige of the university (28.4%)
- Prestige of department/unit/lab (22.0%)
- Support for research (20.2%)
- Faculty start-up package (17.4%)
- Workload allocation (14.7%)
- Quality of students (12.8%)
- Opportunities available for spouse/partner (11.9%)
- Tenure standards (10.1%)
- Climate of department/unit/lab (10.1%)
- Research opportunities (8.3%)
- Colleagues in department/unit/lab (7.3%)
- Other (6.4%)
- Quality of the community (5.5%)
- Climate for faculty of color (3.7%)
- Work/life satisfaction (3.7%)
- Quality of public schools (2.8%)
- Climate for women (1.8%)
- Community resources and organizations (1.8%)
- Availability of childcare (0.9%)
- None (0.9%)

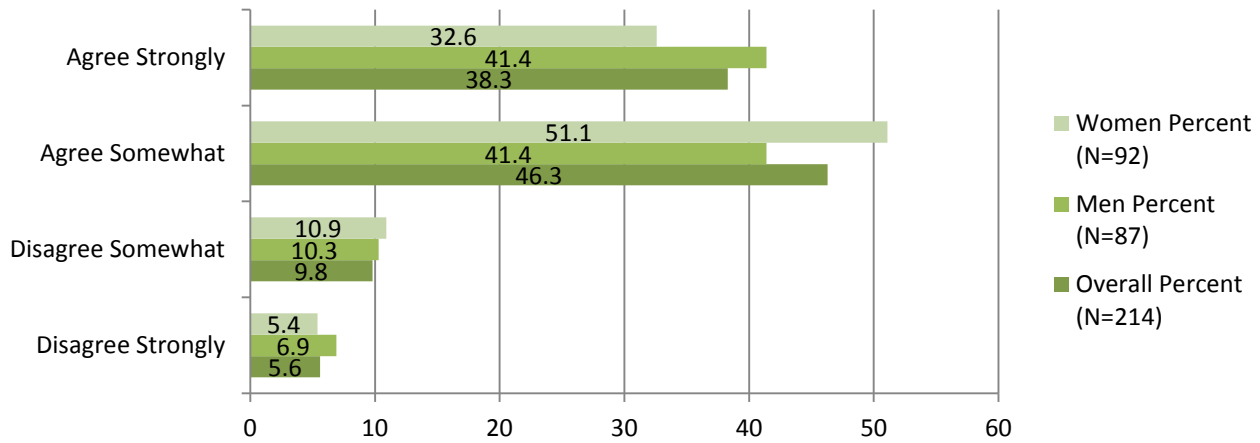
Tenure Process

Satisfaction with Tenure Process

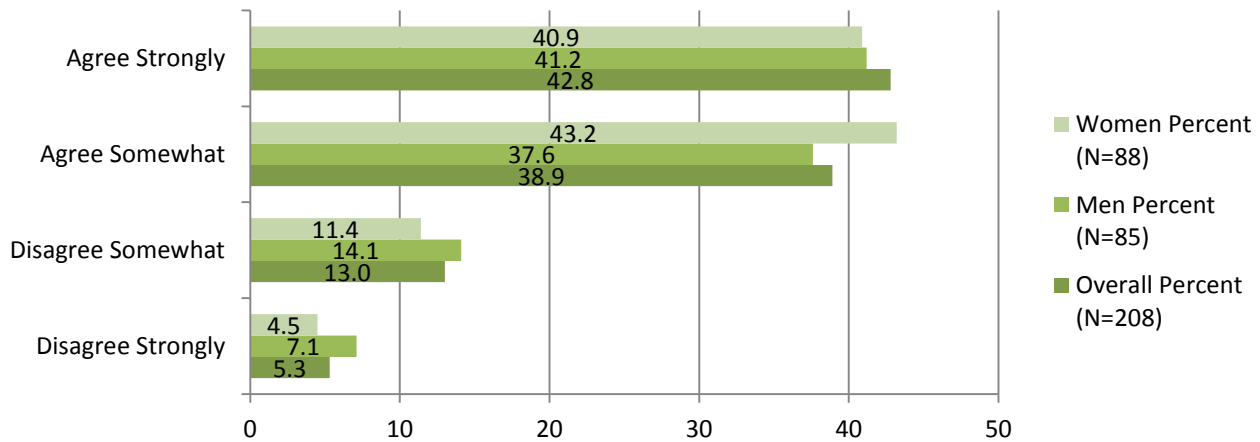
I am/was satisfied with the tenure/promotion process overall.*



I understand/understood the criteria for achieving tenure/promotion.

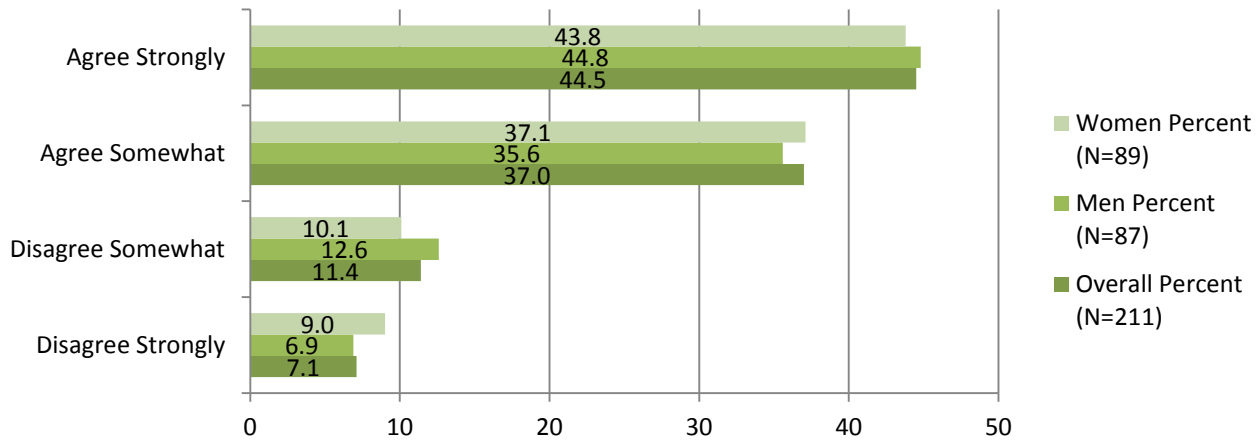


I receive/d feedback on my progress toward tenure/promotion.

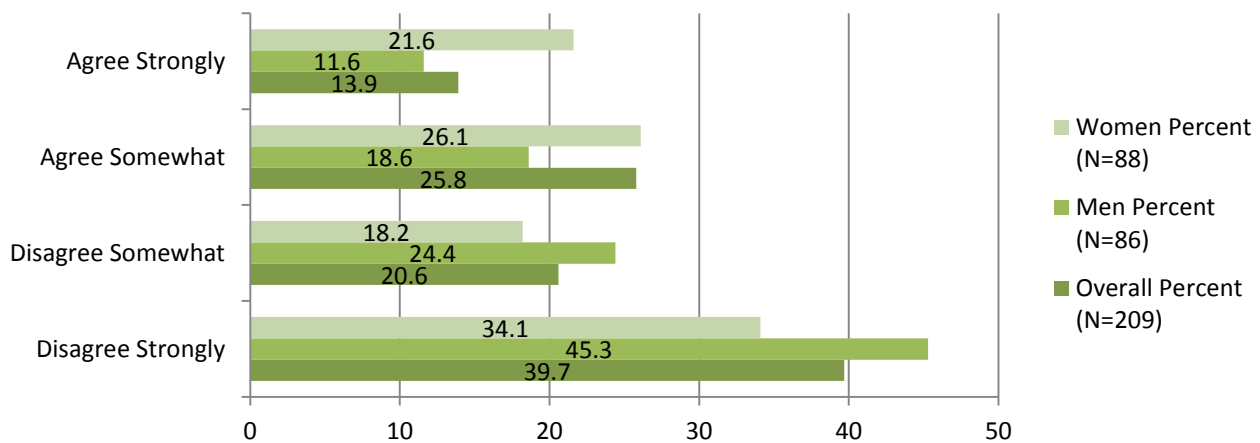


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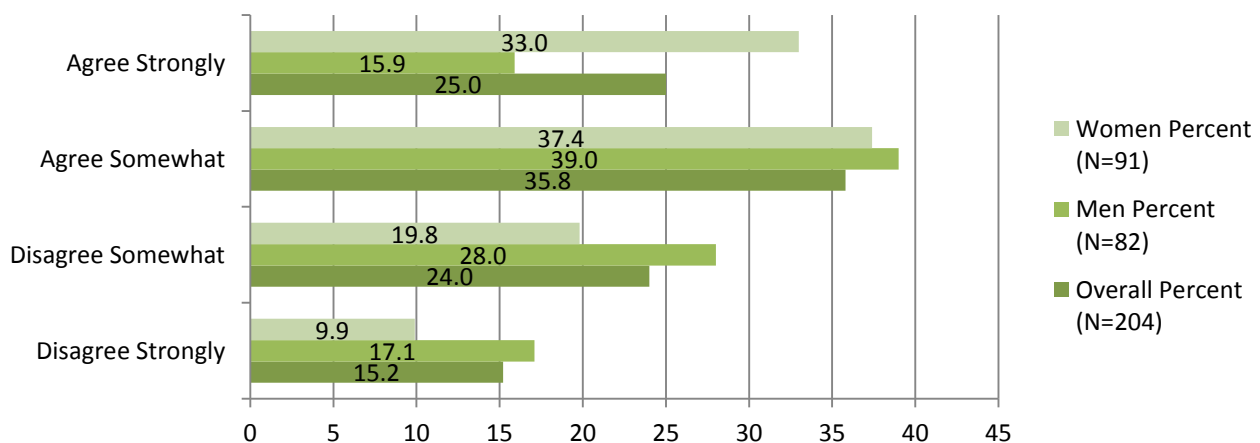
I feel/felt supported in my advancement to tenure/promotion.



*I receive/d reduced responsibilities so that I could build my research program**.*

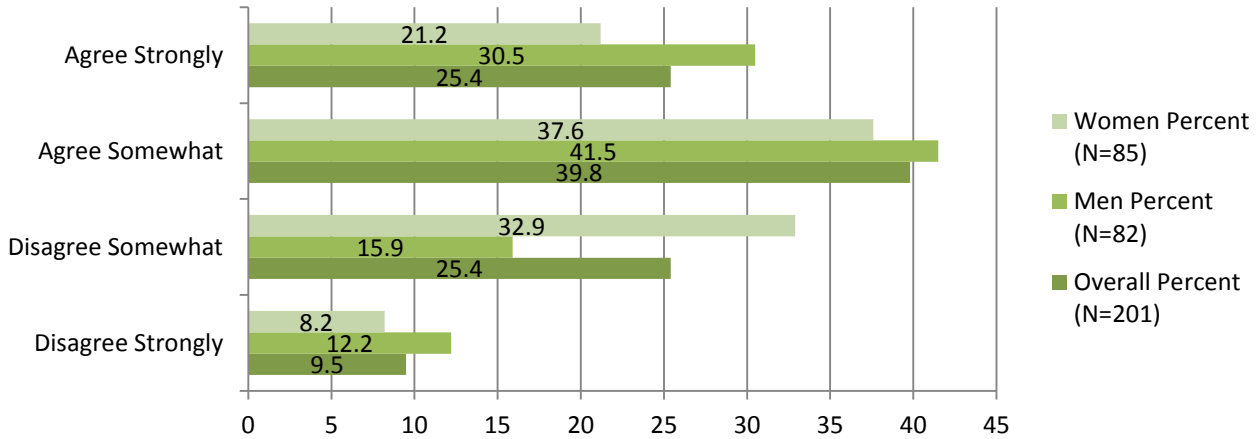


*I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring)**.*.*



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

I feel there is/was a strong fit between the way I do/did research, teaching and service, and the way it is/was evaluated for tenure/promotion.

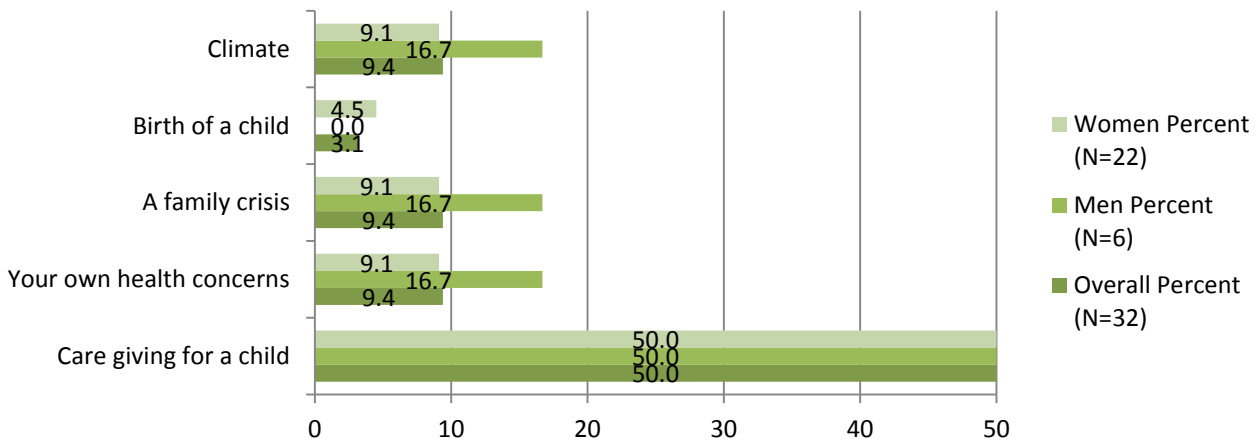


Extension of Tenure Clock

Thirty-five (17.5%) faculty members reported that they had ever extended their tenure clock, and 165 (82.5%) reported that they had not. Of the 35 who reported having extended their tenure clock, 24 (27.9%) were women, six (7.7%) were men, and five (13.5%) did not report their gender. Additionally, of the 165 of the faculty who reported that they had never extended their tenure clock, 62 (72.1%) were women, 72 (92.3%) were men, and thirty one (86.5%) did not report their gender***.

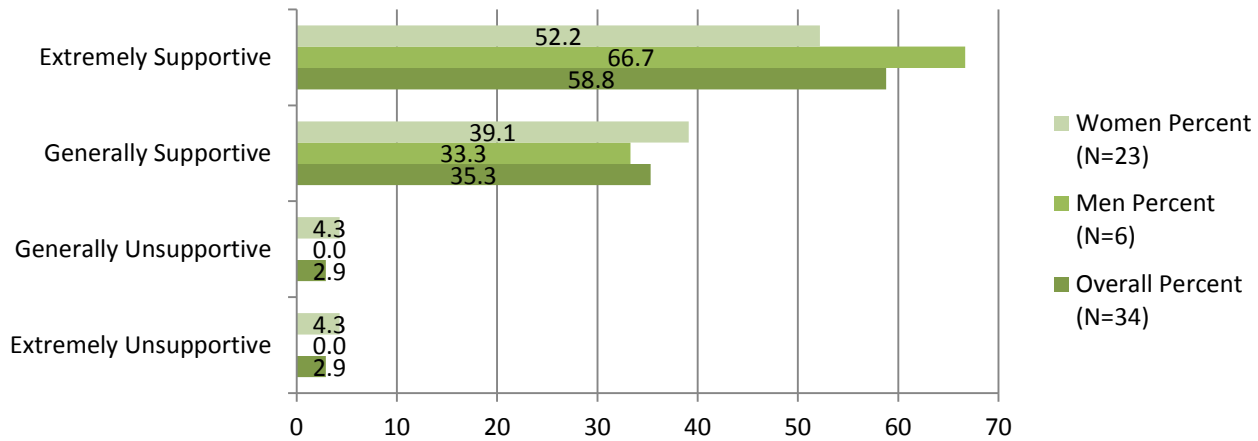
The faculty who reported having extended their tenure clock were asked to report the main reason for resetting their clock as well as how supportive they felt their department was of the extension each time their clock was reset/extended.

What was the main reason for extending/resetting your tenure clock the first time?

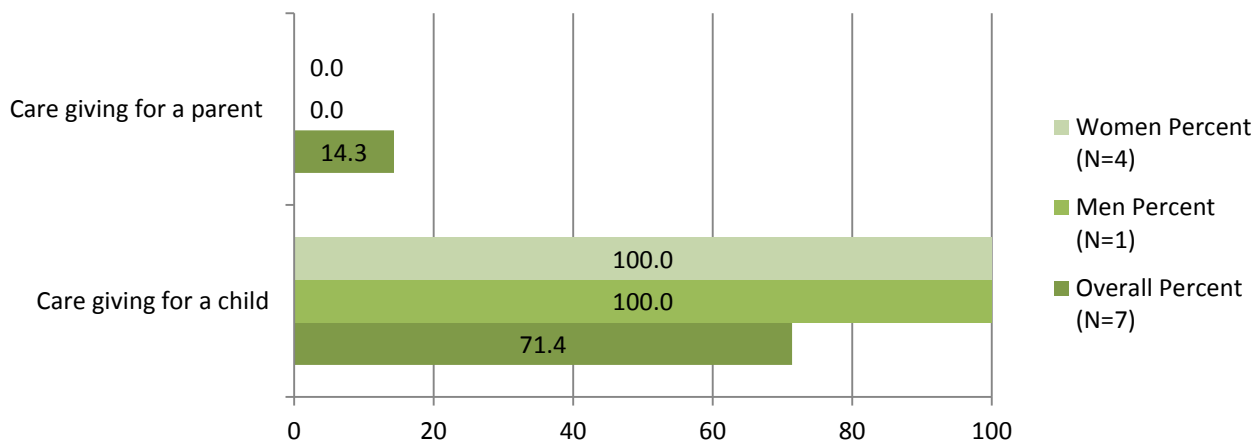


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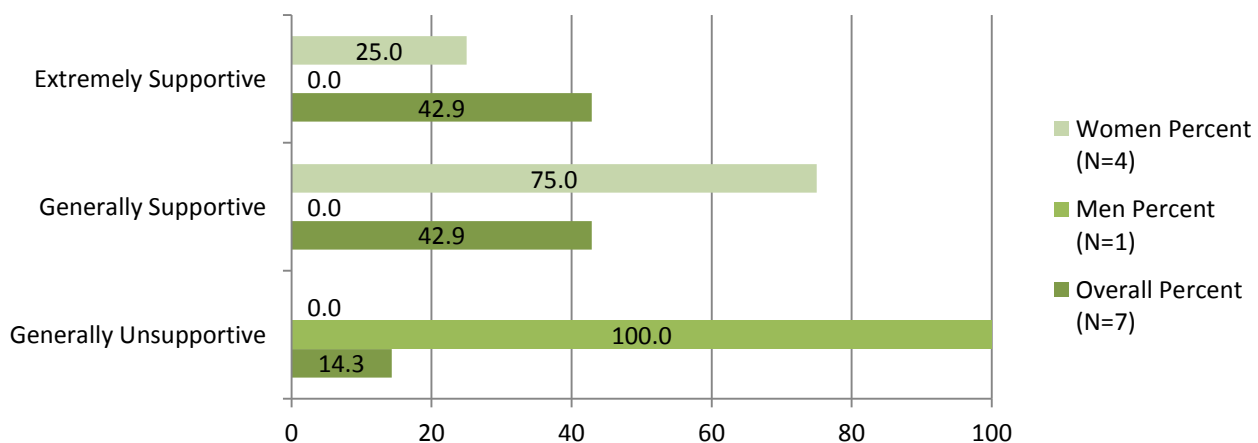
How supportive was your department/unit the **first** time you extended or reset your tenure clock?



What was the main reason for extending/resetting your tenure clock the **second** time?



How supportive was your department/unit the **second** time you extended or reset your tenure clock?



Faculty were further asked if they chose NOT to extend/reset their tenure clock even though they may have wanted to. Thirty-six (22.0%) of faculty responded that they chose not to extend even though they may have wanted to. Of these 36 faculty, 17 (27.9%) were women, 15 (20.8%) were men, and four (12.9%) did not report their gender.

*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

Professional Activities

Faculty members were asked about their feelings regarding their work allocation, resources they have for research, research collaborations, service responsibility, and leadership positions.

Work Allocation

Faculty members were asked what percentage of their work time they *currently spend* on the following activities.

Activity	% of Time Currently Spend <u>Women Faculty</u>	% of Time Currently Spend <u>Men Faculty</u>	% of Time Currently Spend <u>Overall</u>
Research	Mean = 28.23 SD = 18.17	Mean = 29.03 SD = 20.55	Mean = 28.58, SD = 19.15 Responses ranged from 0% to 100%
Teaching	Mean = 36.17 SD = 18.93	Mean = 37.96 SD = 18.86	Mean = 37.43, SD = 18.62 Responses ranged from 0% to 95%
Advising/mentoring students	Mean = 10.14 SD = 8.27	Mean = 8.84 SD = 6.37	Mean = 9.54, SD = 7.30 Responses ranged from 0% to 60%
Service	Mean = 14.99 SD = 12.21	Mean = 13.42 SD = 10.82	Mean = 14.34, SD = 11.22 Responses ranged from 0% to 80%
Administrative	Mean = 10.69 SD = 18.74	Mean = 15.15 SD = 22.71	Mean = 12.91, SD = 20.70 Responses ranged from 0% to 90%
Mentoring faculty	Mean = 2.96 SD = 4.37	Mean = 4.11 SD = 7.61	Mean = 3.45, SD = 6.04 Responses ranged from 0% to 60%

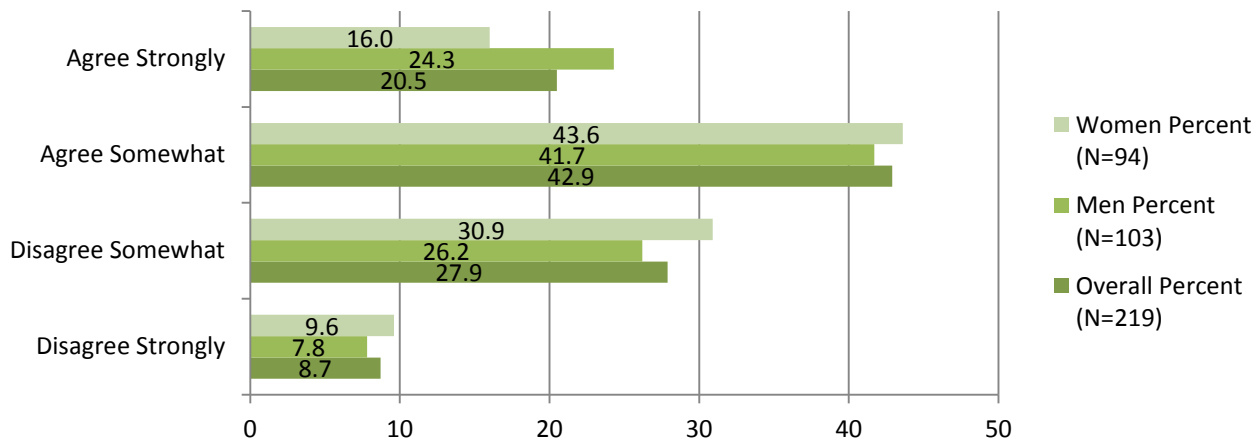
Faculty members were asked what percentage of their work time they would *prefer to spend* on the following activities.

Activity	% of Time Prefer to Spend <u>Women Faculty</u>	% of Time Prefer to Spend <u>Men Faculty</u>	% of Time Prefer to Spend <u>Overall</u>
Research	Mean = 42.88 SD = 19.08	Mean = 41.17 SD = 19.91	Mean = 42.34, SD = 19.58 Responses ranged from 0% to 100%
Teaching	Mean = 28.88 SD = 14.90	Mean = 30.85 SD = 16.16	Mean = 30.27, SD = 15.52 Responses ranged from 0% to 85%
Advising/mentoring students	Mean = 10.21 SD = 6.89	Mean = 9.38 SD = 6.01	Mean = 9.78, SD = 6.43 Responses ranged from 0% to 40%
Service	Mean = 10.85 SD = 12.24	Mean = 9.75 SD = 6.28	Mean = 10.42, SD = 9.43 Responses ranged from 0% to 100%
Administrative	Mean = 7.87 SD = 16.0	Mean = 11.40 SD = 18.52	Mean = 9.64, SD = 17.35 Responses ranged from 0% to 80%
Mentoring faculty	Mean = 3.93 SD = 5.29	Mean = 5.00 SD = 7.80	Mean = 4.53, SD = 6.56 Responses ranged from 0% to 60%

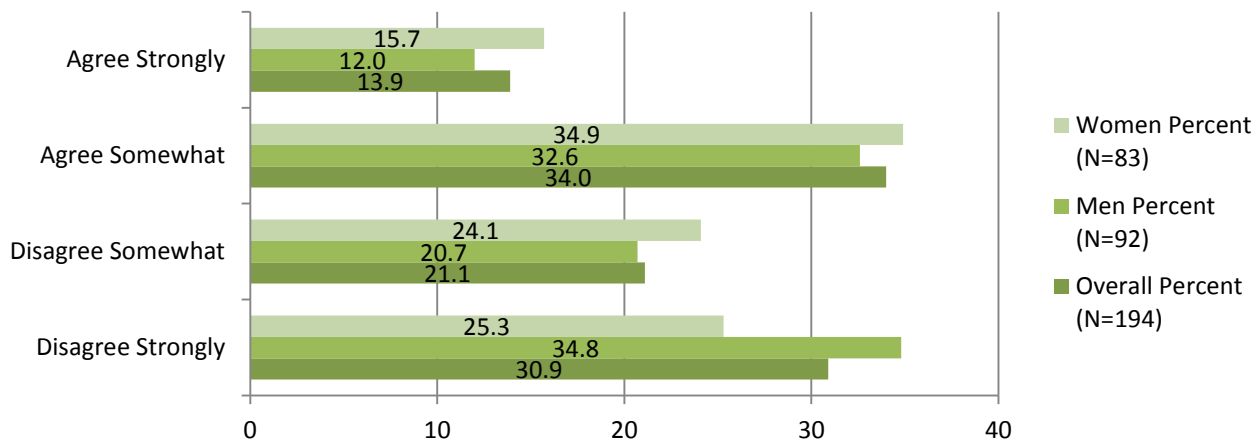
*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

Resources for Research

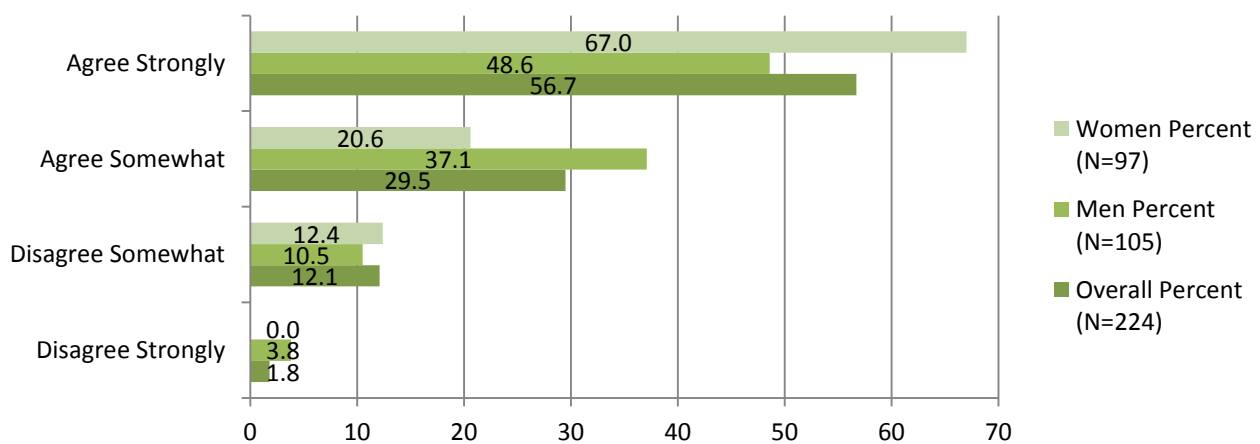
I have the equipment and supplies I need to adequately conduct my research.



I receive regular maintenance/upgrades of my equipment.

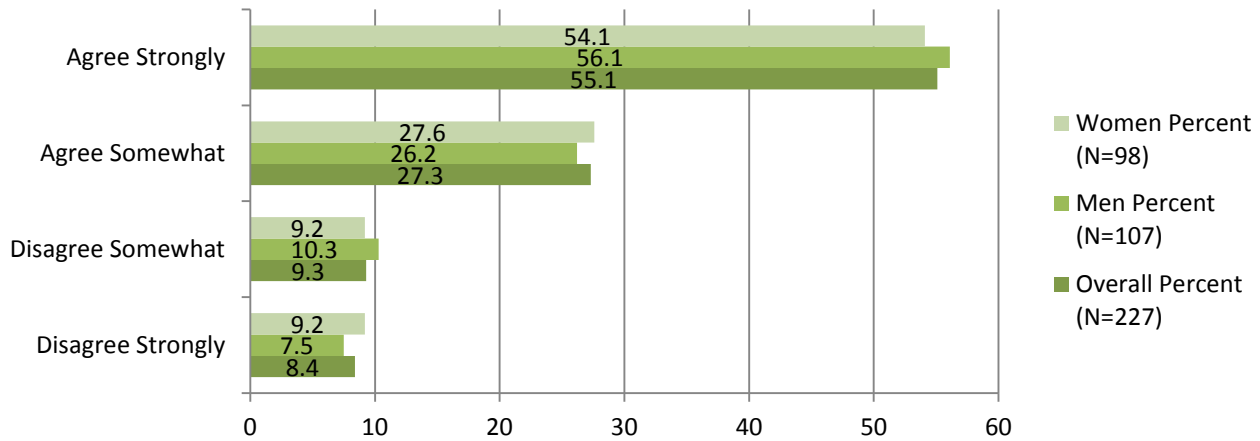


*I would like to receive more travel funds than I do**.*

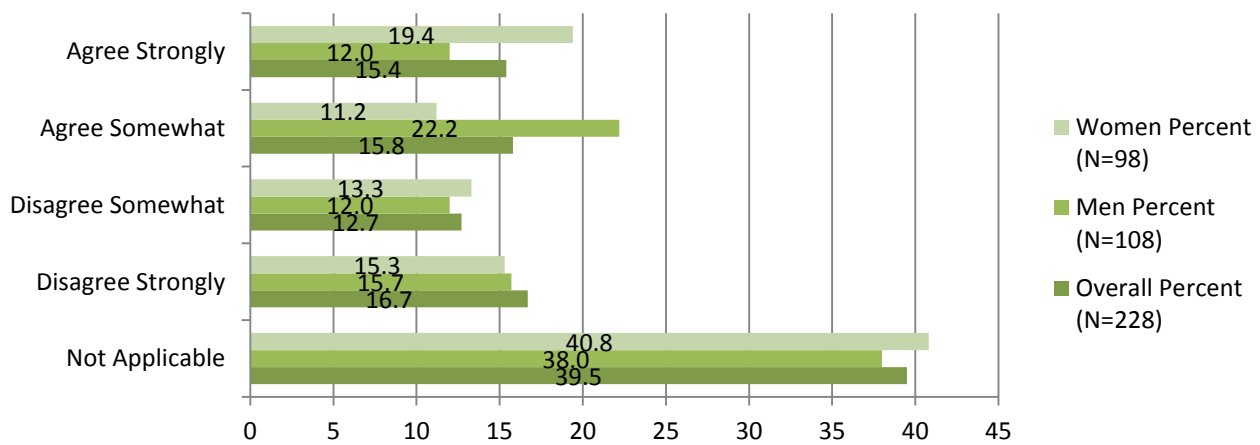


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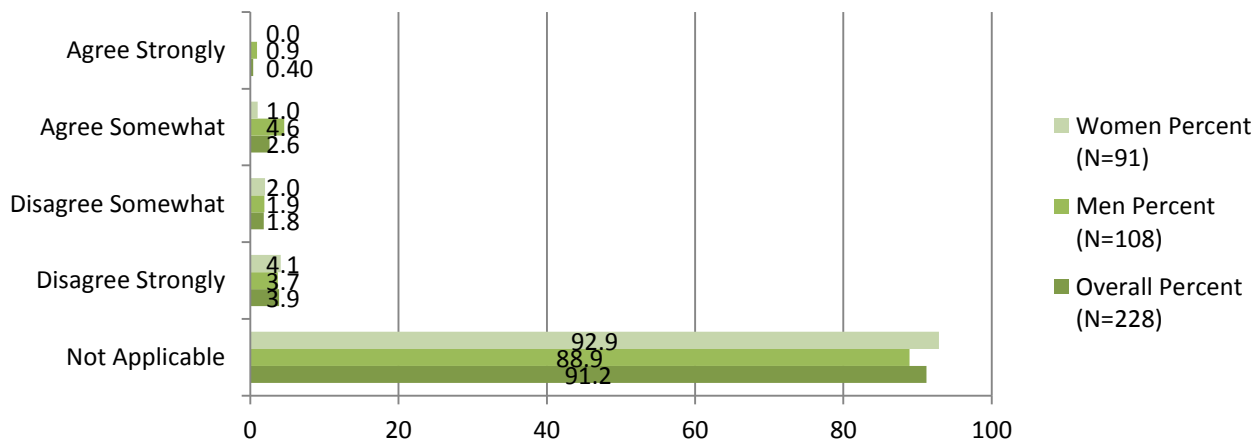
I have sufficient office space.



I have sufficient laboratory space.

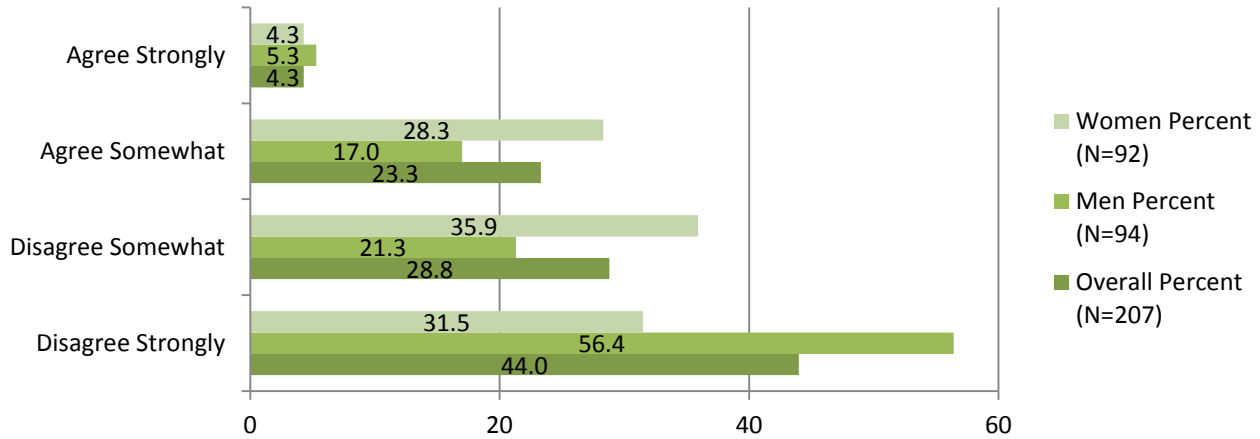


I have sufficient space for housing research animals.

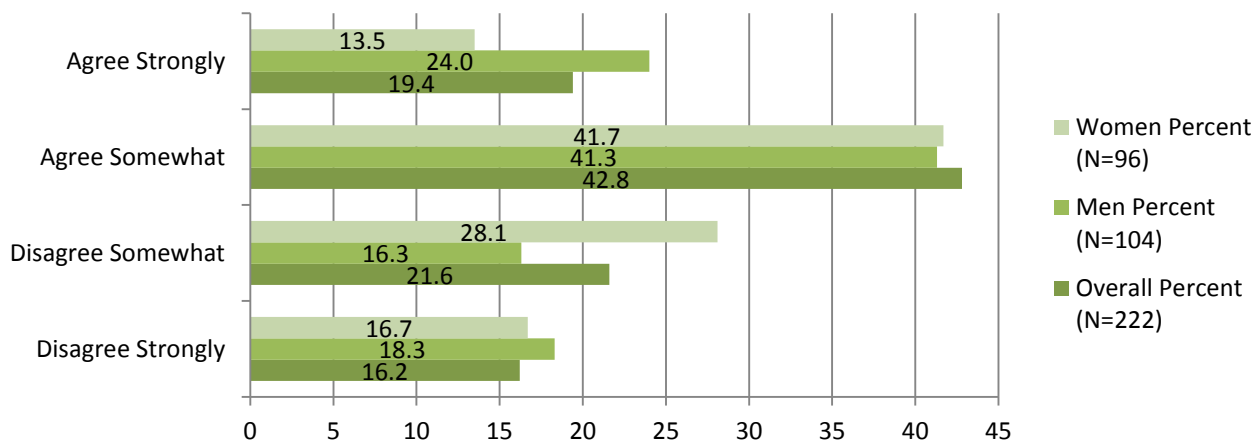


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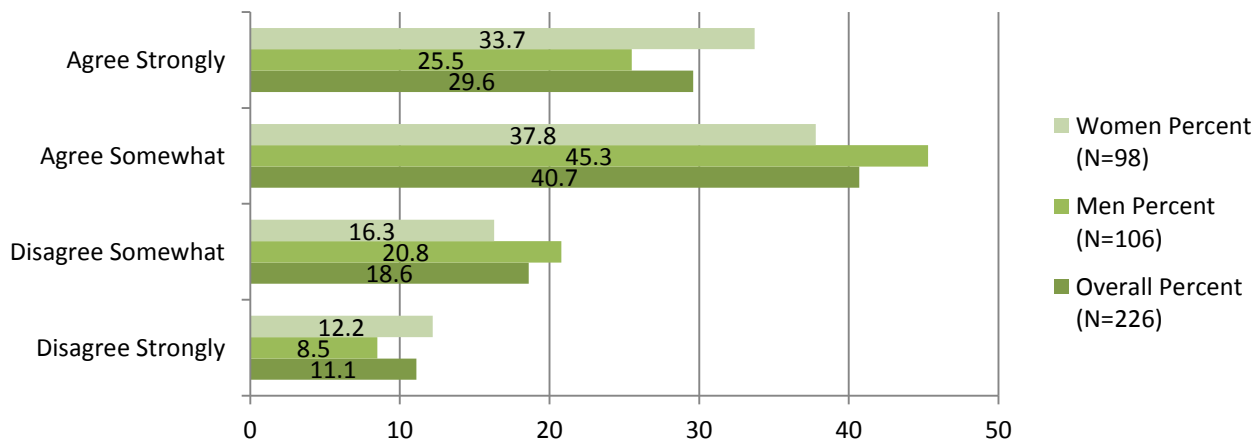
*I receive enough internal funding to conduct my research**.*



I receive the amount of technical/computer support I need.

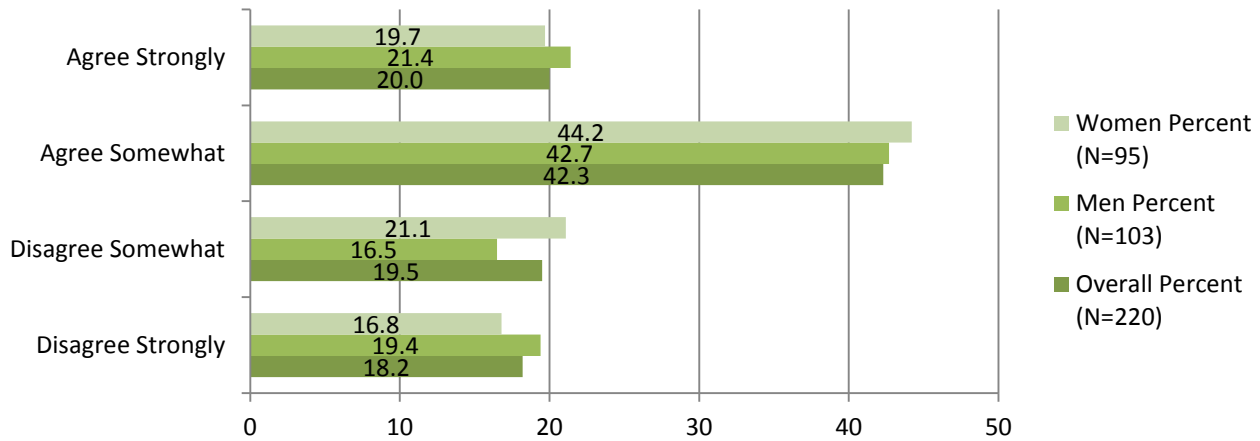


I have enough office support.

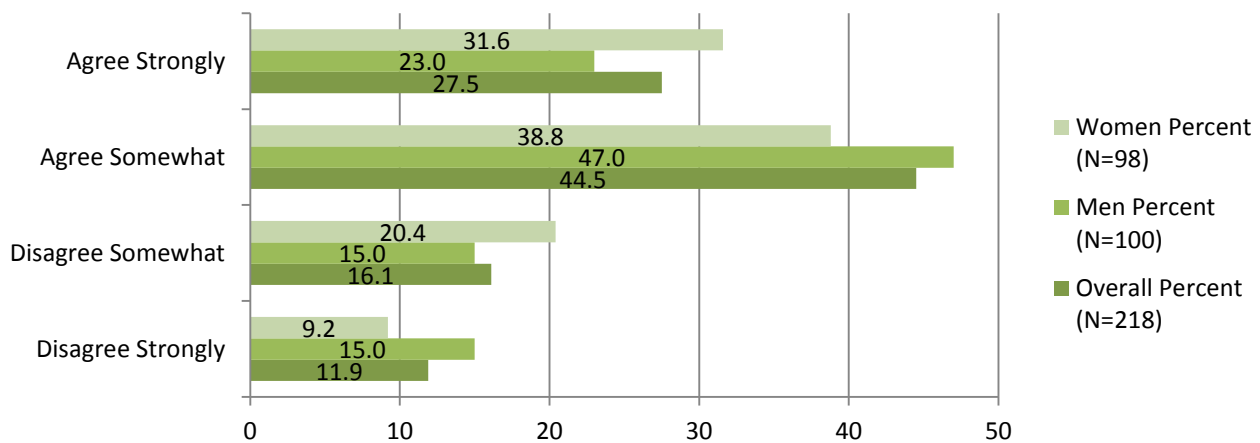


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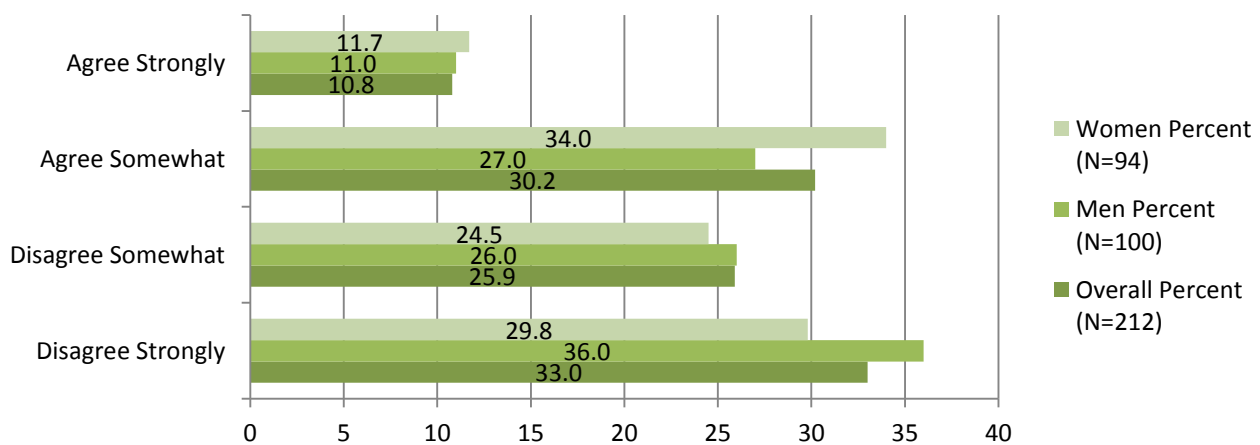
I have colleagues on campus who do similar research.



I have colleagues or peers who give me career advice or guidance when I need it.



I have sufficient teaching support (including T.A.s).



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

Research Collaborations

Faculty were asked if they currently collaborate, or have collaborated in the past, on research with colleagues in their department, college, other colleges within NDSU, and off the NDSU campus.

Collaboration with colleagues in	<u>Currently Collaborate</u>			<u>Previously Collaborated</u>		
	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Primary Department**	68.0% (N=97)	70.1% (N=107)	69.5% (N=226)	68.1% (N=91)	81.0% (N=100)	75.1% (N=209)
College	43.3% (N=97)	46.6% (N=103)	43.9% (N=221)	47.8% (N=90)	58.8% (N=97)	53.2% (N=205)
Other College	38.9% (N=95)	43.1% (N=102)	42.0% (N=219)	43.2% (N=88)	52.5% (N=99)	47.8% (N=205)
Off NDSU Campus	79.2% (N=96)	82.5% (N=103)	81.0% (N=221)	89.0% (N=91)	89.6% (N=96)	90.2% (N=205)

#*Significance only for past/previously

Committee Involvement

Faculty were asked if they have ever served on the following committees:

Committee	<u>Have Served</u>			<u>Have Not Served</u>		
	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
PTE***	33.3% (N=96)	56.6% (N=106)	46.4% (N=224)	66.7% (N=96)	43.4% (N=106)	53.6% (N=224)
Faculty Search	82.5% (N=97)	86.8% (N=106)	83.9% (N=223)	17.5% (N=97)	13.2% (N=106)	16.1% (N=223)
Curriculum (graduate/undergraduate)	68.4% (N=98)	71.8% (N=103)	70.3% (N=222)	31.6% (N=98)	28.2% (N=103)	29.7% (N=222)
Graduate Admissions	54.3% (N=94)	53.5% (N=101)	53.5% (N=217)	45.7% (N=94)	46.5% (N=101)	46.5% (N=217)

Faculty were asked if they have ever chaired the following committees:

Committee	<u>Have Chaired</u>			<u>Have Not Chaired</u>		
	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
PTE***	9.0% (N=89)	33.7% (N=95)	24.0% (N=204)	91.0% (N=89)	66.3% (N=95)	76.0% (N=204)
Faculty Search***	31.5% (N=92)	59.2% (N=98)	45.7% (N=210)	68.5% (N=92)	40.8% (N=98)	54.3% (N=210)
Curriculum (graduate/undergraduate)	28.6% (N=91)	36.2% (N=94)	33.7% (N=205)	71.4% (N=91)	63.8% (N=94)	66.3% (N=205)
Graduate Admissions**	15.6% (N=90)	29.7% (N=91)	23.0% (N=200)	84.4% (N=90)	70.3% (N=91)	77.0% (N=200)

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

Faculty members were asked how many committees they were currently served on:

Committee	<u>Number On Women Faculty</u>	<u>Number On Men Faculty</u>	<u>Number On Overall</u>
Department Level	Mean = 2.55 SD = 1.70	Mean = 2.29 SD = 1.27	Mean = 2.45, SD = 1.57 Responses ranged from 0 to 10
College Level	Mean = 0.89 SD = 1.00	Mean = 0.99 SD = 1.05	Mean = 0.99, SD = 1.08 Responses ranged from 0 to 5
University Level	Mean = 1.39 SD = 1.57	Mean = 1.52 SD = 1.81	Mean = 1.43, SD = 1.65 Responses ranged from 0 to 9

Faculty members were asked how many committees they were currently chairing:

Committee	<u>Number Chaired Women Faculty</u>	<u>Number Chaired Men Faculty</u>	<u>Number Chaired Overall</u>
Department Level	Mean = 0.46 SD = 0.66	Mean = 0.59 SD = 0.83	Mean = 0.58, SD = 0.82 Responses ranged from 0 to 5
College Level	Mean = 0.17 SD = 0.55	Mean = 0.14 SD = 0.44	Mean = 0.15, SD = 0.48 Responses ranged from 0 to 3
University Level	Mean = 1.65 SD = 13.49	Mean = 0.20 SD = 0.65	Mean = 0.83, SD = 8.97 Responses ranged from 0 to 120

Faculty members were asked about the number of hours they spent in the past 30 days doing work associated with committee assignments. The mean for *women* was 17.51 (SD=14.81), for *men* was 17.09 (SD=20.43), and the *overall* mean was 16.82 (SD=17.49).

Leadership Positions

Faculty members were asked about the leadership positions they have held or currently hold at NDSU.

Position	<u>Currently Hold</u>			<u>Have Held in Past</u>		
	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Administrative role in department (ex., dean, chair/head)***	9.3% (N=97)	13.3% (N=105)	11.7% (N=223)	7.6% (N=92)	28.3% (N=99)	19.1% (N=209)
Administrative role in department/college (ex., associate chair/dean, undergraduate/graduate coordinator, program director)**	21.9% (N=96)	24.0% (N=104)	23.2% (N=220)	24.2% (N=91)	41.2% (N=97)	33.3% (N=207)
PI on external grant**	46.3% (N=95)	48.6% (N=105)	48.4% (N=221)	52.2% (N=92)	73.0% (N=100)	62.6% (N=211)

*Significance only for held in past

Faculty members were asked about the leadership positions they have held outside of NDSU.

Position	Women Faculty (N=99)	Men Faculty (N=109)	Overall (N=253)
President or high-level leadership position in a professional association or organization	20.2%	35.8%	24.1%
President or high-level leadership position in a service organization	14.1%	17.4%	15.4%
Chair of a major committee in a professional organization or association	31.3%	43.1%	32.8%
Editor of a journal	12.1%	33.9%	21.3%
Member of a national commission or panel	26.3%	31.2%	24.9%

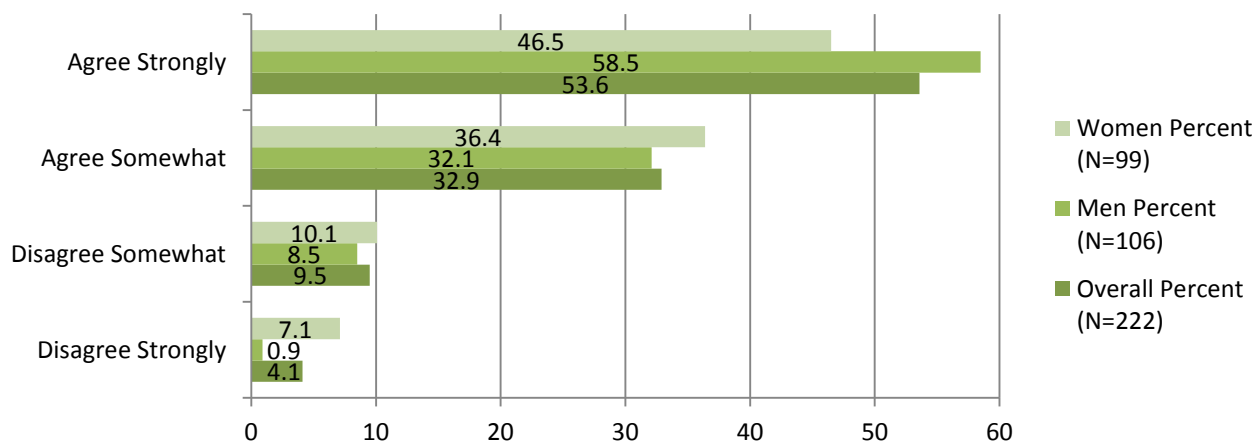
Faculty members were asked about their level of interest in taking on a leadership position at NDSU. Overall, 94 (41.8%) participants said that they were and 131 (58.2%) said that they were not. Of the 94 who were interested in leadership positions, 37 (39.4%) were women, 47 (50.0%) were men, and 10 (10.6%) did not report their gender. Of the 131 who were not interested in leadership positions, 61 (46.6%) were women, 58 (44.3%) were men, and 12 (9.2%) did not report their gender.

Faculty members were also asked if they felt they were barriers to taking on such a position. Overall, 48 (51.1%) reported that there are barriers preventing them from taking on such a position and 46 (48.9%) reported that there are not. Of the 48 who felt there were barriers preventing them from taking leadership positions, 25 (52.1%) were women, 19 (39.6%) were men, and 4 (8.3%) did not report their gender**. Of the 46 who felt there were not barriers preventing them from taking leadership positions, 12 (26.1%) were women, 28 (60.9%) were men, and 6 (13.0%) did not report their gender.

Department Climate

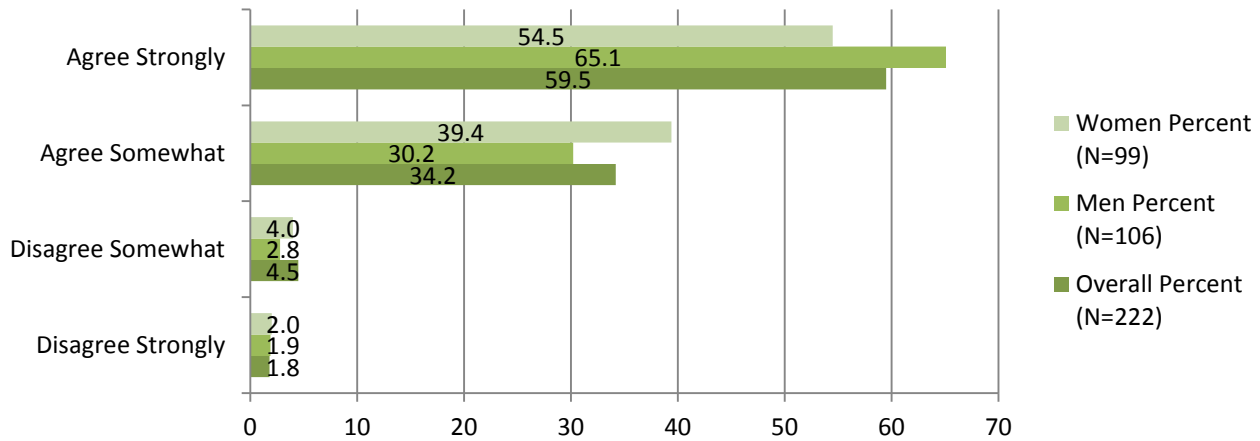
Interactions with Colleagues

*I am treated with respect by colleagues**.*

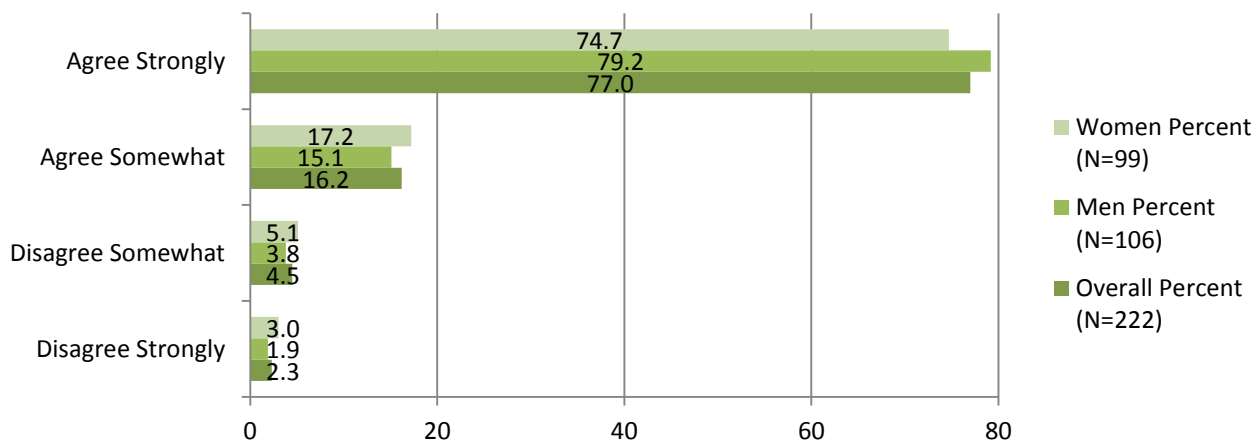


*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

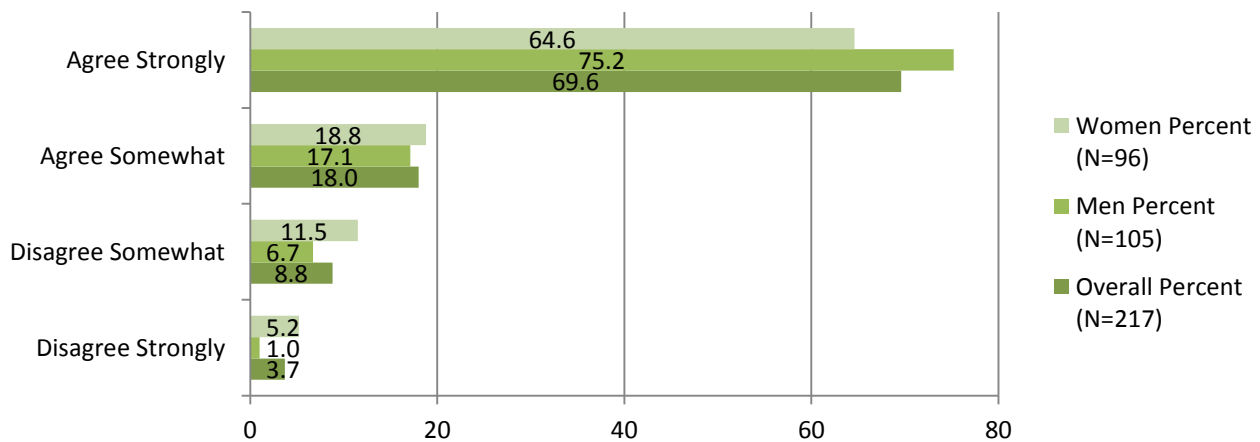
I am treated with respect by students.



I am treated with respect by staff.

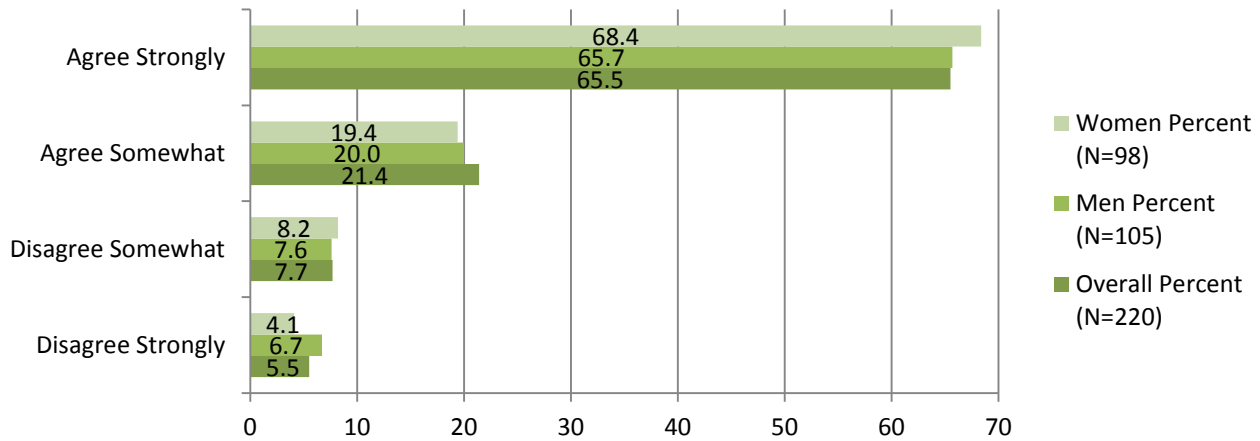


*I am treated with respect by my department chair/head**.*

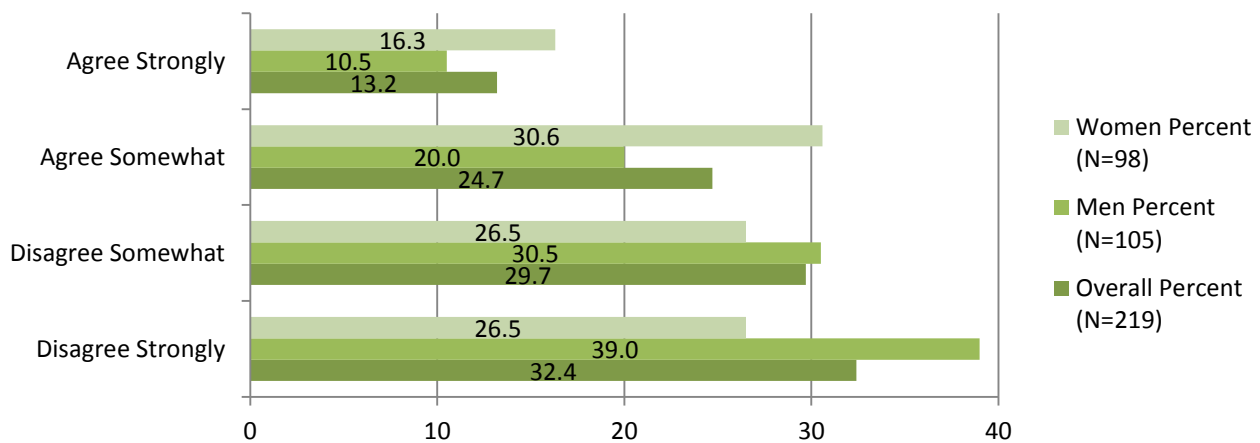


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

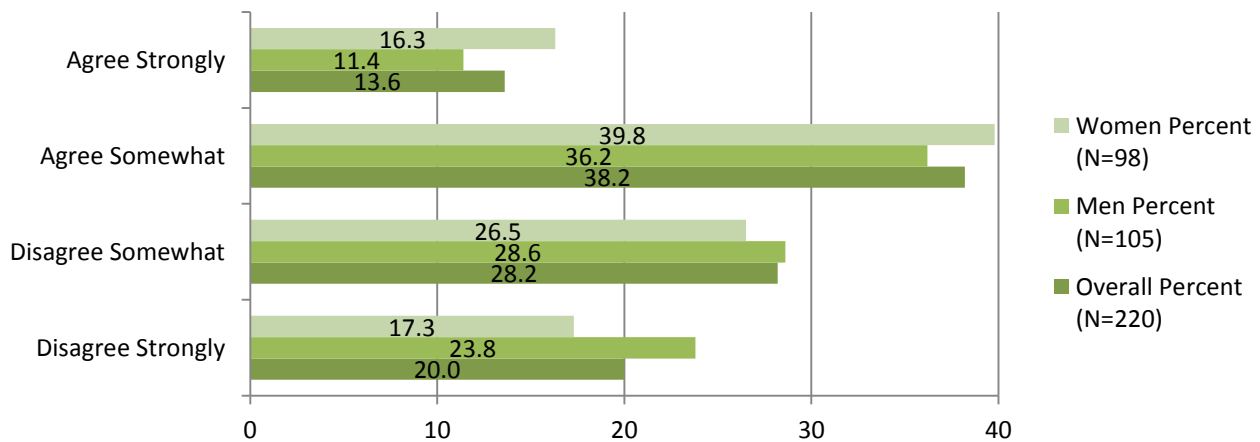
I am treated with respect by Dean.



*I feel excluded from the informal networks in my department**.*

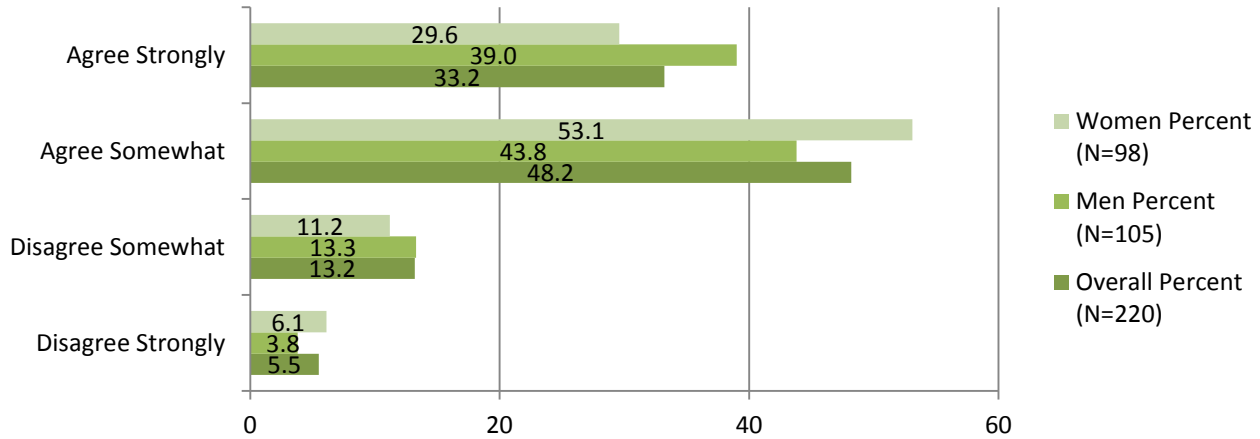


I encounter unwritten rules concerning how one is expected to interact with colleagues.



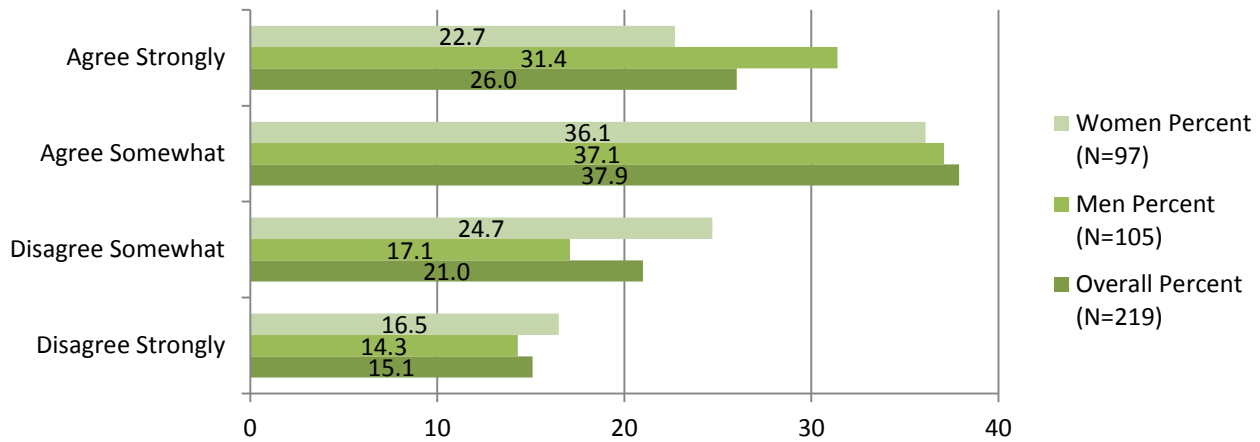
*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service).

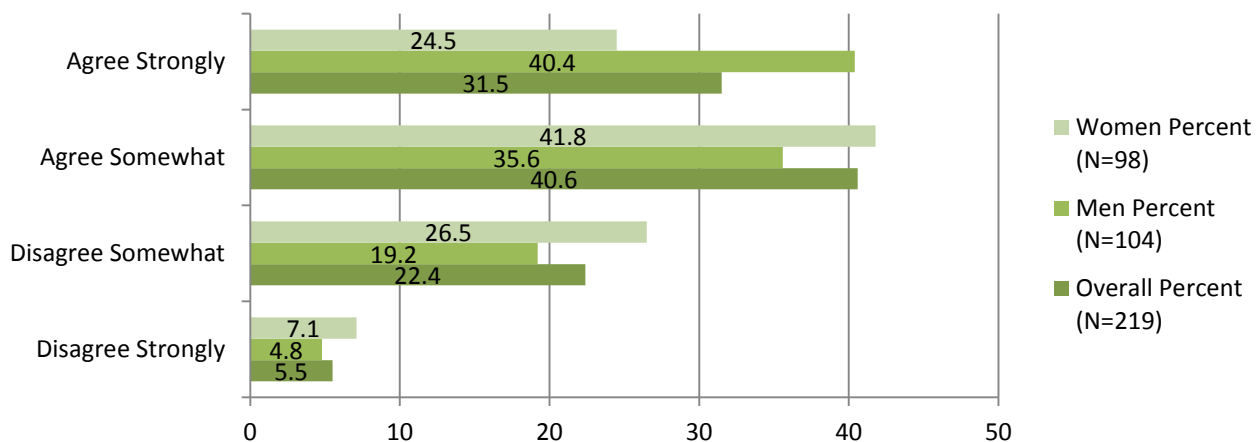


Personal Sense of Value, Fit, and Isolation

In my department, I feel that my research is considered mainstream.

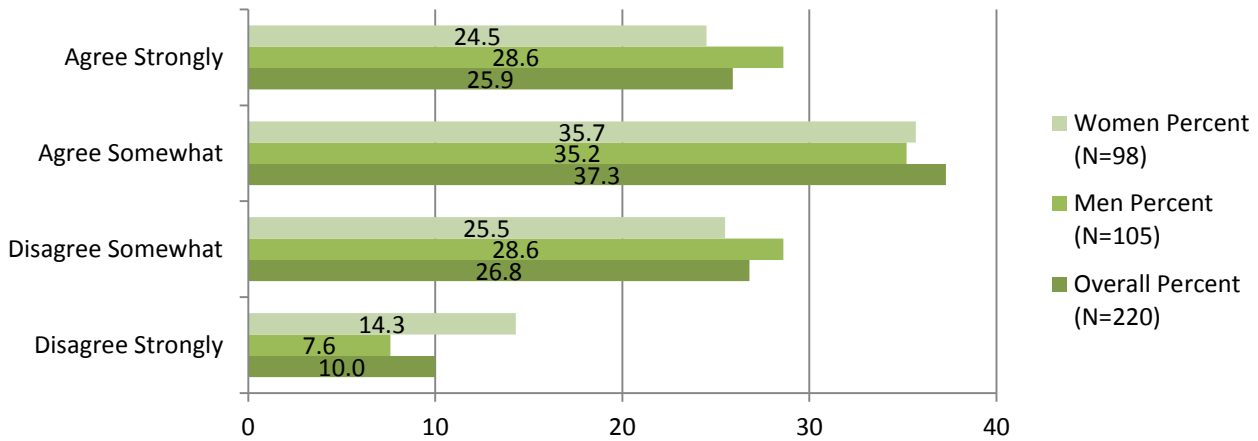


*I feel that my colleagues value my research**.*

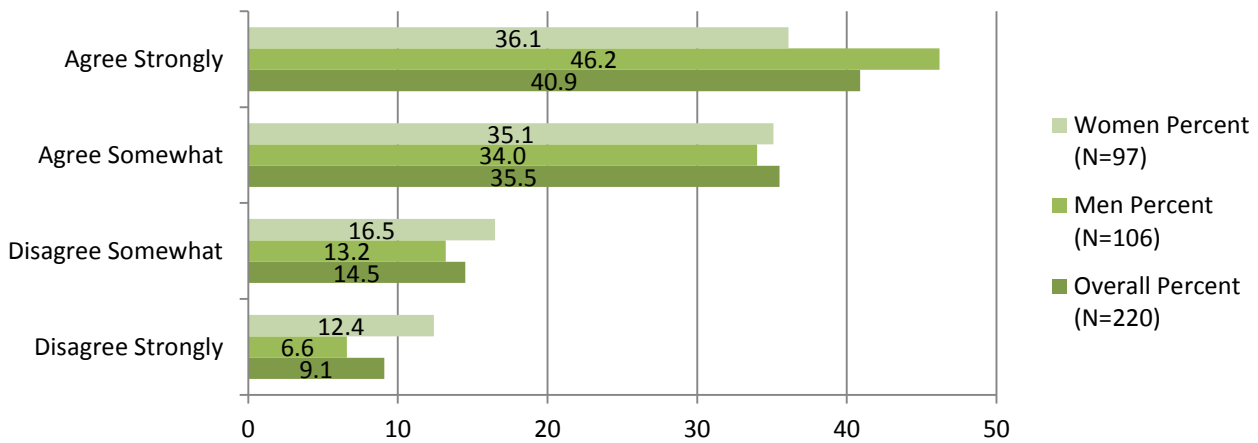


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

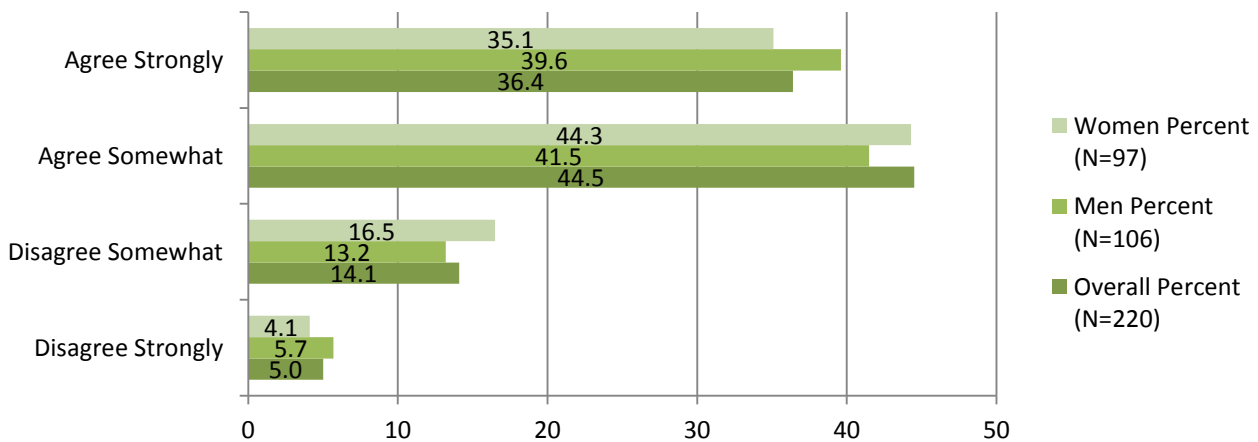
I do a great deal of work that is not formally recognized by my department.



I feel like I “fit” in my department.

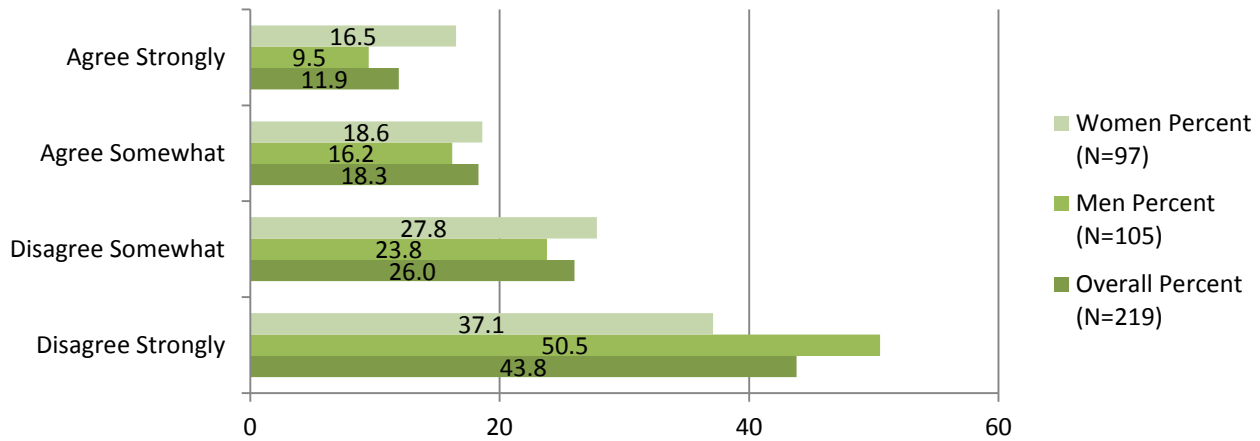


I feel like I “fit” in my college.

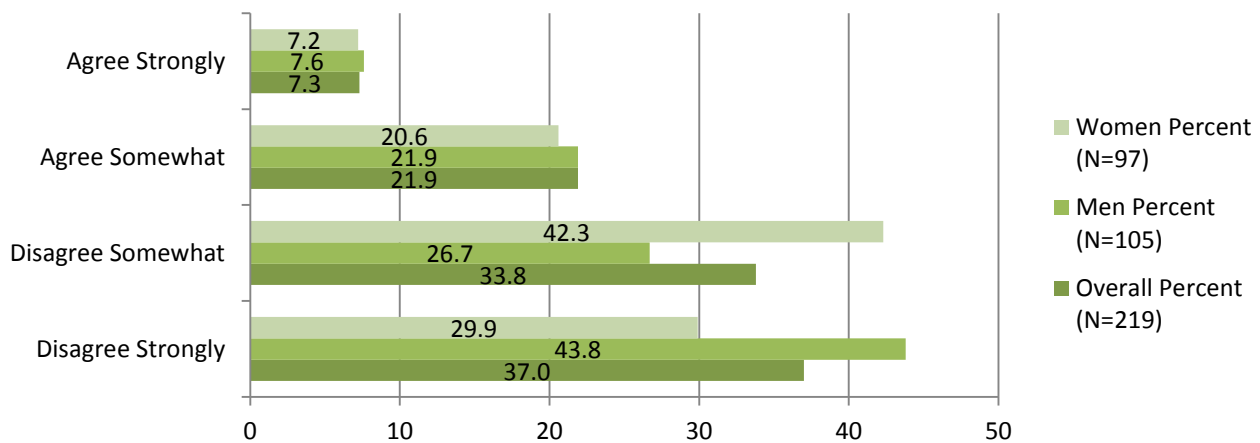


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

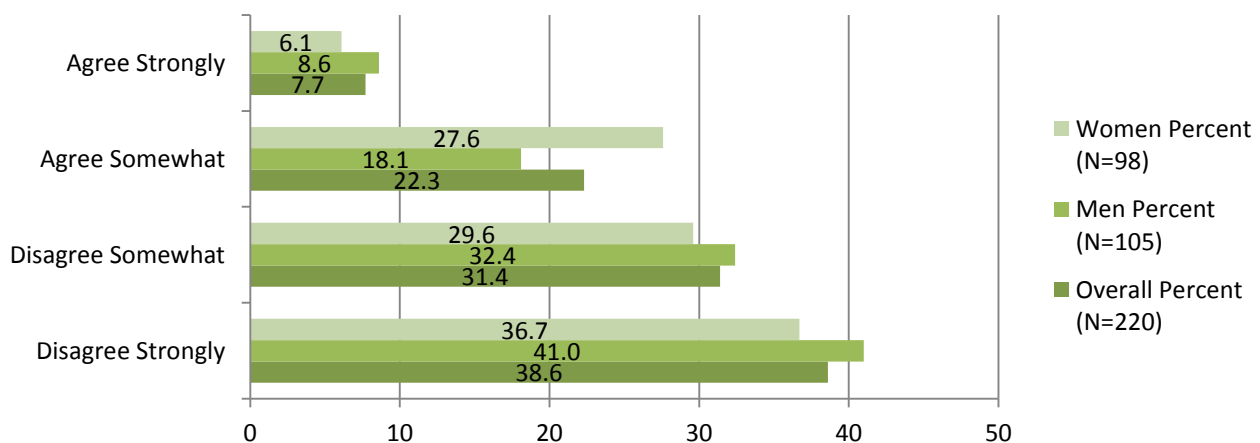
I feel isolated in my department.*



I feel isolated in my college.



I feel isolated on the NDSU campus overall.

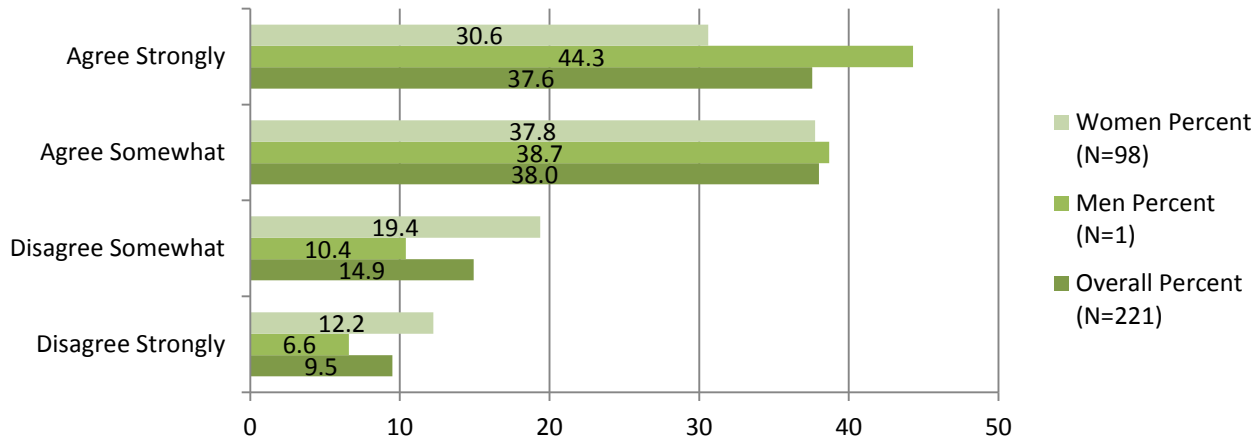


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

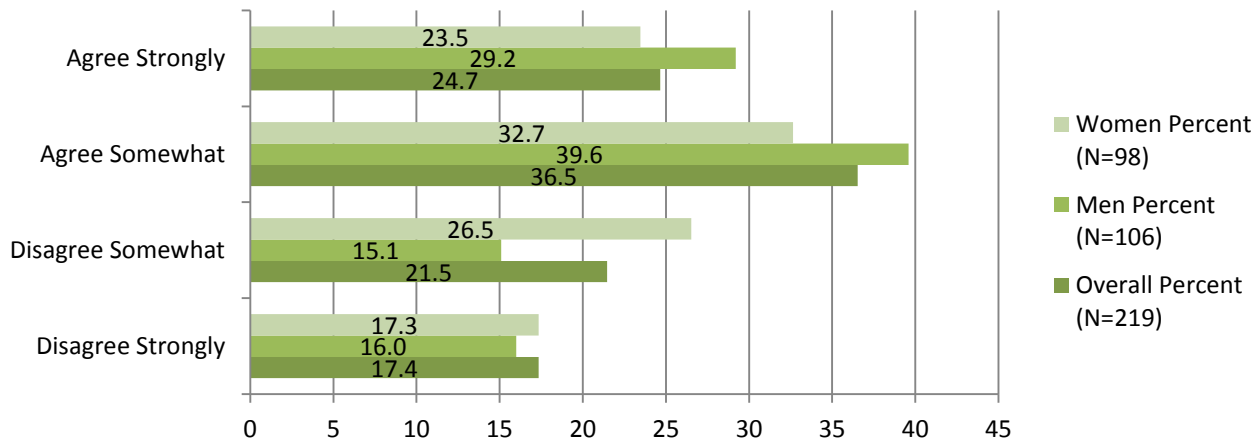
Decision-making Processes at the Department Level

Faculty were further asked about the degree to which they were able to participate in the decision-making processes in their primary department/unit.

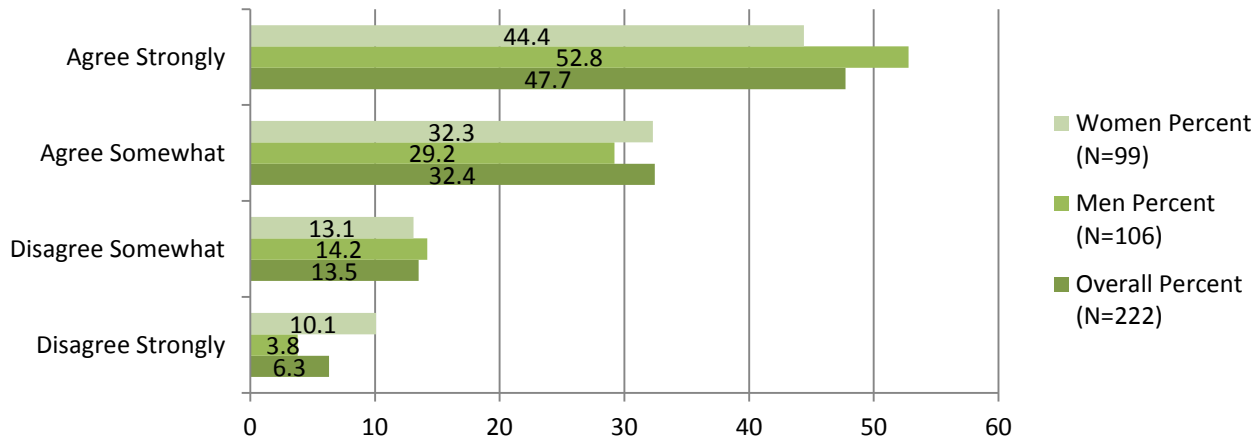
*I feel like a full and equal participant in problem solving and decision-making**.*



I have a voice in how resources are allocated.

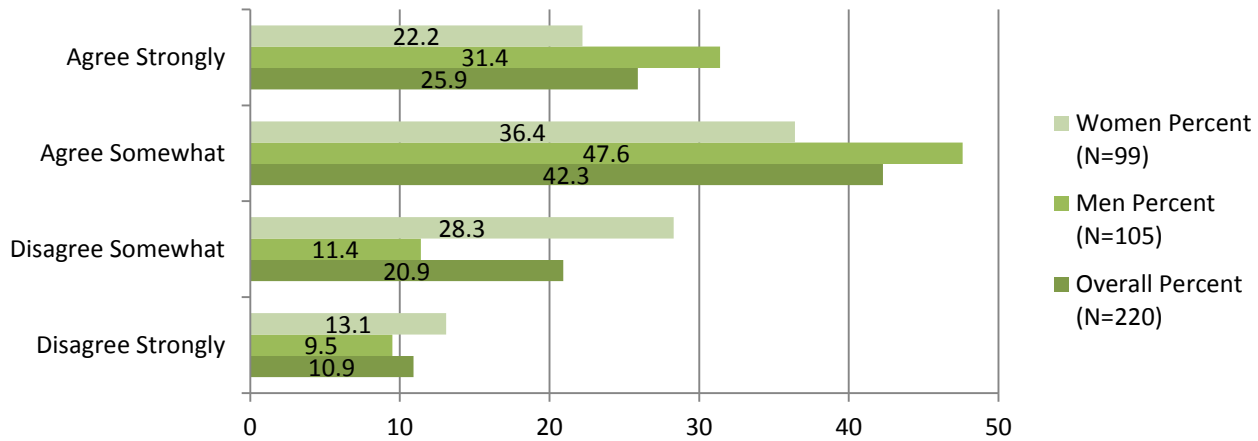


Department meetings allow for all faculty members to share their views.

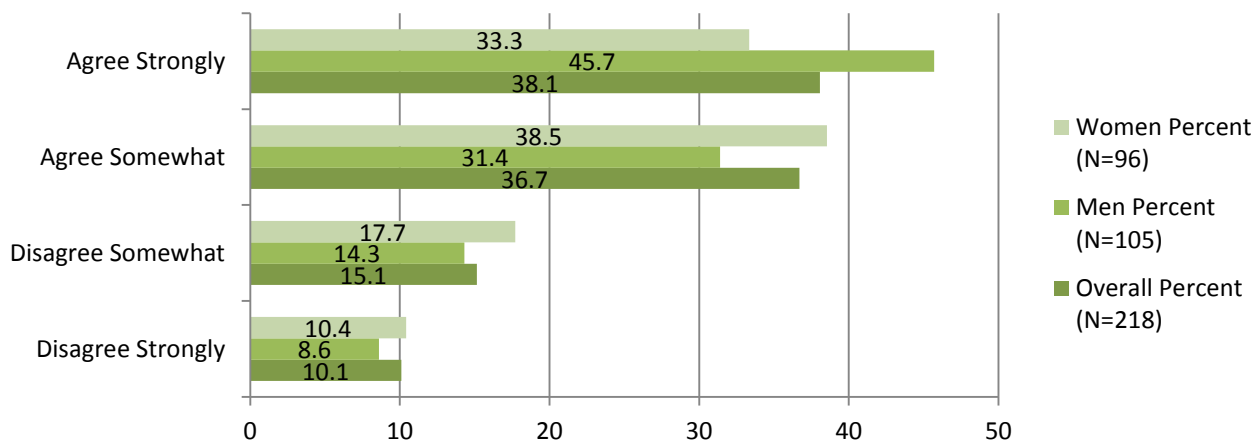


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

*Committee assignments are rotated fairly to allow for participation of all faculty**.*



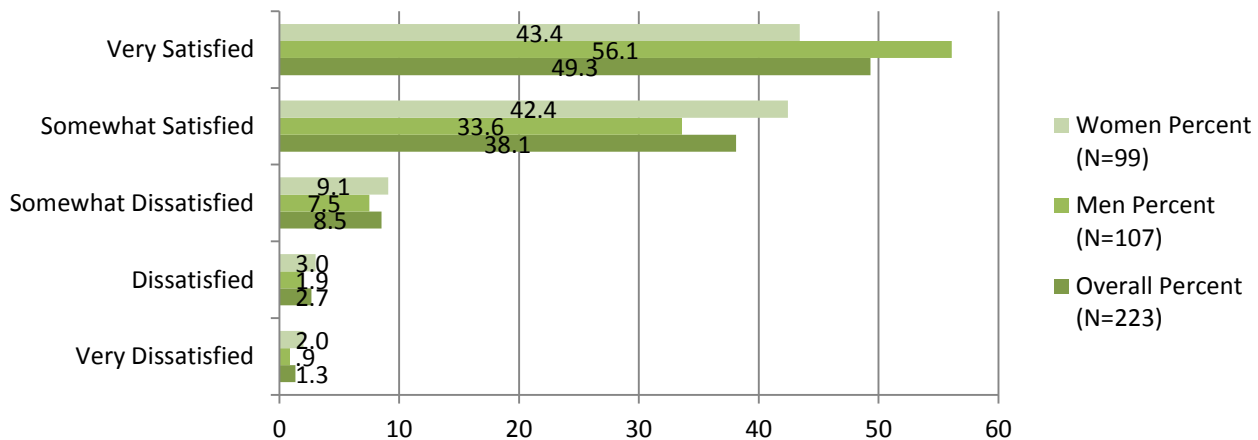
My department chair/head involves me in decision-making.



Satisfaction with Job

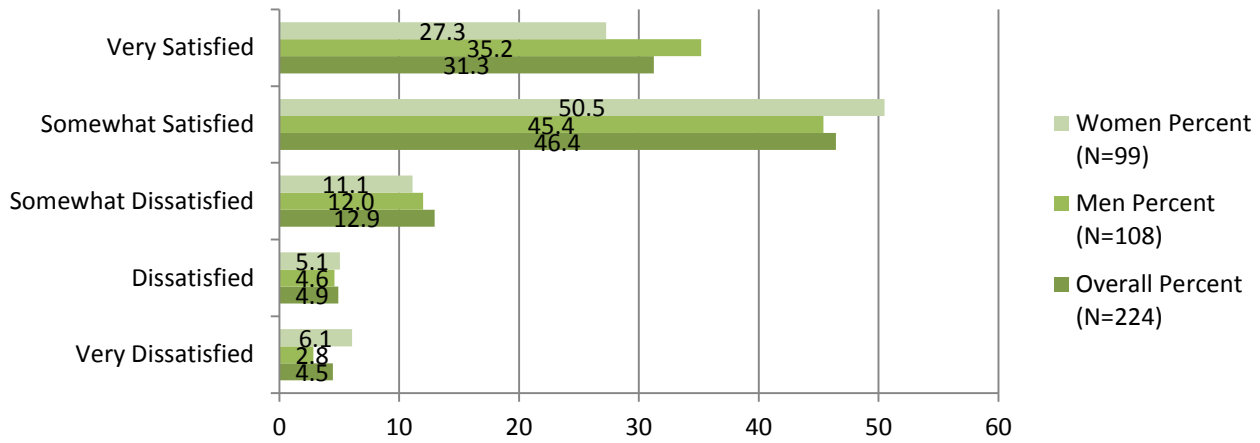
Faculty were asked about their satisfaction with their position and work environment at NDSU as well as working in academia in general.

How satisfied are you with working in academia?

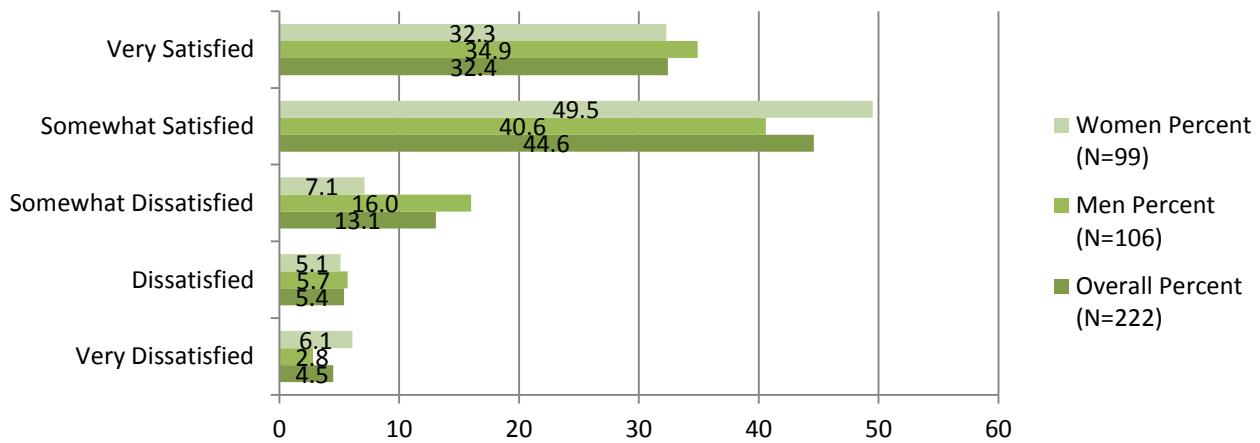


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

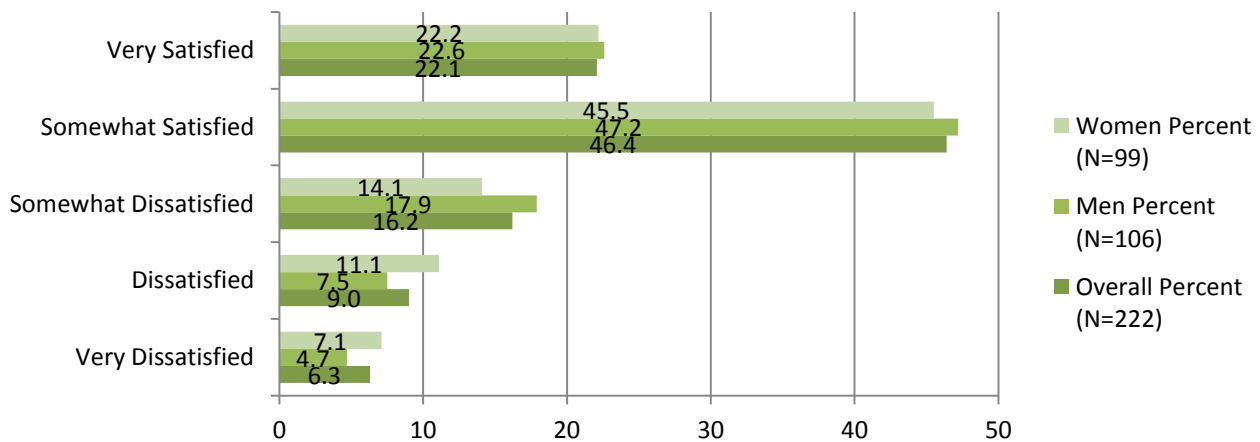
How satisfied are you, in general, with your job at NDSU?



How satisfied are you, in general, with the way your career has progressed at NDSU?



How satisfied are you with your work environment at NDSU?



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

Leaving NDSU

When asked if they had ever considered leaving NDSU based on their work environment, 68.0% of women faculty, 61.7% of men faculty, and 64.7% overall reported that they had considered leaving; 32.0% of women, 38.3% of men, and 35.3% overall reported that they had not considered leaving.

Faculty who reported that they had considered leaving NDSU based on their work environment were asked to report what steps they had taken to leave NDSU.

Steps Taken to Leave NDSU	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Thought about	45.5% (N=45)	44.0% (N=48)	39.5% (N=100)
Searched for open positions	44.4% (N=44)	47.7% (N=52)	41.5% (N=105)
Made inquiries about available positions	32.3% (N=32)	29.4% (N=32)	26.9% (N=68)
Applied for a position	36.4% (N=36)	31.2% (N=34)	30.0% (N=76)
Interviewed for a position	19.2% (N=19)	23.9% (N=26)	19.8% (N=50)
Received an offer for a new position	16.2% (N=16)	13.8% (N=15)	13.4% (N=34)

Factors Influencing Consideration to Leave NDSU

Faculty who reported that they had considered leaving NDSU based on their work environment were also asked to share what factors contributed to their consideration for leaving NDSU as well as the factors that contributed to their consideration for staying.

The factors that contributed to women faculty members' consideration for leaving NDSU were:

- Climate of department/unit/lab (28.3%)
- Lack of support for research (24.2%)
- Climate for women (18.2%)
- Colleagues in department/unit/lab (15.2%)
- Work/life satisfaction (15.2%)
- Workload allocation (14.1%)
- Geographic location (13.1%)
- Other (10.1%)
- Salary and benefits (9.1%)
- Prestige of the university (7.1%)
- Administration (6.1%)
- Not accommodating spouse (6.1%)
- Lack of research opportunities (4.0%)
- Climate for faculty of color (3.0%)
- Quality of students (2.0%)
- Availability of child care (1.0%)
- Prestige of the department/unit/lab (1.0%)
- Tenure standards (1.0%)

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

The factors that contributed to women faculty members' consideration for staying at NDSU were:

- Quality of the community (19.2%)
- Colleagues in department/unit/lab (17.2%)
- Salary and benefits (14.1%)
- Family/spouse (13.1%)
- Other (10.1%)
- Geographic location (9.1%)
- Advance FORWARD programs (7.1%)
- Climate of department/unit/lab (7.1%)
- Tenure standards (7.1%)
- Work/life satisfaction (6.1%)
- Not able to get another job (5.1%)
- Quality of students (5.1%)
- Workload allocation (5.1%)
- Quality of public schools (4.0%)
- Availability of childcare (3.0%)
- Community resources and organizations (2.0%)
- Prestige of the department/unit/lab (2.0%)
- Receipt of tenure (2.0%)
- Lack of research opportunities (1.0%)
- Prestige of the university (1.0%)
- Support for research (1.0%)
- Teaching opportunities (1.0%)

The factors that contributed to men faculty members' consideration for leaving NDSU were:

- Salary and benefits (22.0%)
- Lack of support for research (17.4%)
- Geographic location (14.7%)
- Workload allocation (14.7%)
- Work/life satisfaction (14.7%)
- Climate of department/unit/lab (11.9%)
- Quality of students (11.0%)
- Colleagues in department/unit/lab (10.1%)
- Other (10.1%)
- Administration (8.3%)
- Prestige of the university (6.4%)
- Climate for faculty of color (3.7%)
- Lack of research opportunities (3.7%)
- Prestige of department/unit/lab (3.7%)
- Teaching opportunities (2.8%)
- Climate for women (1.8%)
- Tenure and standards (1.8%)
- Availability of childcare (0.9%)
- Faculty start-up package (0.9%)
- Not accommodating spouse (0.9%)
- Quality of the community (0.9%)

The factors that contributed to men faculty members' consideration for staying at NDSU were:

- Colleagues in department/unit/lab (22.0%)
- Quality of the community (20.2%)
- Climate of department/unit/lab (15.6%)
- Work/life satisfaction (15.6%)
- Geographic location (13.8%)
- Salary and benefits (10.1%)
- Quality of students (7.3%)
- Not able to get another job (5.5%)
- Workload allocation (5.5%)
- Prestige of university (4.6%)
- Tenure standards (4.6%)
- Other (3.7%)
- Prestige of department/unit/lab (3.7%)
- Quality of public schools (3.7%)
- Advance FORWARD programs (2.8%)
- Family/spouse (2.8%)
- Availability of childcare (1.8%)
- Availability of eldercare (1.8%)
- Community resources and organizations (1.8%)
- Lack of research opportunities (1.8%)
- Climate for faculty of color (0.9%)

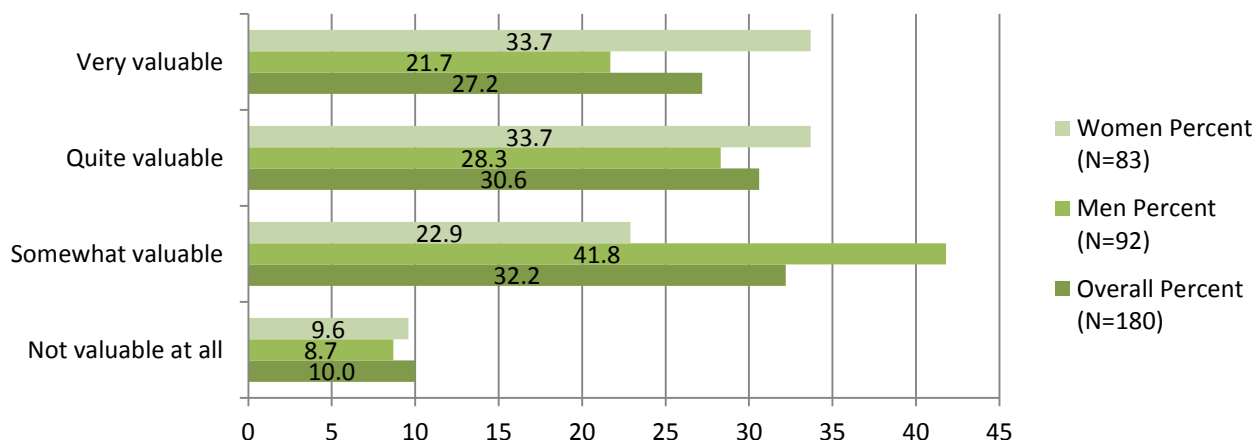
NDSU Programs, Resources, and Policies

Faculty were asked to report their use of various programs at NDSU or conversely, if they had never heard of these programs. Faculty were also asked to rate their perception of the value of each program as well as the extent to which each program has impacted their experience of the climate at NDSU.

Workshops for Search Committees

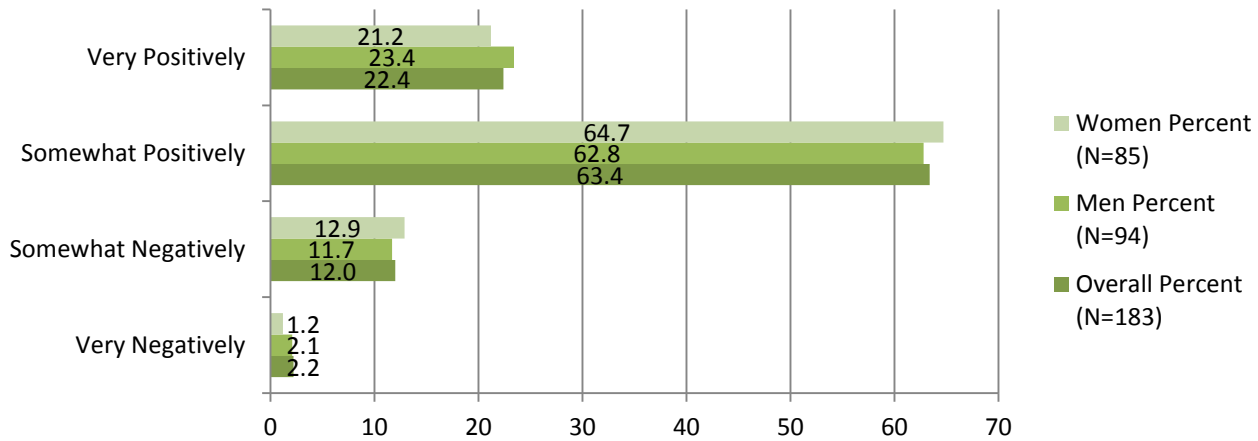
- Fifty-one (54.3%) of women faculty, 66 (68.0%) men faculty, and 120 (61.9%) overall reported that they had attended the Workshops for Search Committees; 43 (45.7%) women, 31 (32.0%) men, and 74 (38.1%) overall reported that they had not attended these workshops, and four (4.0%) women, six (5.5%) men, and 10 (4.0%) overall reported that they had never heard of this program.

How valuable are the Workshops for Search Committees?*



*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

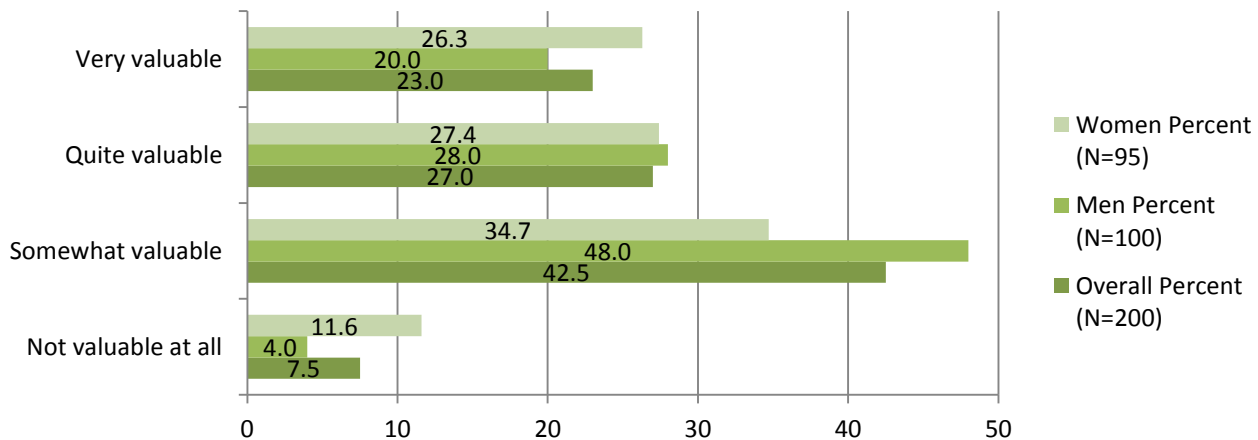
How have the Workshops for Search Committees impacted your experience of the climate at NDSU?



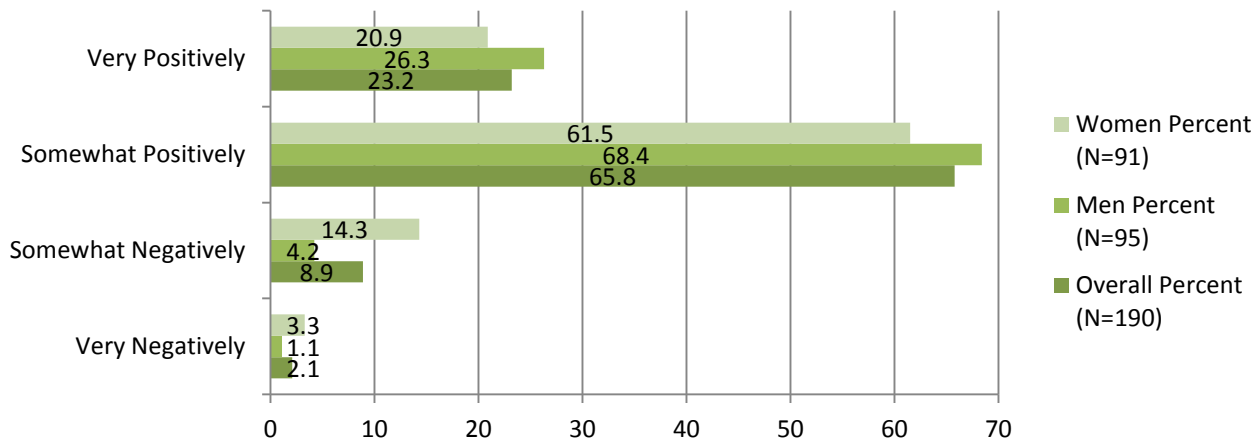
New Faculty Orientation

- Eighty-eight (94.6%) women faculty, 72 (78.3%) men faculty, and 163 (86.7%) overall reported that they had attended the New Faculty Orientation; five (5.4%) women, 20 (18.3%) men, and 25 (13.3%) overall reported that they had not attended this orientation, and one (1.0%) woman, one (0.9%) man, and two (0.8%) overall reported that they had never heard of this program.

How valuable are the New Faculty Orientation Workshops?



*How have the New Faculty Orientation Workshops impacted your experience of the climate at NDSU**?*

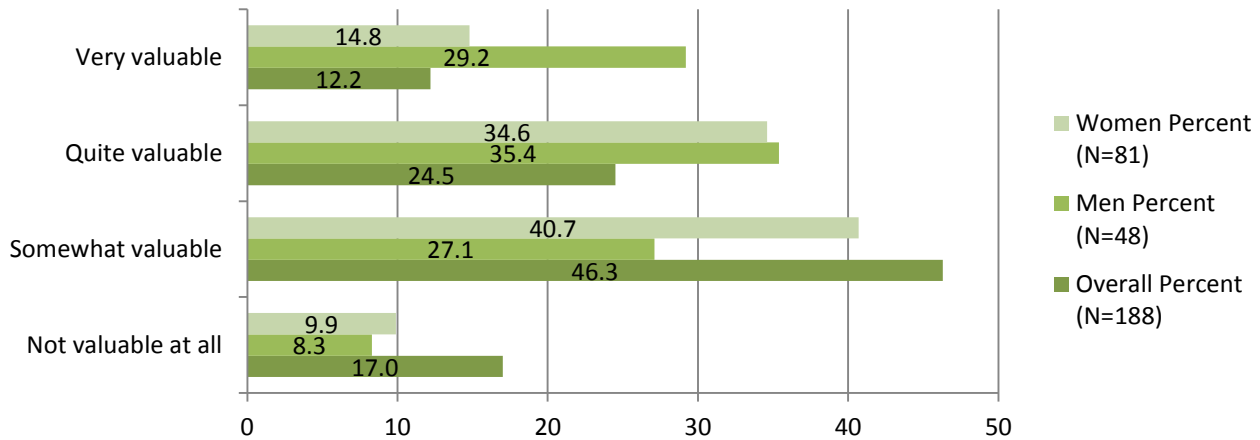


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

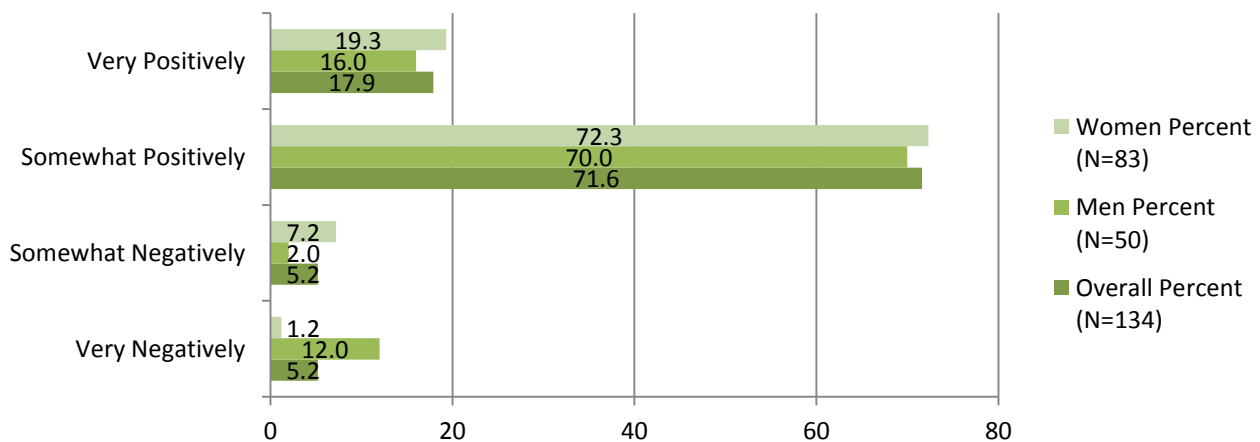
Women in Research (WIR)

- Sixty-three (70.0%) women faculty, four (5.1%) men faculty, and 67 (39.4%) overall reported that they had used the Women in Research (WIR) Program; 27 (30.0%) women, 74 (94.9%) men, and 103 (60.6%) overall reported that they had not used this program, and three (3.0%) women, 39 (35.8%) men, and 44 (17.4%) overall reported that they had never heard of this program.

How valuable is the Women in Research (WIR) Program?



How has the Women in Research (WIR) Program impacted your experience of the climate at NDSU?

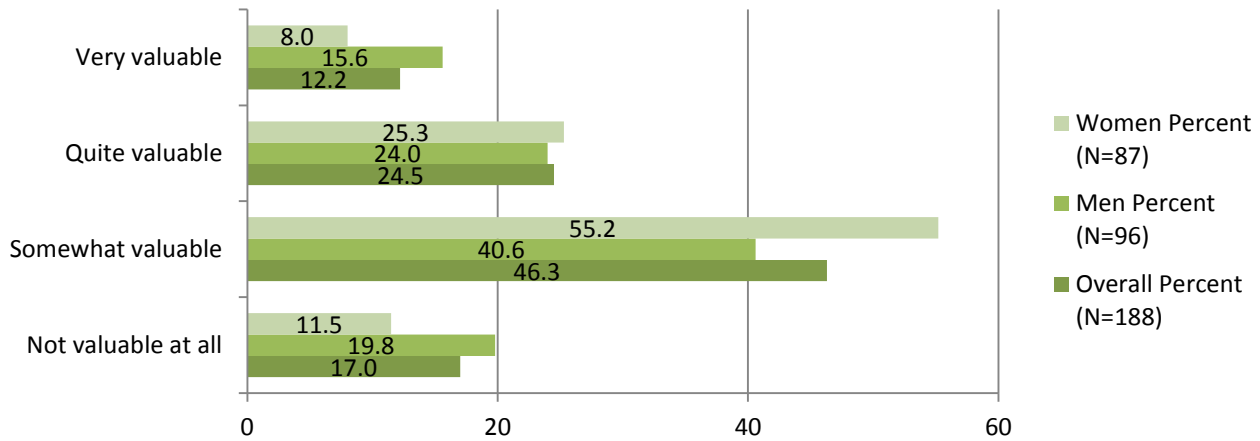


Gear up for Grants Workshops

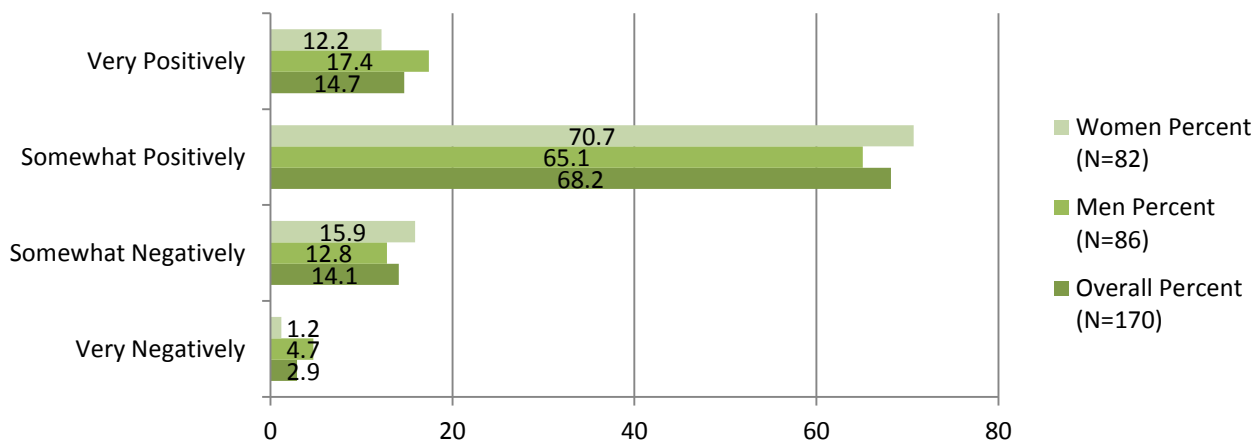
- Sixty-two (68.1%) women faculty, 52 (55.9%) men faculty, and 116 (62.0%) overall reported that they had attended the Gear up for Grants Workshops; 29 (31.9%) women, 41 (44.1%) men, and 71 (38.0%) overall reported that they had not attended these workshops, and two (2.0%) of women, six (5.5%) men, and eight (3.2%) overall reported that they had never heard of this program.

*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

How valuable are the Gear up for Grants Workshops?



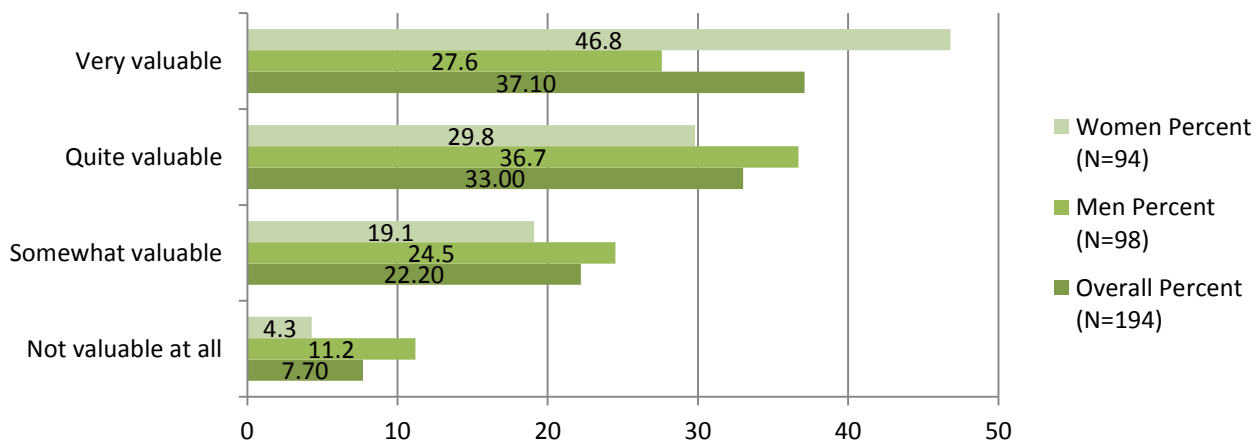
How have the Gear up for Grants Workshops impacted your experience of the climate at NDSU?



Advance FORWARD

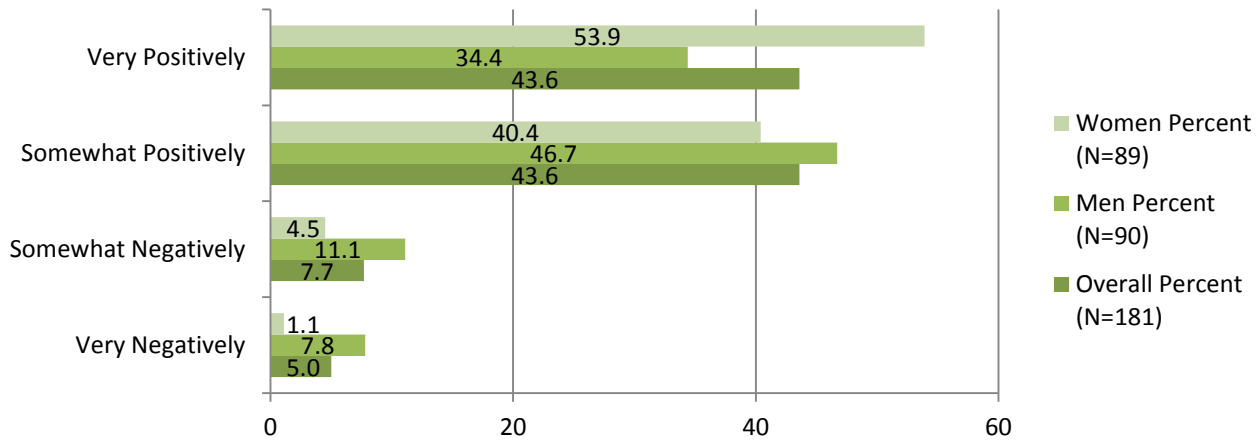
- Eighty-three (90.2%) women faculty, 50 (53.2%) men faculty, and 133 (70.7%) overall reported that they had used the Advance FORWARD Program; nine (9.8%) women, 44 (46.8%) men, and 55 (29.3%) overall reported that they had not used this program, and one (1.0%) woman, seven (6.4%) men, and nine (3.6%) overall reported that they had never heard of this program.

*How valuable is the Advance FORWARD Program**?*



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

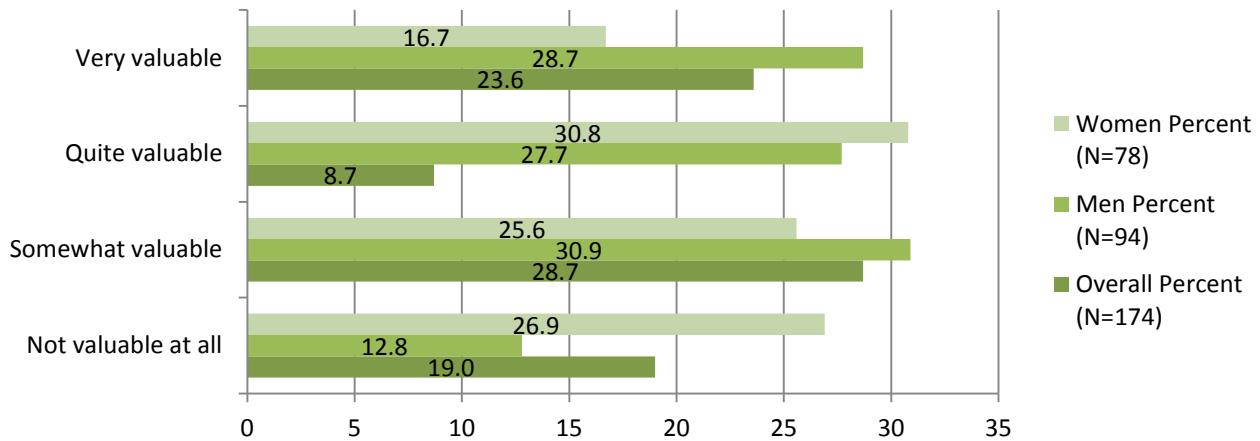
*How has the Advance FORWARD Program impacted your experience of the climate at NDSU***?*



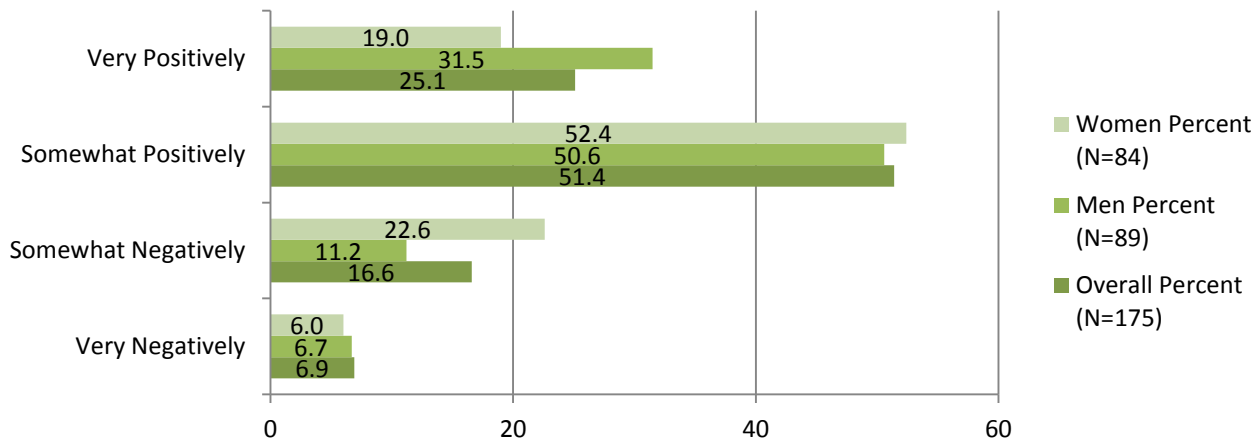
FORWARD Allies/Advocates Program

- Sixteen (17.6%) women faculty, 53 (58.9%) men faculty, and 69 (37.7%) overall reported that they had used the FORWARD Allies/Advocates Program; 75 (82.4%) women, 37 (41.1%) men, and 114 (62.3%) overall reported that they had not used this program, and one (1.0%) woman, 10 (9.2%) men, and 12 (4.7%) overall reported that they had never heard of this program. The training is only available to men faculty.

*How valuable is the FORWARD Allies/Advocates Program**?*



How has the FORWARD Allies/Advocates Program impacted your experience of the climate at NDSU?

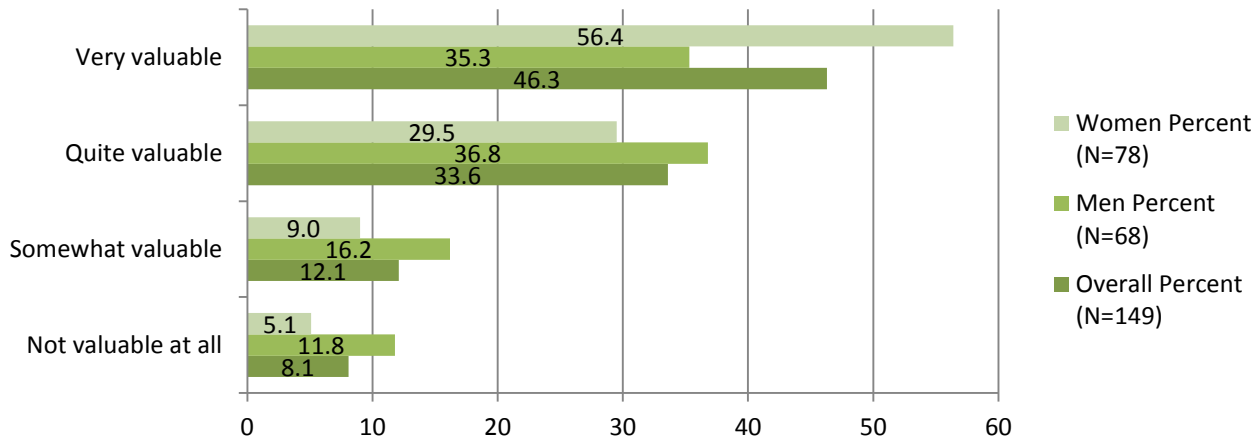


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

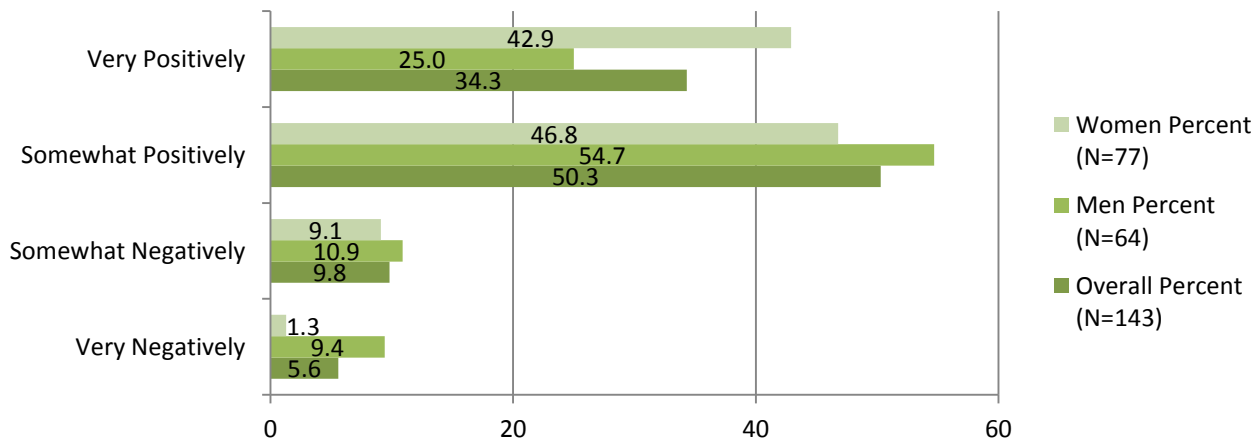
FORWARD Course Release Program

- Twenty-eight (32.2%) women faculty, two (2.3%) men faculty, and 30 (17.0%) overall reported that they had used the FORWARD Course Release Program; 59 (67.8%) women, 85 (97.7%) men, and 146 (83.0%) overall reported that they had not used this program, and nine (9.1%) women, 33 (30.3%) men, and 43 (17.0%) overall reported that they had never heard of this program. The program is only available to women faculty.

*How valuable is the FORWARD Course Release Program**?*



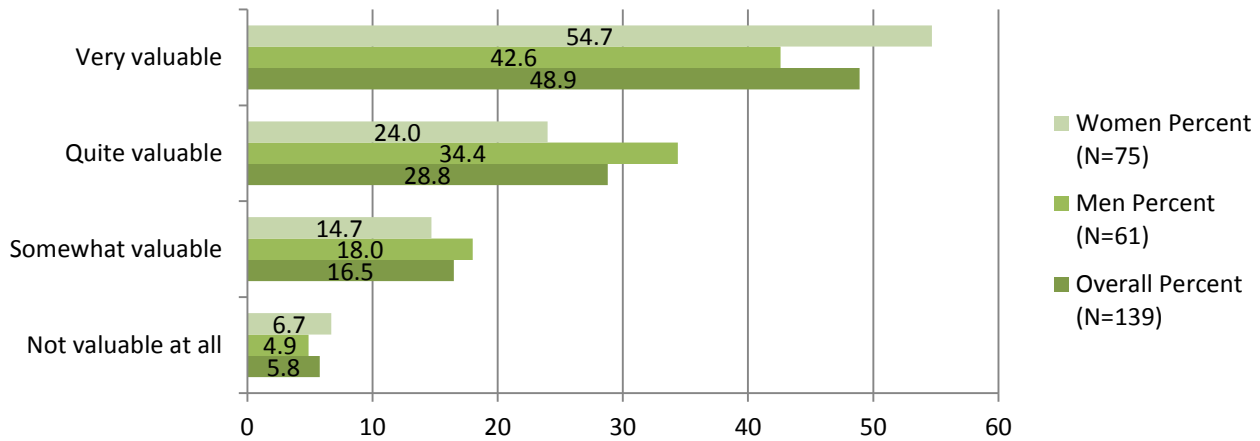
*How has the FORWARD Course Release Program impacted your experience of the climate at NDSU**?*



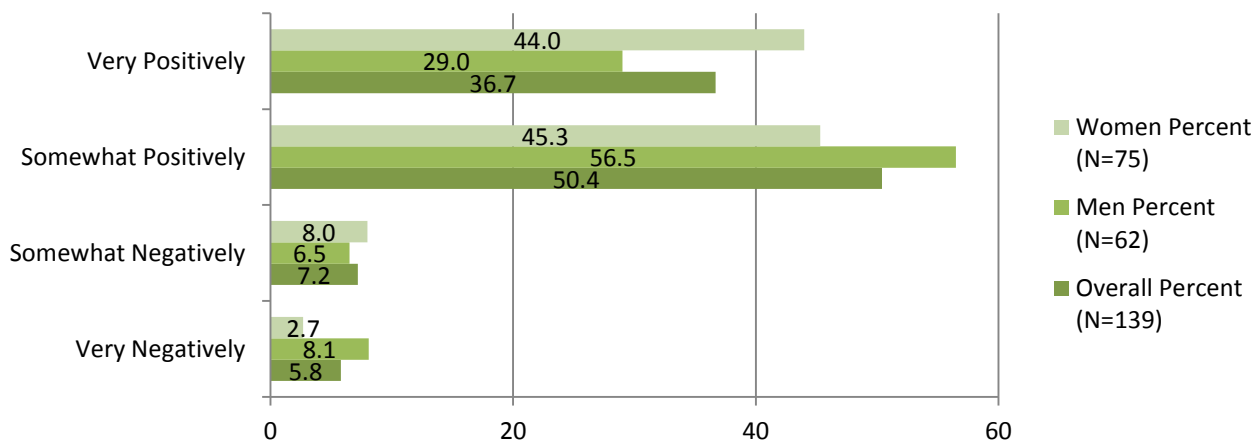
FORWARD Leap Grant Program

- Twenty-two (26.5%) women faculty, two (2.4%) men faculty, and 24 (14.3%) overall reported that they had used the FORWARD Leap Grant Program; 61 (73.5%) women, 81 (97.6%) men, and 144 (85.7%) overall reported that they had not used this program, and 12 (12.1%) women, 34 (31.2%) men, and 47 (18.6%) overall reported that they had never heard of this program. The program is only available to women faculty.

How valuable is the FORWARD Leap Grant Program?



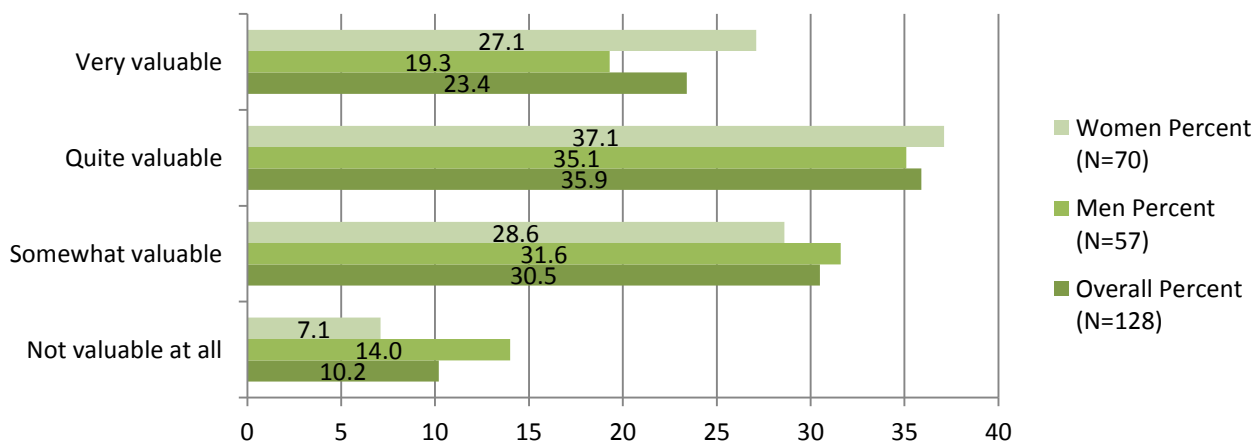
How has the FORWARD Leap Grant Program impacted your experience of the climate at NDSU?



FORWARD Climate Research Grant Program

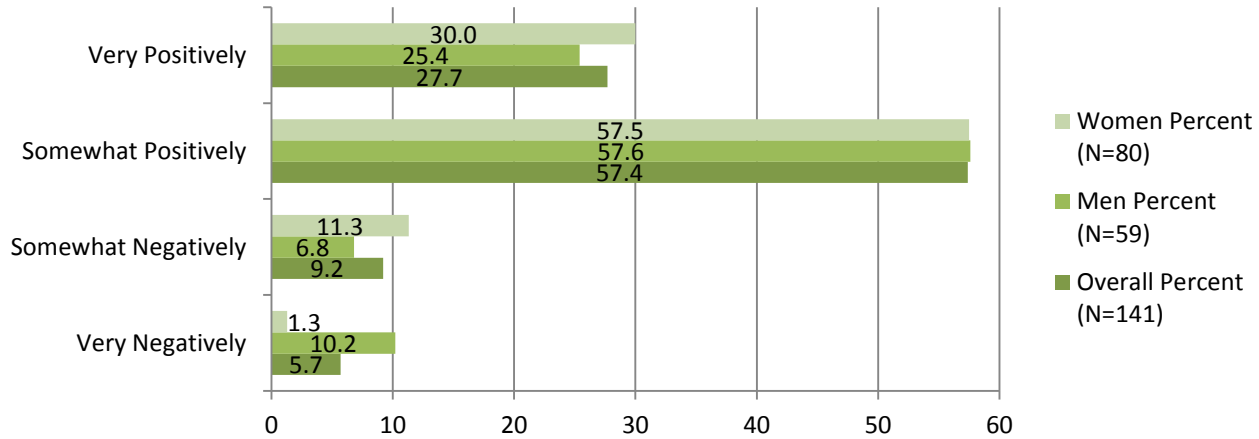
- Thirteen (16.0%) women faculty, one (1.3%) men faculty, and 14 (8.6%) overall reported that they had used the FORWARD Climate Research Grant Program; 68 (84.0%) women, 79 (98.8%) men, and 149 (91.4%) overall reported that they had not used this program, and 17 (17.2%) women, 40 (36.7%) men, and 59 (23.3%) overall reported that they had never heard of this program.

How valuable is the FORWARD Climate Research Grant Program?



*Differences in responses based on gender statistically significant at p = . 05; **p < .05; ***p = .001 or p < .001

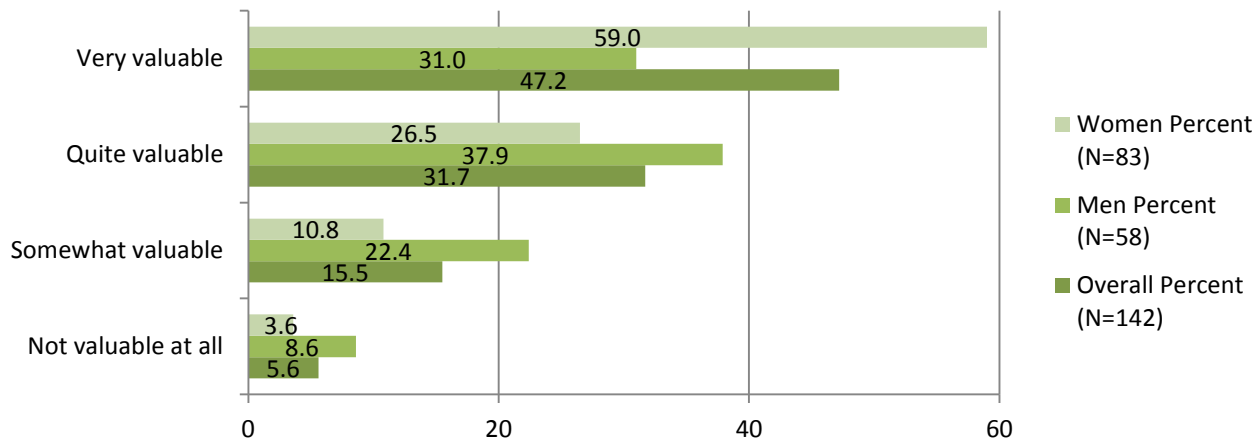
How has the FORWARD Climate Research Grant Program impacted your experience of the climate at NDSU?



FORWARD Mentor Travel Grants

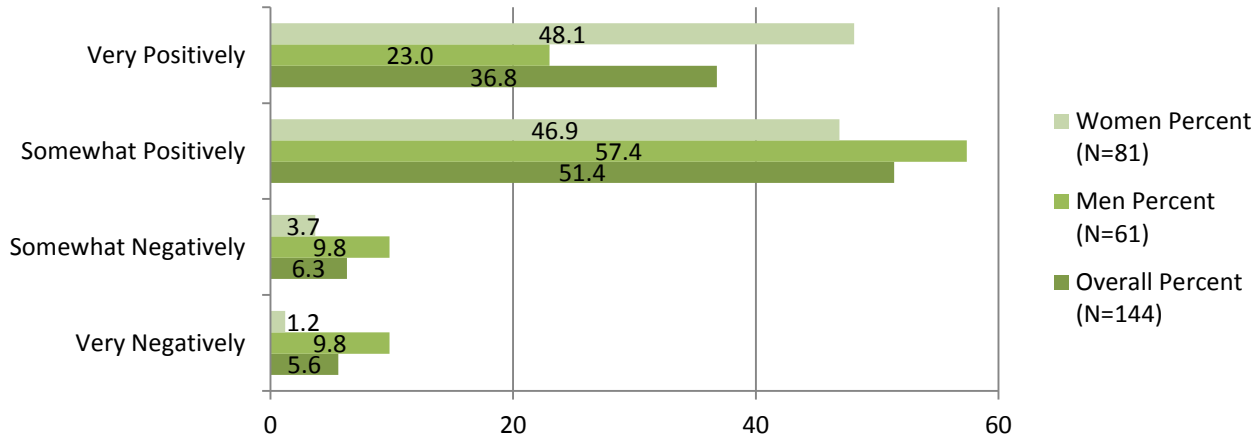
- Thirty-six (42.9%) women faculty, two (1.8%) men faculty, and 38 (23.0%) overall reported that they had used the FORWARD Mentor Travel Grants Program; 48 (57.1%) women, 77 (97.5%) men, and 127 (77.0%) overall reported that they had not used this program, and nine (9.1%) women, 40 (36.7%) men, and 51 (20.2%) overall reported that they had never heard of this program. The program is only available to women faculty.

*How valuable is the FORWARD Mentor Travel Grants Program***?*



*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

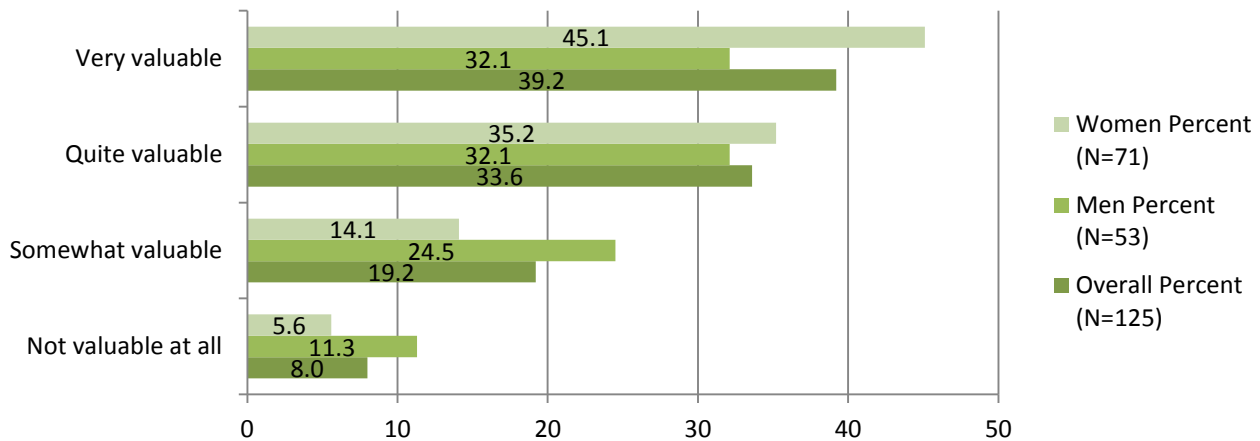
*How has the FORWARD Mentor Travel Grants Program impacted your experience of the climate at NDSU***?*



FORWARD Leadership Development Grants

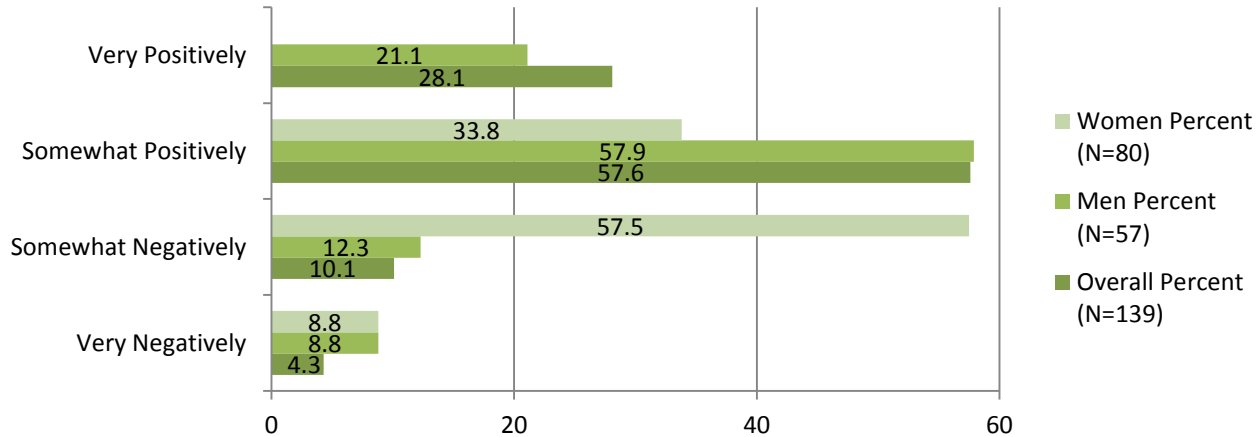
- Nineteen (23.8%) women faculty, two (2.6%) men faculty, and 21 (13.1%) overall reported that they had used the FORWARD Leadership Development Grants Program; 61 (61.6%) women, 76 (97.4%) men, and 139 (86.9%) overall reported that they had not used this program, and 13 (13.1%) women, 40 (36.7%) men, and 55 (21.7%) overall reported that they had never heard of this program. The program is only available to women faculty.

*How valuable is the FORWARD Leadership Development Grants Program**?*



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

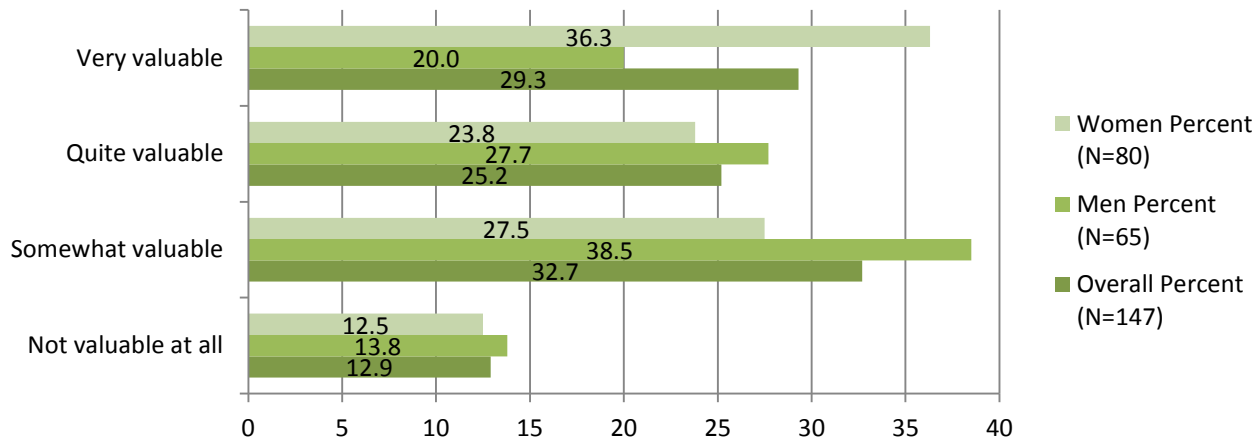
*How has the FORWARD Leadership Development Grants Program impacted your experience of the climate at NDSU**?*



Junior Faculty Cohort Mentoring Program

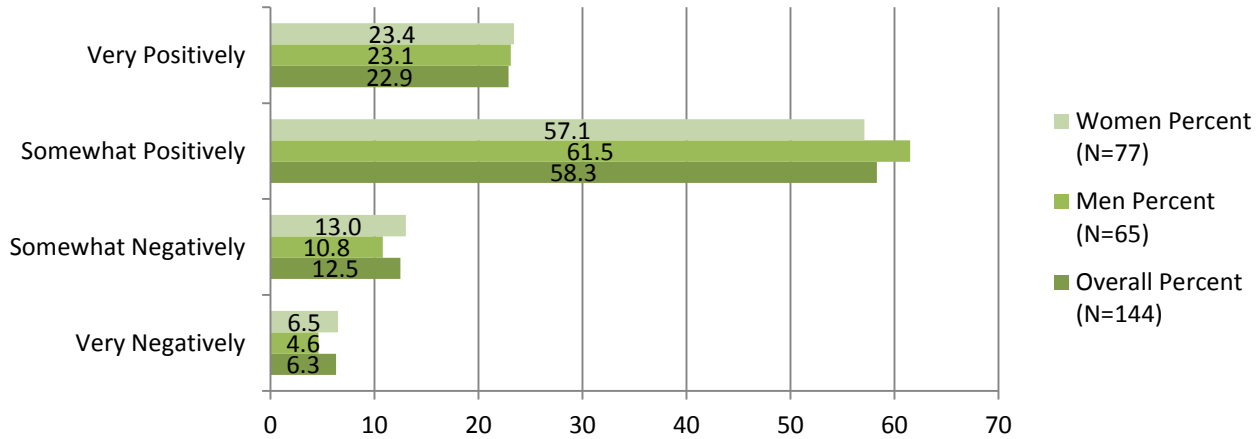
- Forty-two (53.2%) women faculty, 29 (35.4%) men faculty, and 71 (43.6%) overall reported that they had used the Junior Faculty Cohort Mentoring Program; 37 (46.8%) women, 53 (64.6%) men, and 92 (56.4%) overall reported that they had not used this program, and 16 (16.2%) of women, 34 (31.2%) men, and 51 (20.2%) overall reported that they had never heard of this program.

How valuable is the Junior Faculty Cohort Mentoring Program?



*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

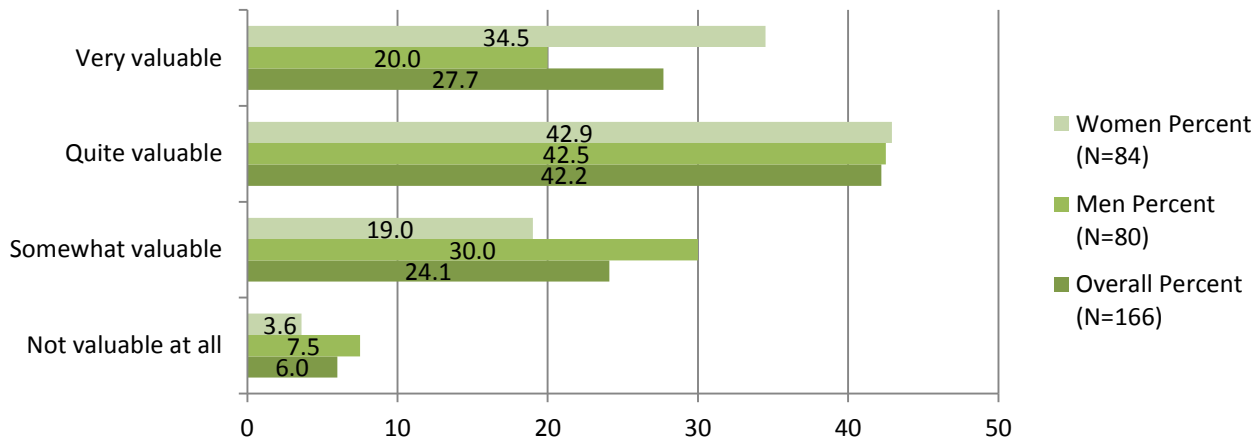
How has the Junior Faculty Cohort Mentoring Program impacted your experience of the climate at NDSU?



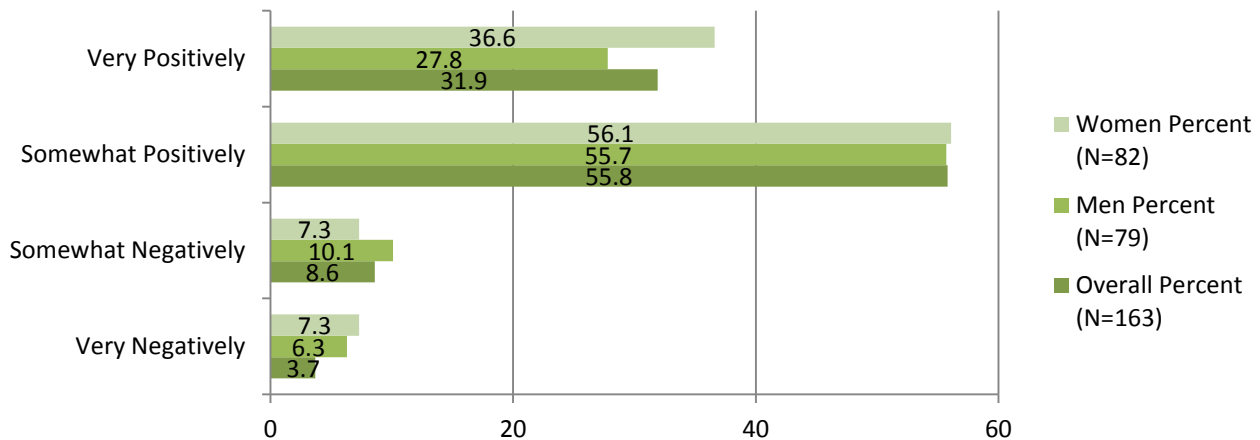
FORWARD Lecture Series

- Sixty-three (75.9%) of women faculty, 44 (53.7%) men faculty, and 108 (64.7%) overall reported that they had attended the FORWARD Lecture Series Presentations/Workshops; 20 (24.1%) women, 38 (46.3%) men, and 59 (35.3%) overall reported that they had not attended these presentations, and nine (9.1%) women, 19 (17.4%) men, and 29 (11.5%) overall reported that they had never heard of this program.

*How valuable is the FORWARD Lecture Series**?*



*How has the FORWARD Lecture Series impacted your experience of the climate at NDSU**?*

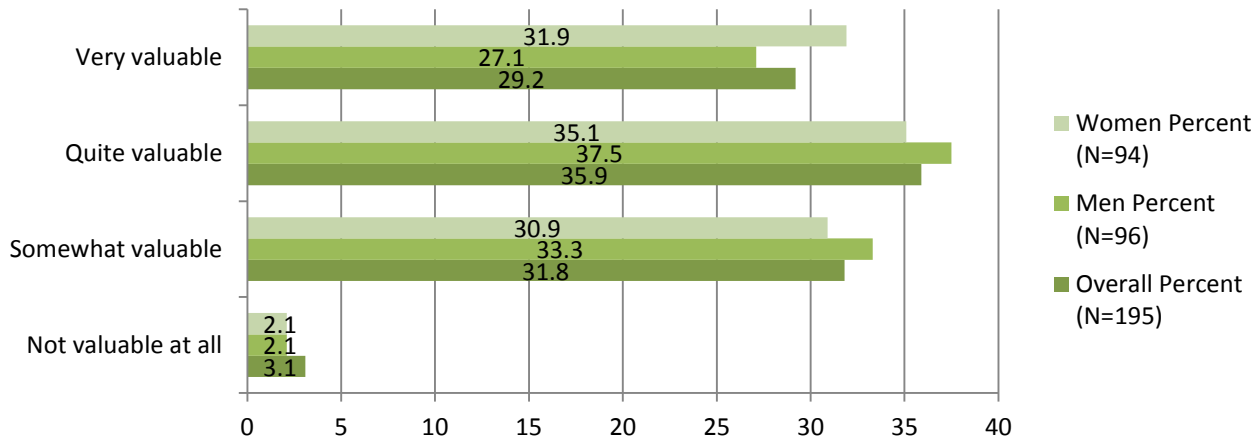


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

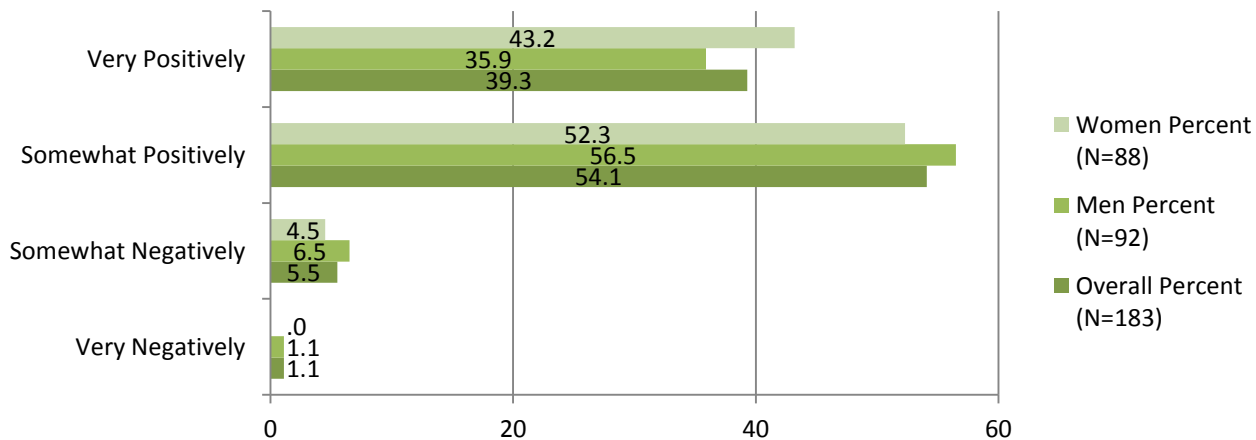
Pedagogical Luncheons/Workshops

- Eighty (88.9%) women faculty, 74 (83.1%) men faculty, and 157 (86.3%) overall reported that they had attended the Pedagogical Luncheons/Workshops; 10 (11.1%) women, 15 (16.9%) men, and 25 (13.7%) overall reported that they had not attended these luncheons/workshops, and no (0%) women, two (1.8%) men, and two (0.8%) overall reported that they had never heard of this program.

How valuable are the Pedagogical Luncheons/Workshops?



How have the Pedagogical Luncheons/Workshops impacted your experience of the climate at NDSU?



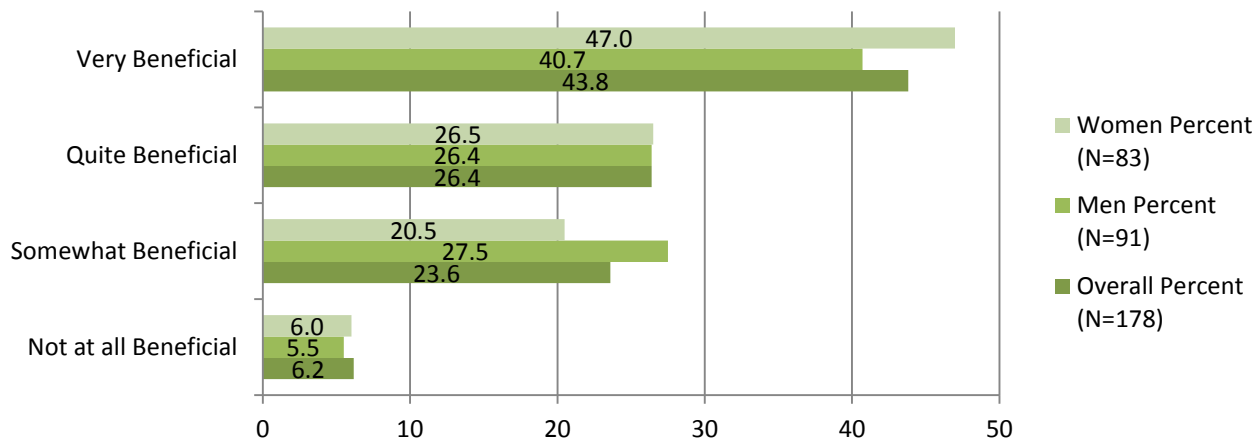
NDSU Policies and Practices

Policy 103: Advertising all open positions, including internal positions

- Forty (51.9%) women faculty, 52 (70.3%) men faculty, and 95 (61.7%) overall reported that they had used NDSU Policy 103 regarding position advertising**; 37 (48.1%) women, 22 (29.7%) men, and 59 (38.3%) overall reported that they had not used this policy, and 15 (15.5%) women, 12 (11.0%) men, and 28 (11.1%) overall reported that they had never heard of this policy.

*Differences in responses based on gender statistically significant at p = . 05; **p < .05; ***p = .001 or p < .001

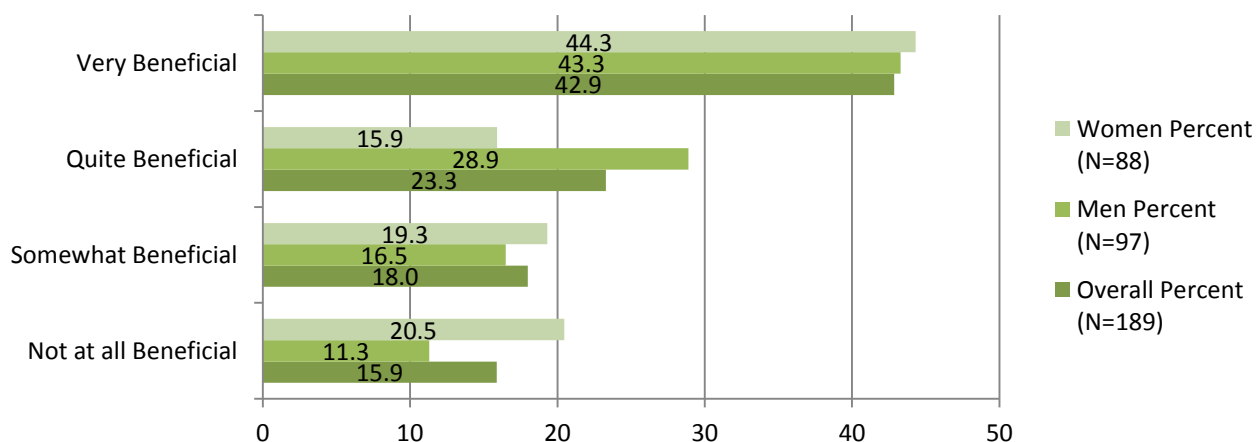
How beneficial is Policy 103: Advertising all open positions, including internal positions?



Policy 103: Spousal/Partner hiring

- Twenty-nine (37.2%) women faculty, 15 (19.2%) men faculty, and 44 (27.7%) overall reported that they had used NDSU Policy 103 regarding spousal/partner hiring**; 49 (62.8%) women, 63 (80.8%) men, and 115 (72.3%) overall reported that they had not used this policy, and nine (9.1%) women, eight (7.3%) men, and 18 (7.1%) overall reported that they had never heard of this policy.

How beneficial is Policy 103: Spousal/Partner hiring?

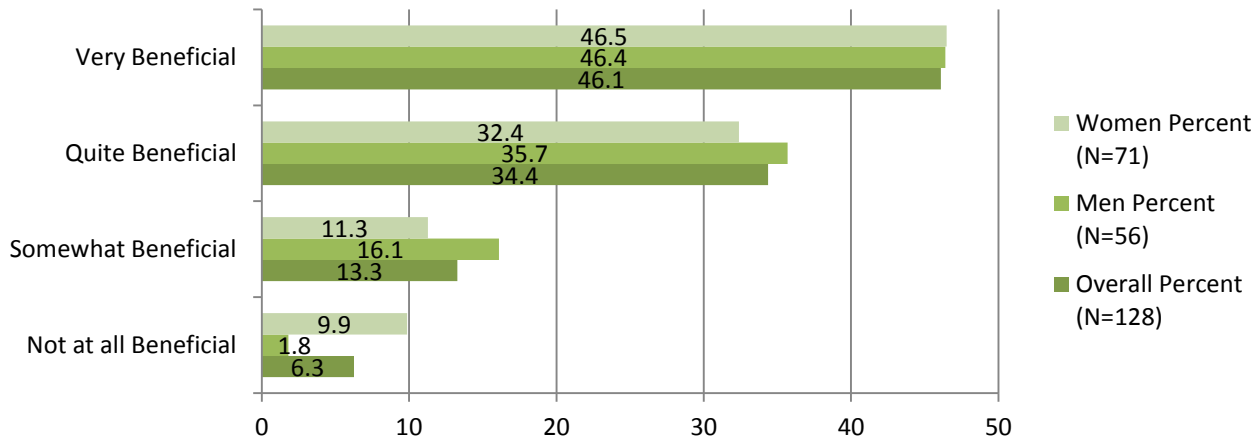


Policy 320: Modified duties

- Ten (13.7%) women faculty, two (3.5%) men faculty, and 12 (9.1%) overall reported that they had used NDSU Policy 320 regarding modified duties*; 63 (63.6%) women, 55 (96.5%) men, and 120 (90.9%) overall reported that they had not used this policy, and 26 (26.3%) women, 41 (37.6%) men, and 70 (27.7%) overall reported that they had never heard of this policy.

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

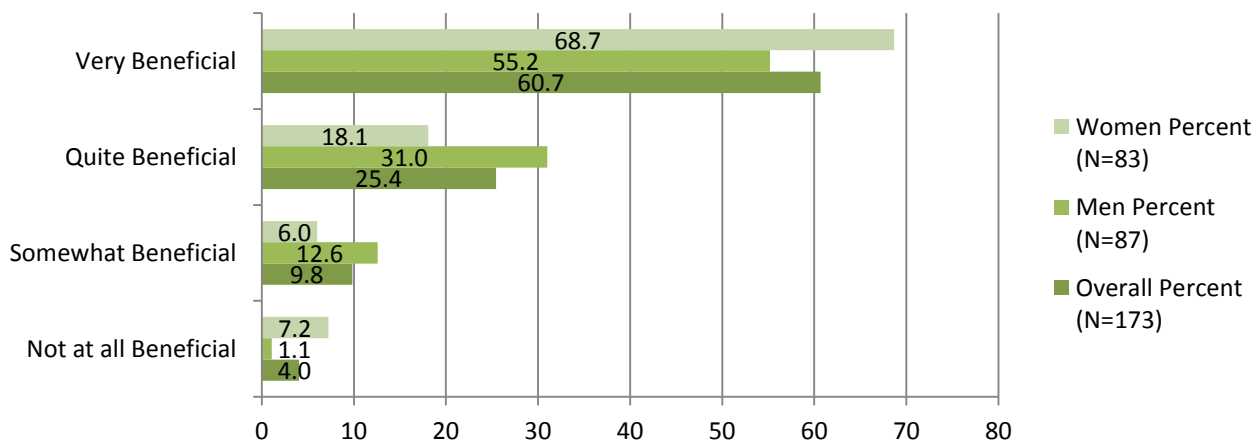
How beneficial is Policy 320: Modified duties?



Policy 320: Child bearing leave

- Fourteen (18.4%) women faculty, four (3.7%) men faculty, and 18 (11.6%) overall reported that they had used NDSU Policy 320 regarding child bearing leave**; 62 (81.6%) women, 72 (94.7%) men, and 137 (88.4%) overall reported that they had not used this policy, and 12 (12.1%) women, 15 (13.8%) men, and 30 (11.9%) overall reported that they had never heard of this policy.

How beneficial is Policy 320: Child bearing leave?

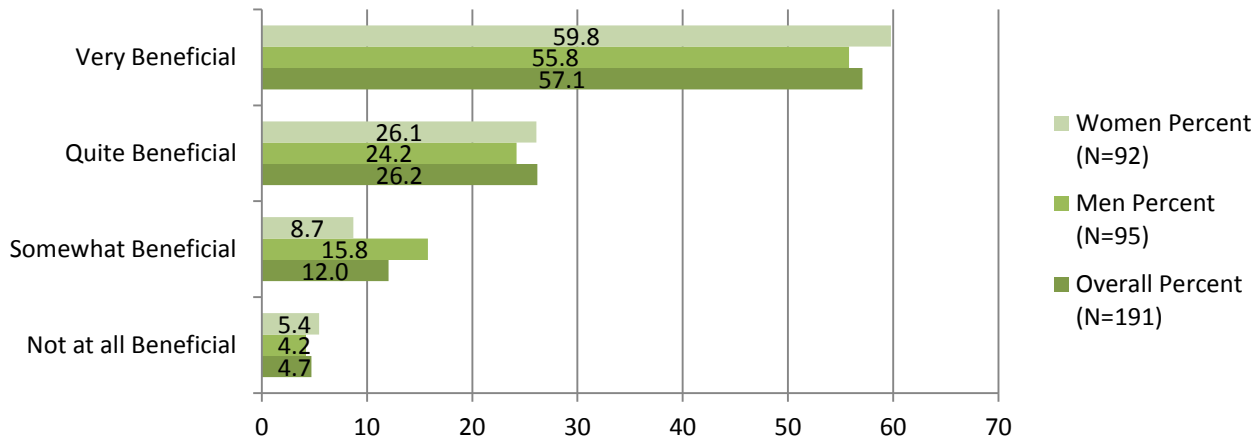


Policy 352: Extension of the tenure clock

- Twenty (26.3%) women faculty, nine (12.0%) men faculty, and 30 (19.5%) overall reported that they had used NDSU Policy 352 regarding extension of the tenure clock**; 56 (73.7%) women, 66 (88.0%) men, and 124 (80.5%) overall reported that they had not used this policy, and three (3.0%) women, eight (7.3%) men, and 12 (4.7%) overall reported that they had never heard of this policy.

*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

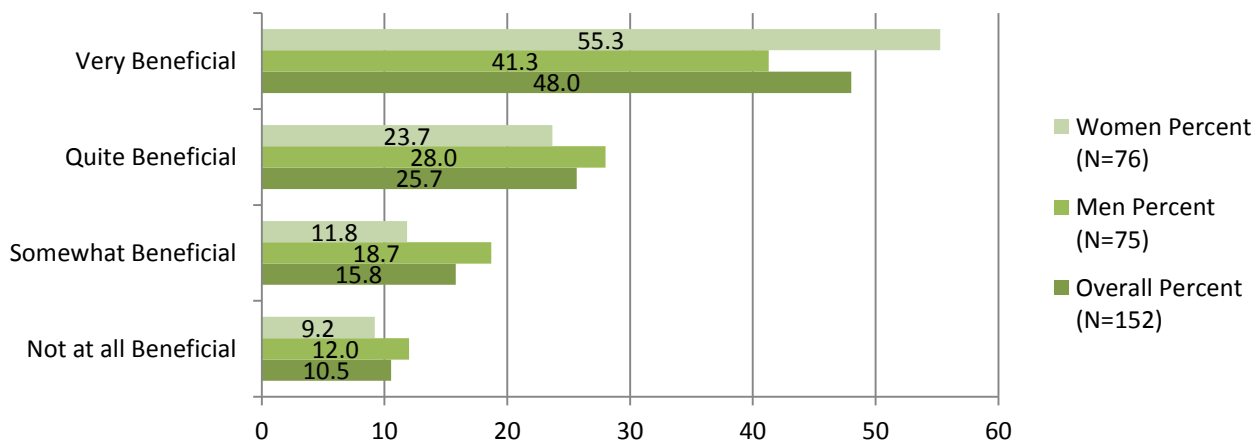
How beneficial is Policy 352: Extension of the tenure clock?



Recommended practice of not holding meetings before 8:30 or after 4:30

- Thirty-two (47.8%) women faculty, 37 (58.7%) men faculty, and 70 (53.4%) overall reported that they had used NDSU’s recommended practice for meeting times; 35 (52.2%) women, 26 (41.3%) men, and 61 (46.6%) overall reported that they had not used this policy, and 25 (25.3%) women, 31 (28.4%) men, and 60 (23.7%) overall reported that they had never heard of this policy.

How beneficial is the recommended practice of not holding meetings before 8:30 or after 4:30?

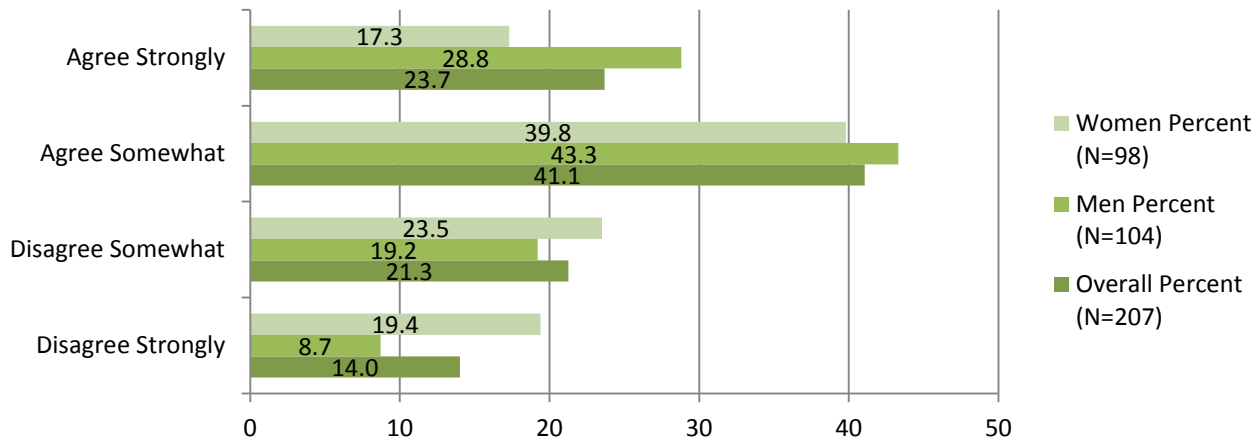


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

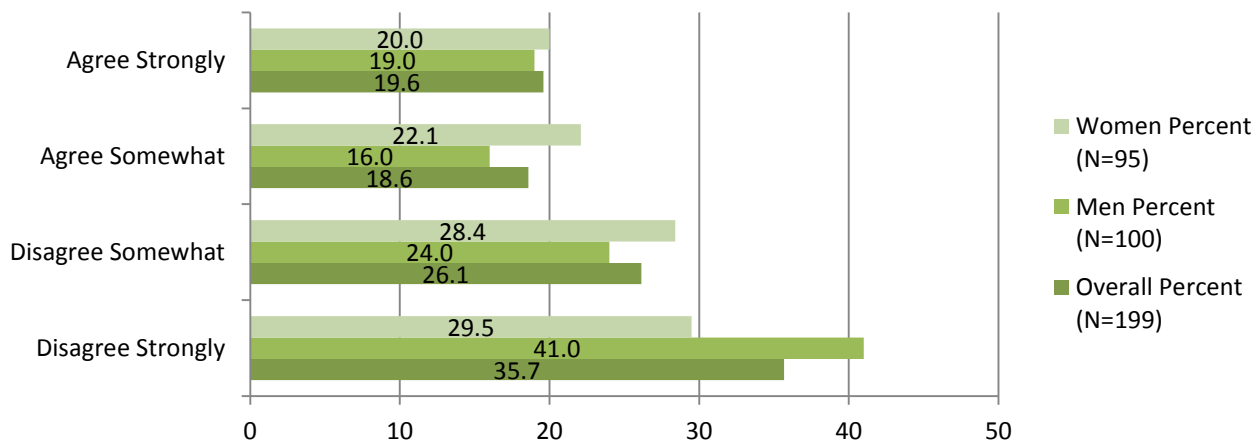
Balancing Personal and Professional Life

Faculty were asked to what extent they are able to balance their professional and personal lives.

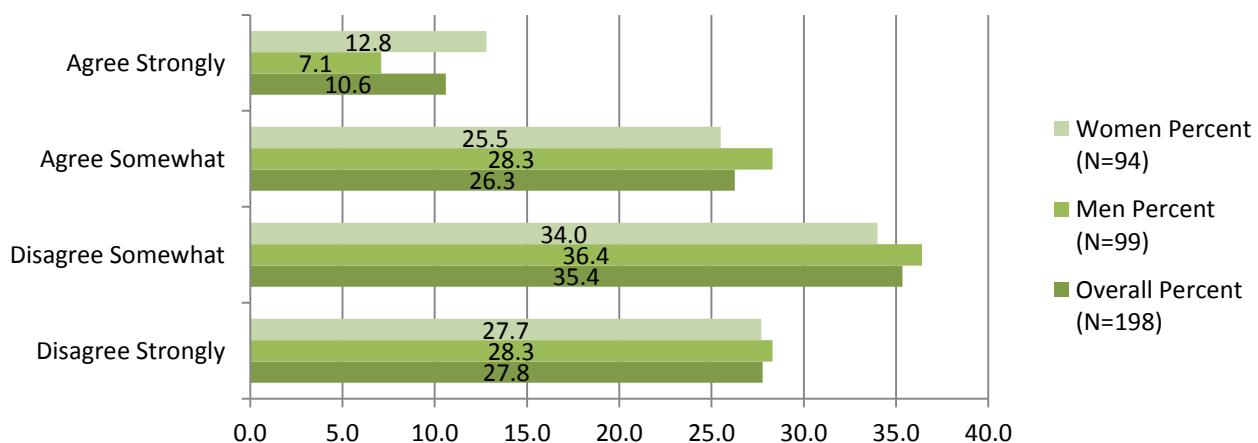
*I am usually satisfied with the way in which I balance my professional and personal life**.*



I have seriously considered leaving NDSU in order to achieve better balance between work and personal life.

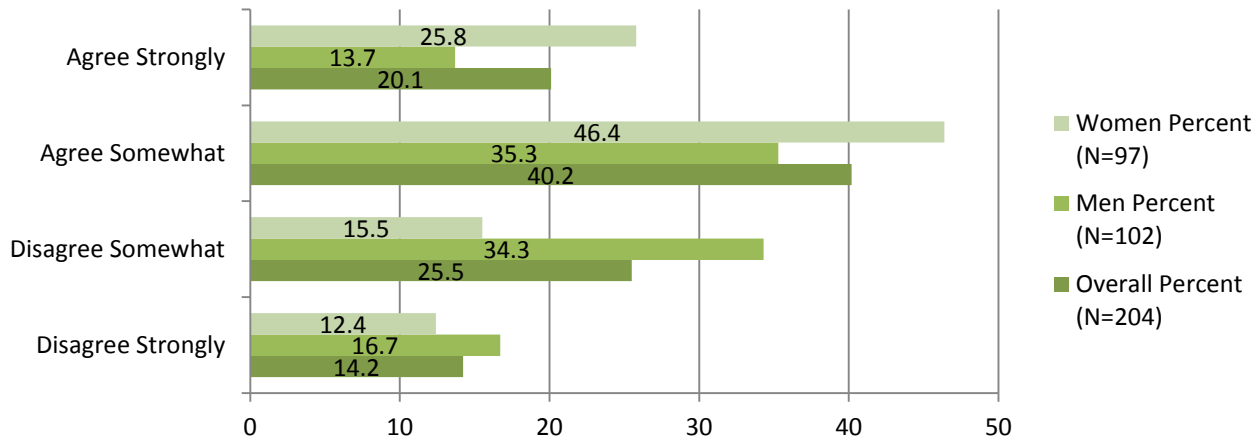


I often have to forego professional activities (e.g., sabbaticals, conferences) because of personal responsibilities.

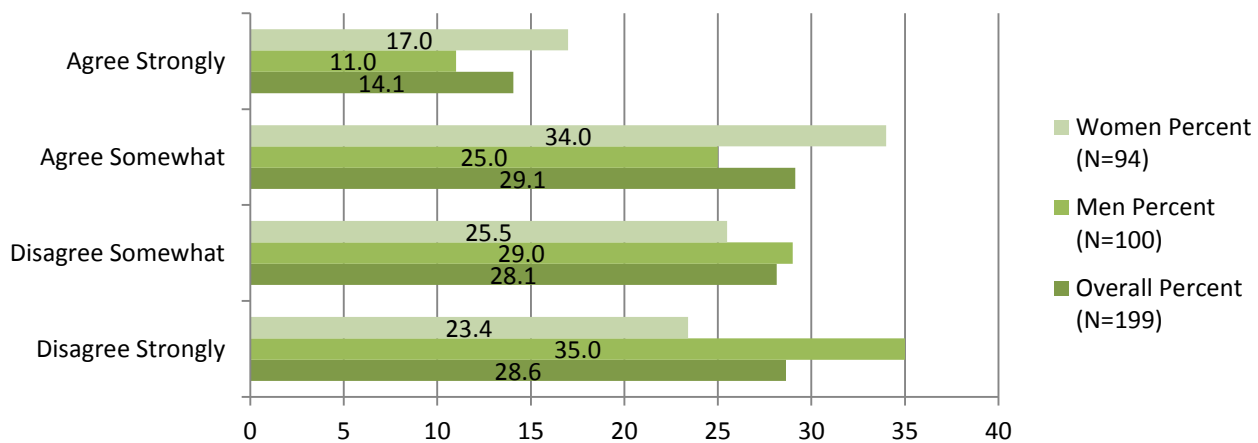


*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

*I often have to forgo family or personal activities because of professional responsibilities**.*



*Personal responsibilities and commitments have slowed down my career progression**.*



Dependent Children

Faculty members were asked about their parenting status as well as resources they currently use/need regarding childcare.

Of the 203 participants who responded, 66.7% of women compared to 78.0% of men said they have cared for or currently care for dependent children (72.9% overall). Of the 129 participants who responded, 91.5% of women and 78.3% of men faculty said they currently have children 18 years of age and under (84.5% overall)**.

On average, women report that they have raised or are currently raising 1.92 children since beginning their work at NDSU; men report 2.06, overall 1.99.

Of the 146 participants who responded, 34.3% of women compared to 28.2% of men reported that they currently use or need day care services or programs to care for a dependent child (22.1% overall)**.

Faculty members were asked about which childcare arrangements they utilize and their level of satisfaction with them. The top three childcare arrangement choices are reported below.

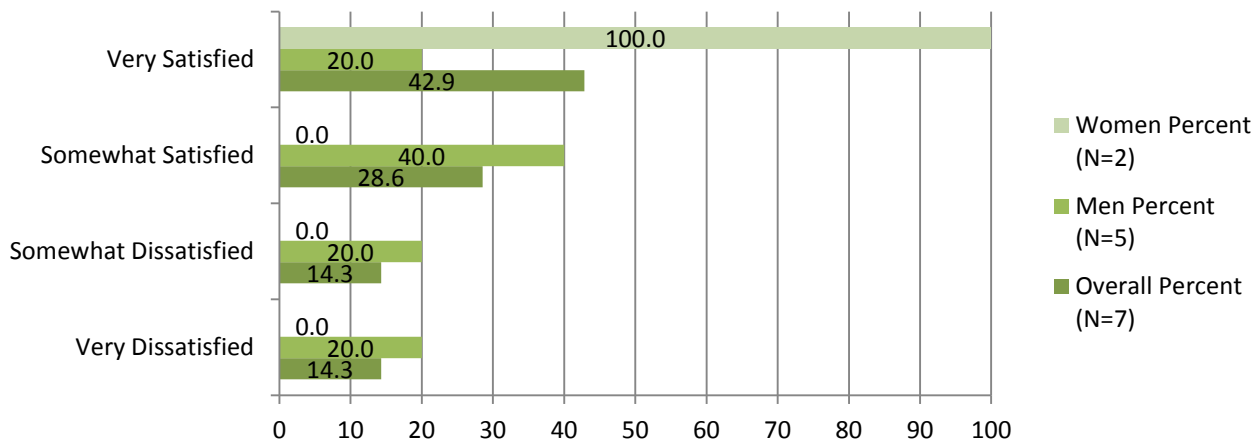
The child care arrangements utilized by women faculty members were: non-university childcare center (18.2%), after-school care (13.1%), family members (spouse/partner, grandparent, yourself, etc.) (9.1%), the FLC building (7.1%), nanny/babysitter in your home (7.1%), childcare in the provider's home (4.0%), and child takes care of self (1.0%), and other (1.0%).

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

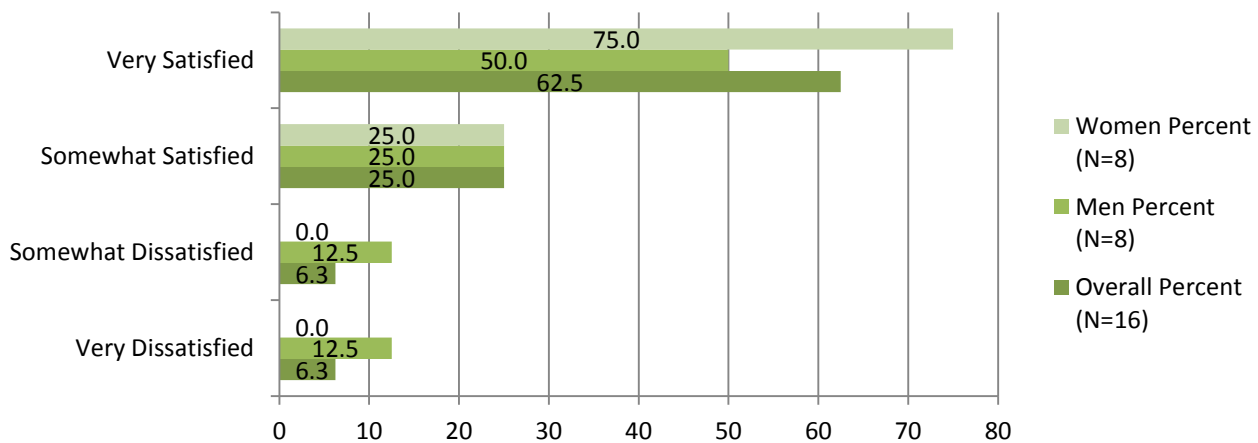
The childcare arrangements utilized by men faculty members were: non-university childcare center (10.1%), after-school care (9.2%), NDSU Center for Child Development (in the FLC building) (5.5%), family members (spouse/partner, grandparent, yourself, etc.) (3.7%), non-family related in-home provider (nanny/babysitter in your home), child takes care of self (3.7%), (2.8%), NDSU Wellness Center Childcare facility (0.9%), and childcare in the provider’s home (0.9%).

With regard to satisfaction with childcare arrangements, response options ranged from Very Dissatisfied (1) to Very Satisfied (4).

*NDSU Wellness Center Childcare facility**

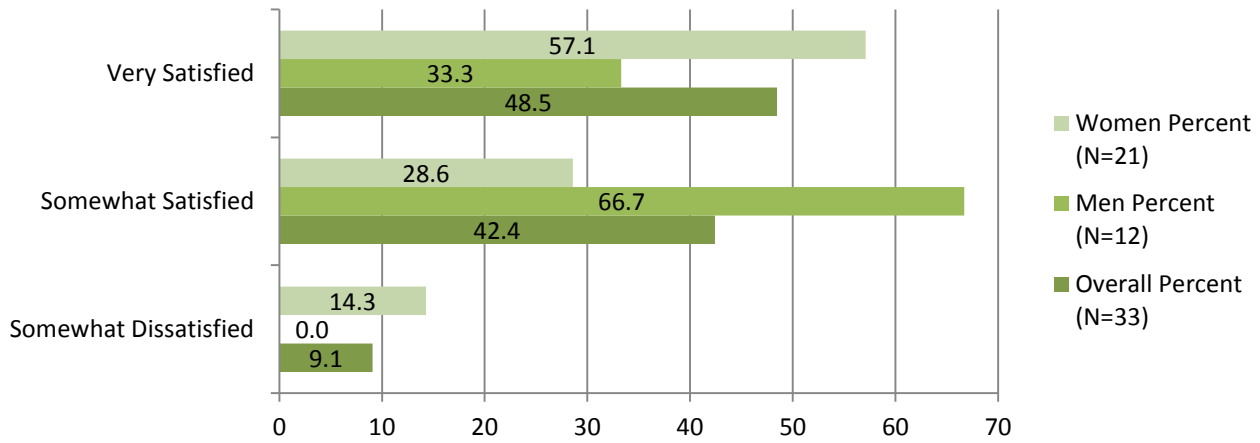


NDSU Center for Child Development (in the FLC building)

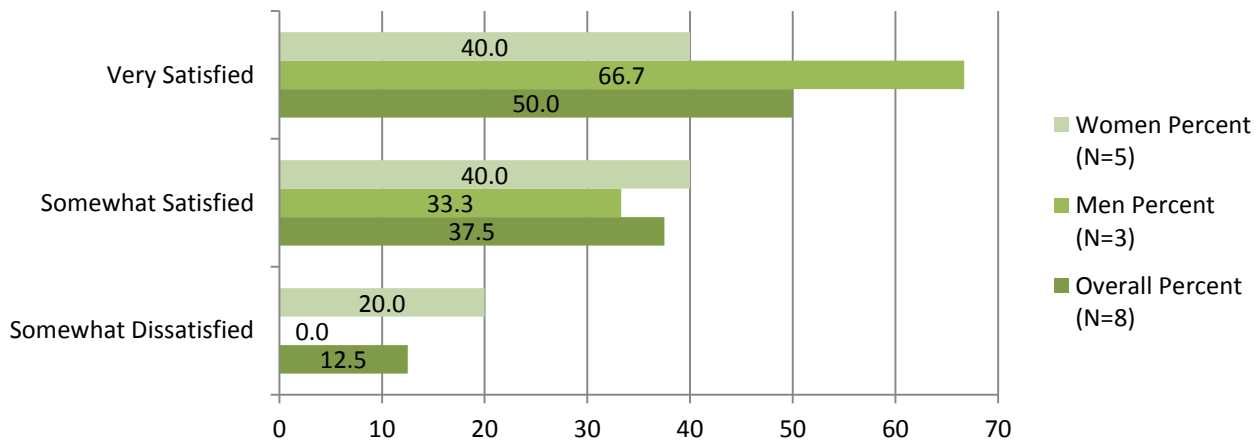


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

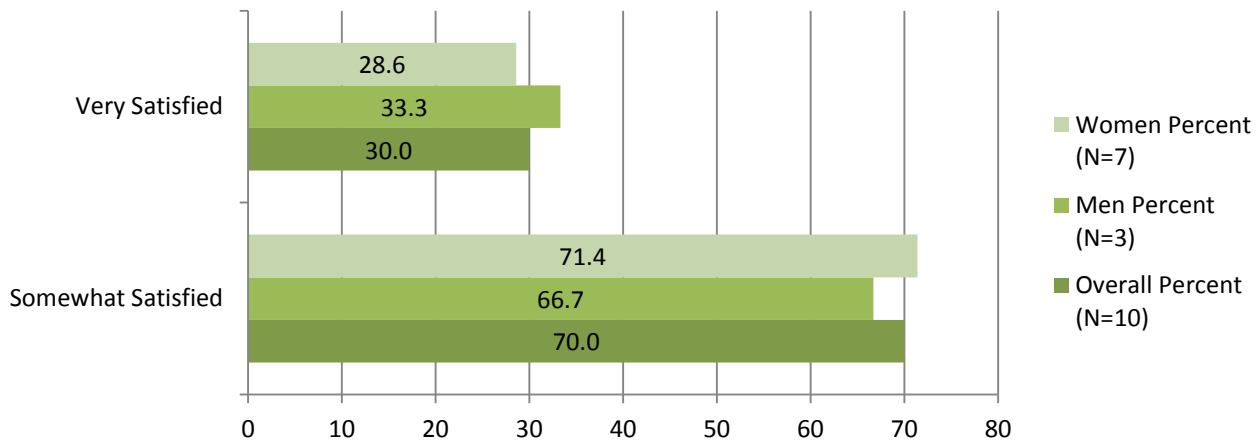
Non-university childcare center



Childcare in the provider's home

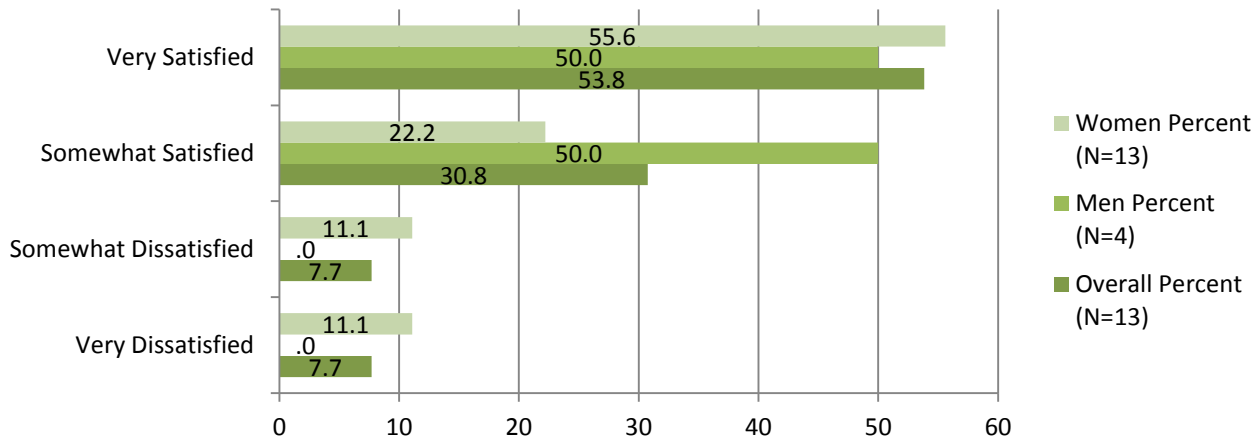


Non-family related in-home provider (nanny/babysitter in your home)

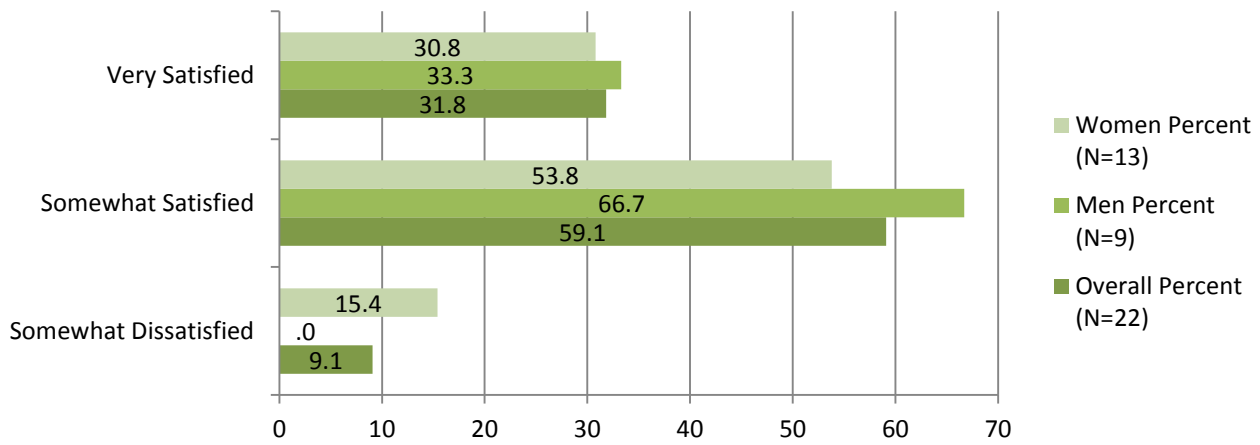


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

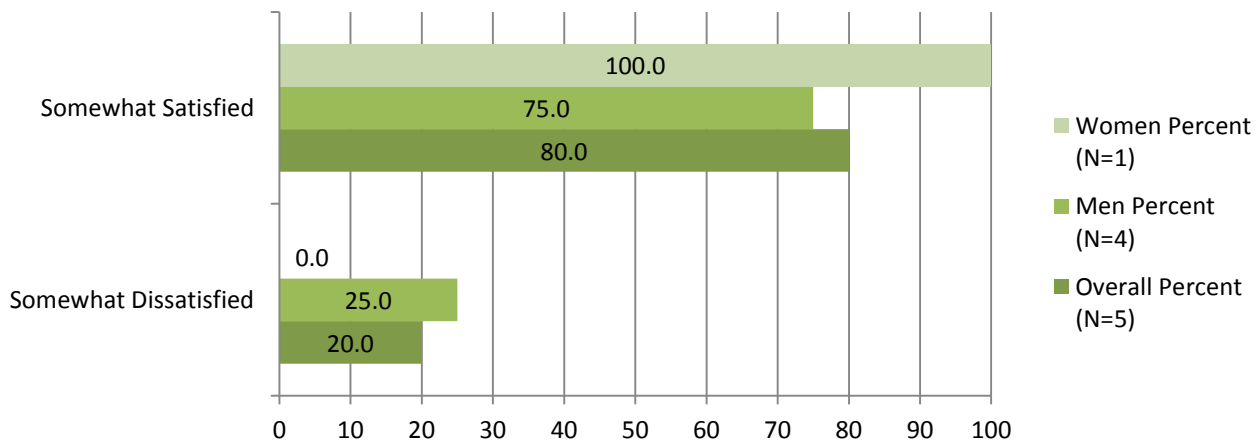
Family members (spouse/partner, grandparent, yourself, etc.)



After-school care



Child takes care of self



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

Faculty members were asked about which of the following are childcare issues for them.

Issue	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Availability of campus childcare	17.2% (N=17)	7.3% (N=8)	9.9% (N=25)
Availability of infant/toddler care	15.2% (N=15)	5.5% (N=6)	8.3% (N=21)
Care for school aged children after school	20.2% (N=20)	11.0% (N=12)	12.6% (N=32)
Care for school aged children during the summer	18.2% (N=18)	11.9% (N=13)	12.3% (N=31)
Childcare when your child is sick	27.3% (N=27)	6.4% (N=7)	13.4% (N=34)
Back-up or drop-in care when your usual childcare arrangements do not work	17.2% (N=17)	4.6% (N=5)	8.7% (N=22)
Childcare specifically designed for children with developmental delays or disabilities	3.0% (N=0)	0% (N=0)	1.2% (N=3)
Childcare when you are away at conferences and work-related special events held elsewhere	19.2% (N=19)	9.2% (N=10)	11.5% (N=29)
Extended hour childcare when you must work evenings, nights, or weekends	17.2% (N=17)	7.3% (N=8)	9.9% (N=25)
Assistance in covering childcare costs	13.1% (N=13)	5.5% (N=6)	7.5% (N=19)
Assistance with referrals to non-university childcare situations	5.1% (N=5)	1.8% (N=2)	2.8% (N=7)

Eldercare

Faculty members were asked about their eldercare activities. On average, 23.2% of women and 29.2% of men report that they have provided care or managed affairs for an aging and/or ill parent or relative since beginning their work at NDSU (overall 26.0%).

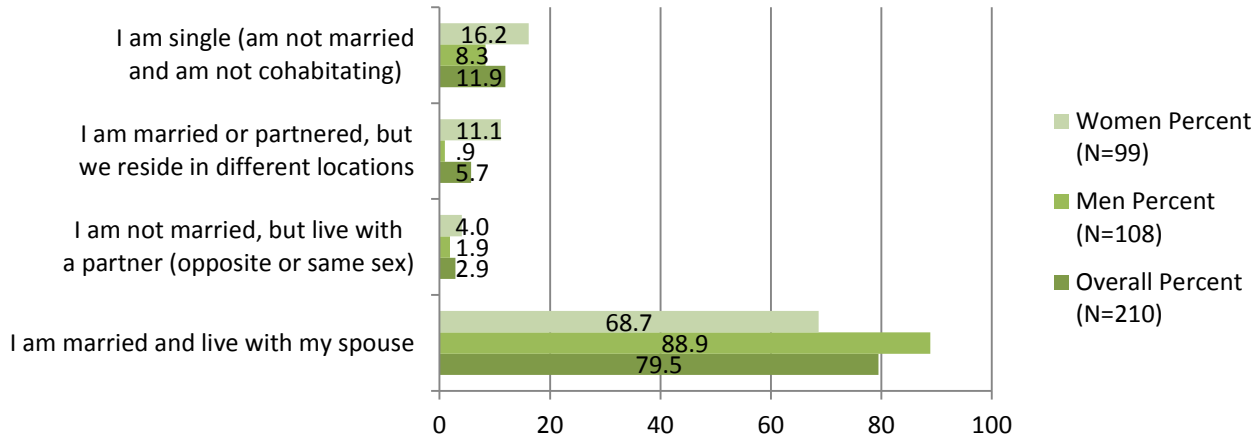
Faculty members were asked about which of the following are eldercare issues for them.

Issue	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Availability of eldercare programs during the work day	1.0% (N=1)	2.8% (N=3)	1.6% (N=4)
Back-up or drop-in elder care when your usual arrangements do not work	1.0% (N=1)	2.8% (N=3)	1.6% (N=4)
Eldercare when you are away at conferences and work-related special events held elsewhere	2.0% (N=2)	5.5% (N=6)	3.2% (N=8)
Extended hour eldercare when you must work evenings, nights, or weekends	2.0% (N=2)	5.5% (N=6)	3.2% (N=8)
Assistance in covering eldercare costs	3.0% (N=3)	8.3% (N=9)	4.7% (N=12)
Assistance with referrals to eldercare situations	5.1% (N=5)	7.3% (N=8)	5.1% (N=13)

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

Spouse/Partner

Faculty members were asked about their relationship status**.



Faculty members were additionally asked about their spouse or partner's current and preferred employment status.

Employment Status	<u>Partner's Current Employment Status**</u>			<u>Partner's Preferred Employment Status**</u>		
	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Full-time	80.7% (N=67)	50.5% (N=50)	63.2% (N=117)	91.4% (N=74)	48.4% (N=46)	68.0% (N=121)
Part-time	8.4% (N=7)	23.2% (N=23)	16.8% (N=31)	3.7% (N=3)	34.7% (N=33)	20.2% (N=36)
Not employed	9.6% (N=8)	23.2% (N=23)	17.8% (N=33)	1.2% (N=1)	12.6% (N=12)	7.9% (N=14)
Retired	1.2% (N=1)	3.0% (N=3)	2.2% (N=4)	3.7% (N=3)	4.2% (N=4)	3.9% (N=7)

Faculty members were asked if their partner or spouse works at NDSU. Thirty-seven (46.8%) women, 33 (34.4%) men, and 70 (39.3%) overall reported that their partner or spouse works at NDSU.

Position	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Faculty	75.7% (N=28)	67.7% (N=21)	72.1% (N=49)
Academic Administrative	5.4% (N=2)	6.5% (N=2)	5.9% (N=4)
Staff	18.9% (N=7)	25.8% (N=8)	22.1% (N=15)

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

Faculty members were asked if they were hoping for spousal or partner accommodations. Sixteen (38.1%) women, 12 (19.4%) men, and 29 (27.1%) overall reported that they were hoping for accommodations for their spouse or partner at NDSU**.

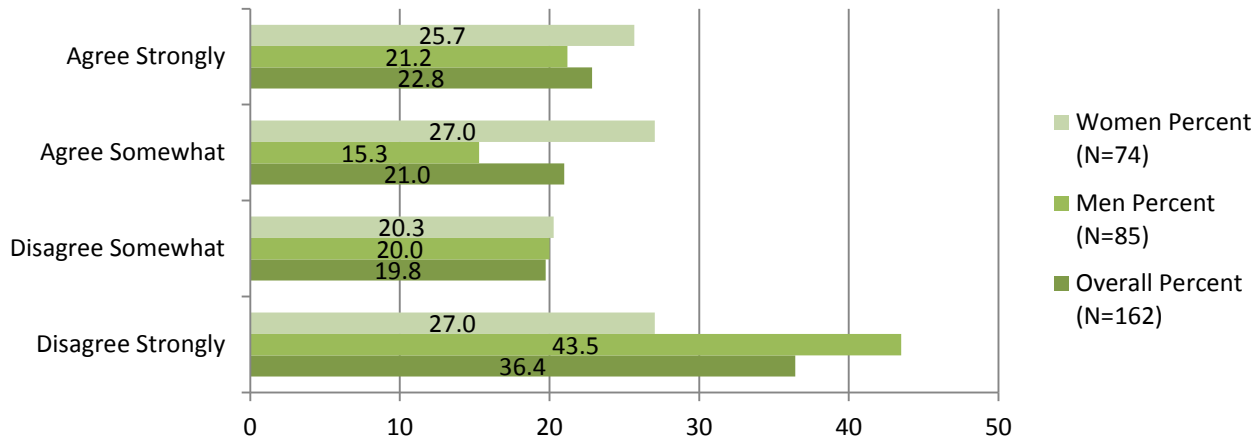
Position	Partner's Desired Position at NDSU		
	Women Faculty	Men Faculty	Overall
Faculty	37.5% (N=6)	16.7% (N=2)	27.6% (N=8)
Academic Administrative	18.8% (N=3)	16.7% (N=2)	17.2% (N=5)
Staff	43.8% (N=7)	66.7% (N=8)	55.2% (N=16)

Faculty members were asked about their level of satisfaction with the accommodations their partner/spouse received as well as how their partner's career has affected their career.

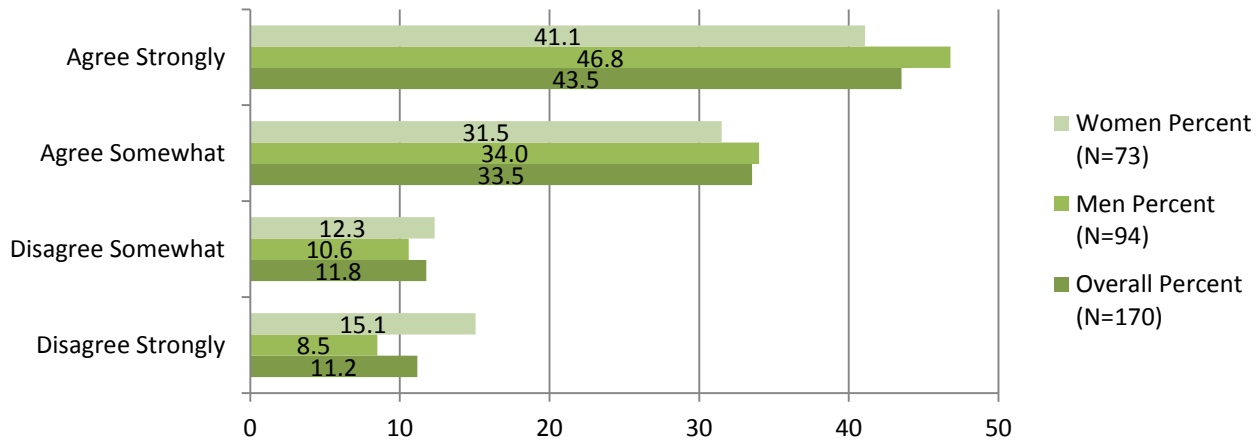
I am satisfied with the accommodations my partner/spouse received from NDSU.

No faculty member reported receiving accommodations for their spouse/partner at NDSU.

*I have considered leaving NDSU in order to enhance my spouse/partner's career opportunities**.*

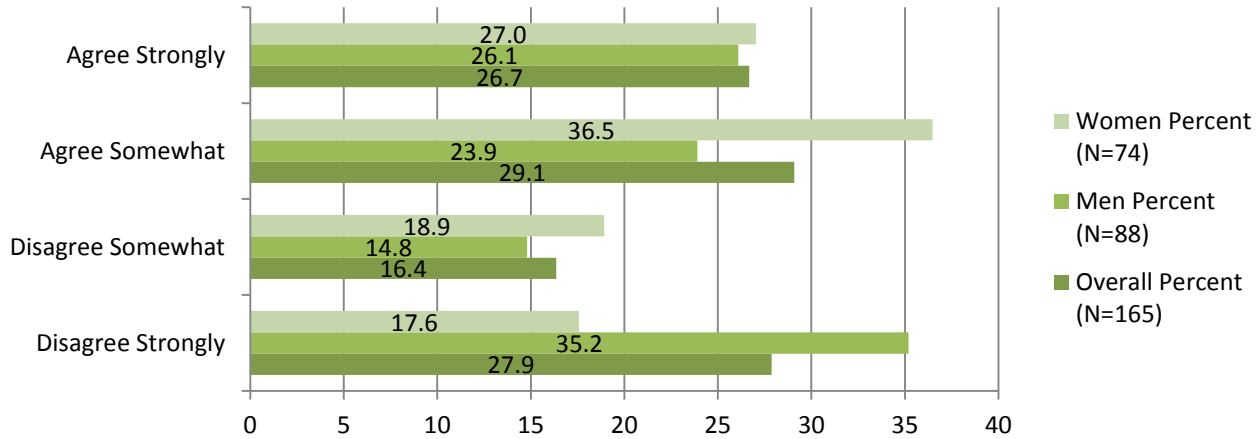


My partner/spouse and I are staying in Fargo/Moorhead because of my job.



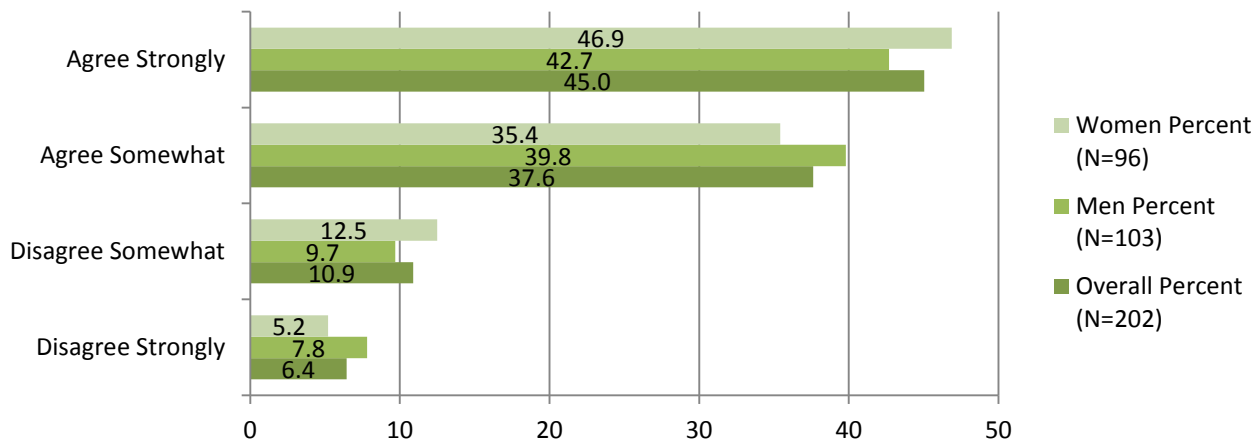
*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

My spouse/partner and I have considered leaving Fargo/Moorhead to enhance both our career opportunities.*

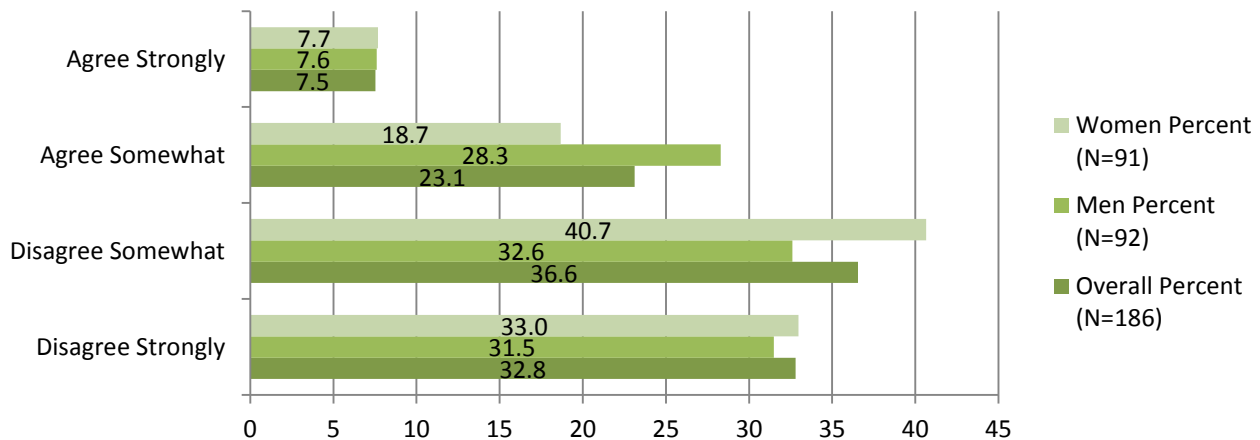


Department Support of Work life Balance

Most faculty in my department are supportive of colleagues who want to balance their family and career lives.

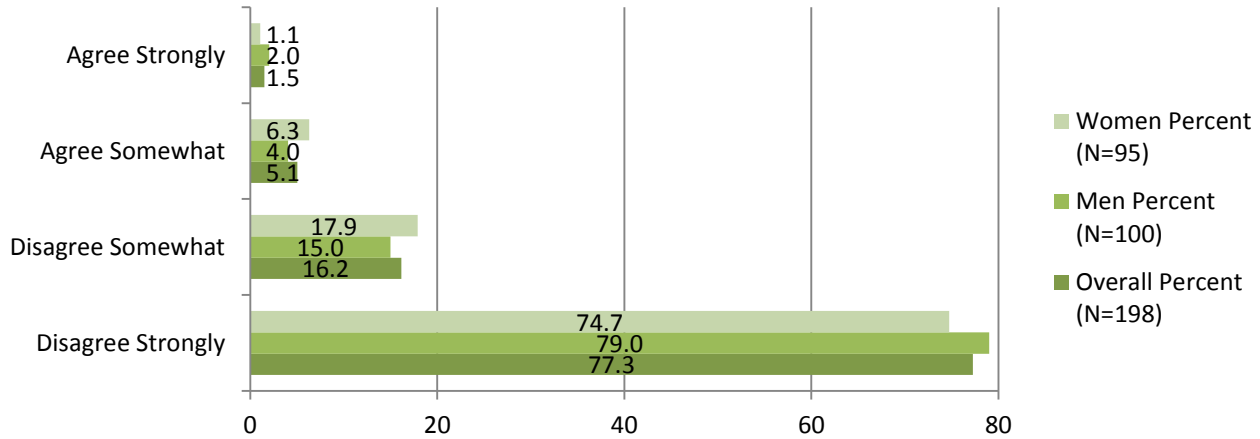


It is difficult for faculty in my department to adjust their work schedules to care for children or other family members.

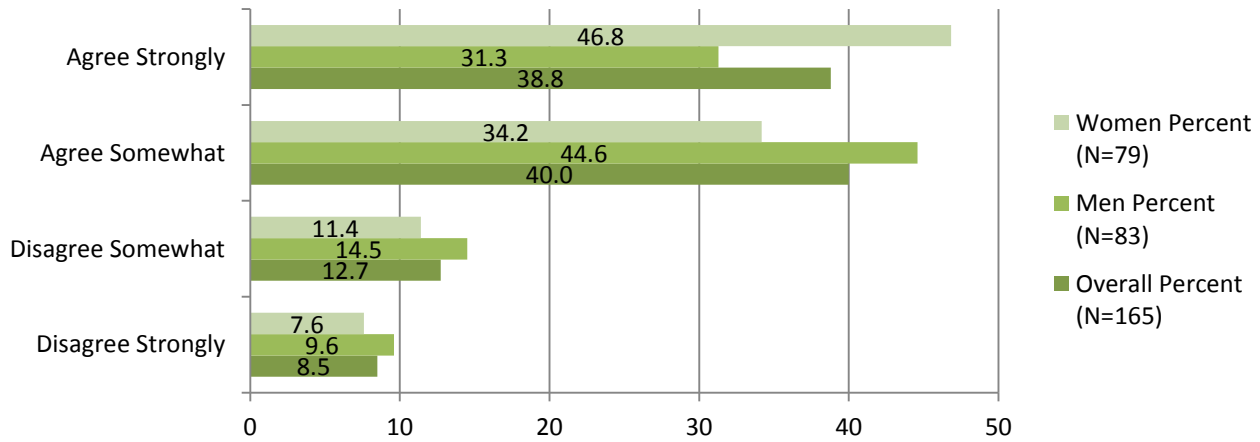


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

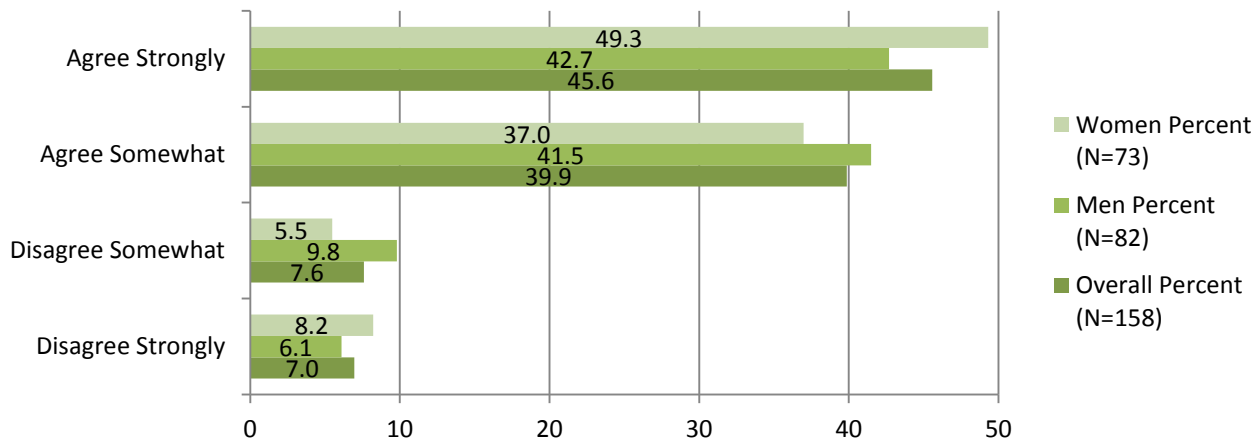
Department meetings frequently occur early (prior to 8:30am) in the morning or late in the day (after 4:30pm), which makes it difficult for me to meet family responsibilities.



My department has supportive practices for faculty who have a new baby or new child in the family.

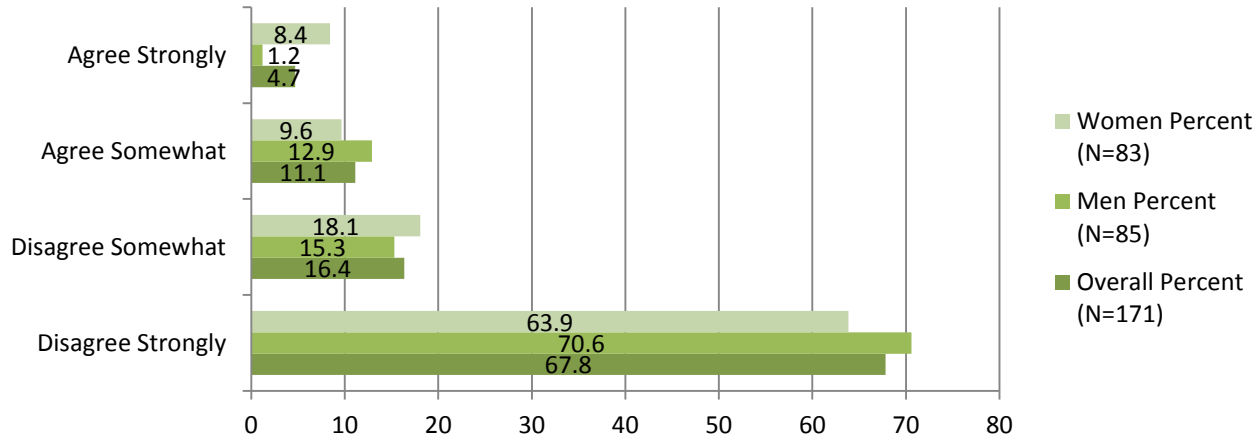


The department is supportive of family leave.

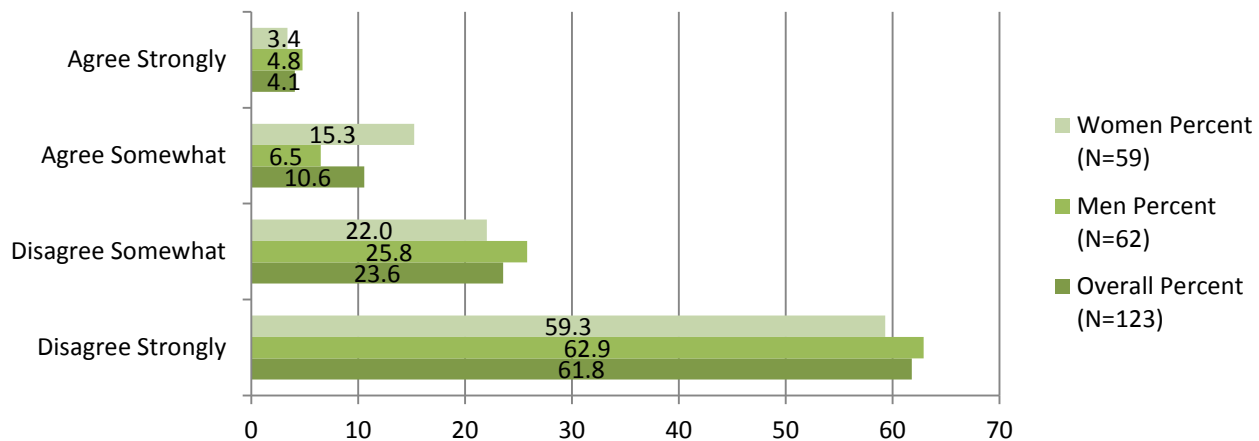


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

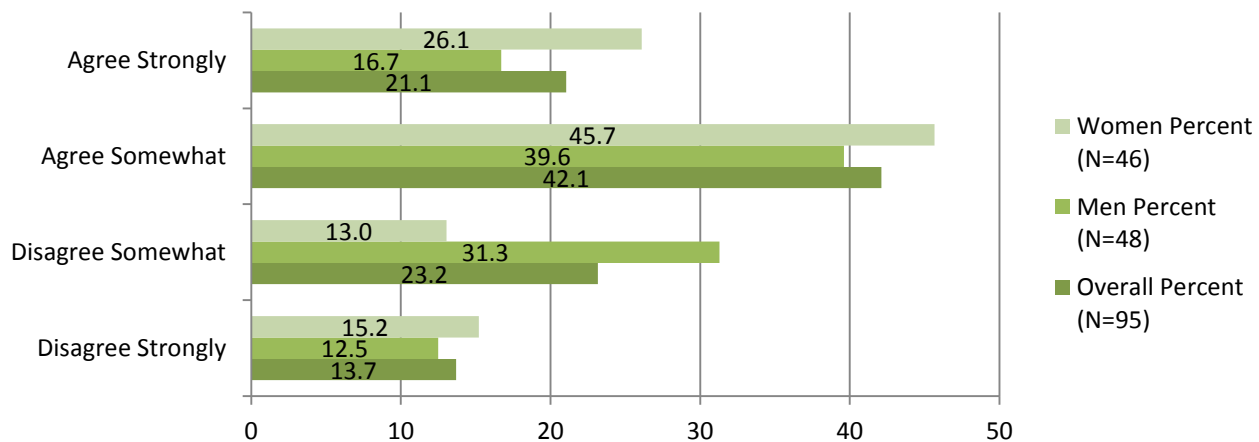
Faculty who have children are considered by faculty in my department to be less committed to their careers.



Faculty who have caregiving responsibilities for aging family members are considered by faculty in my department to be less committed to their careers.



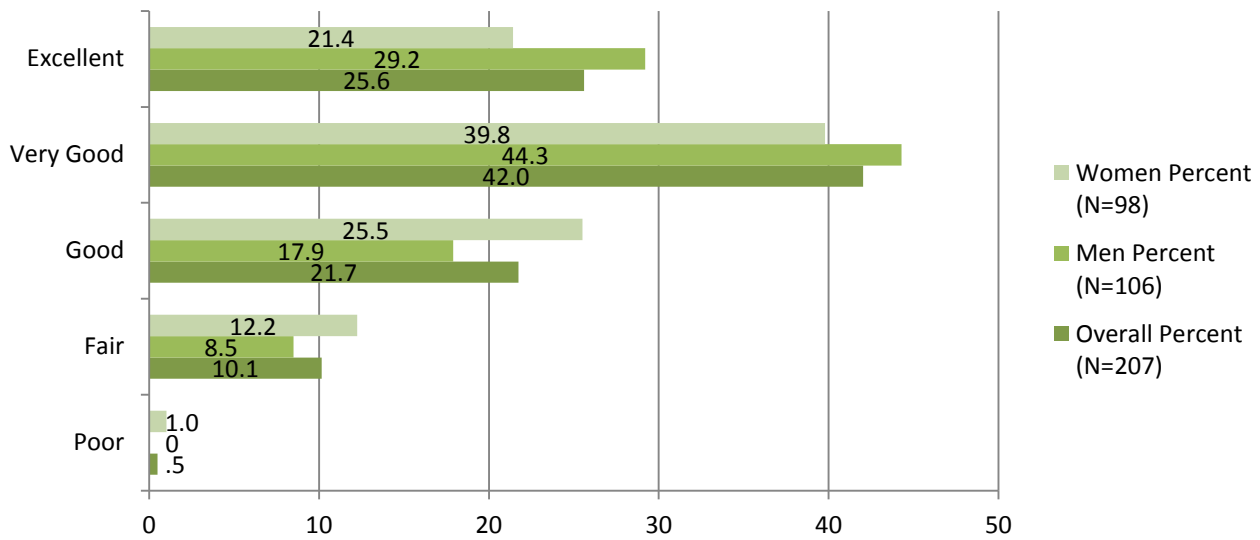
My department has supportive practices for faculty who are caring for elderly family members.



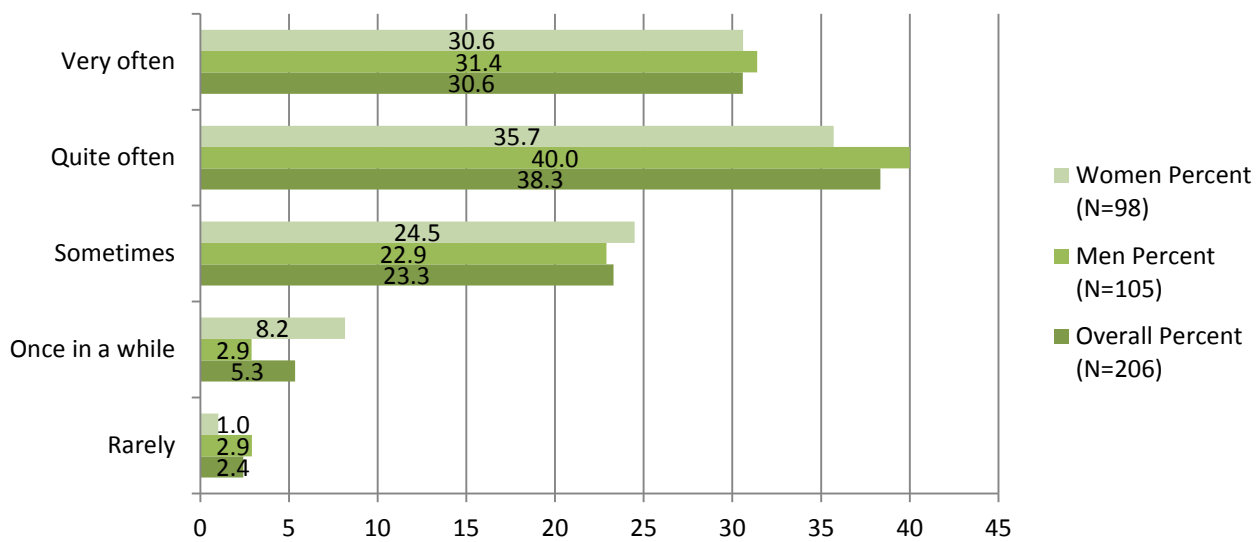
*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

Health

How would you rate your overall health at the present time?*

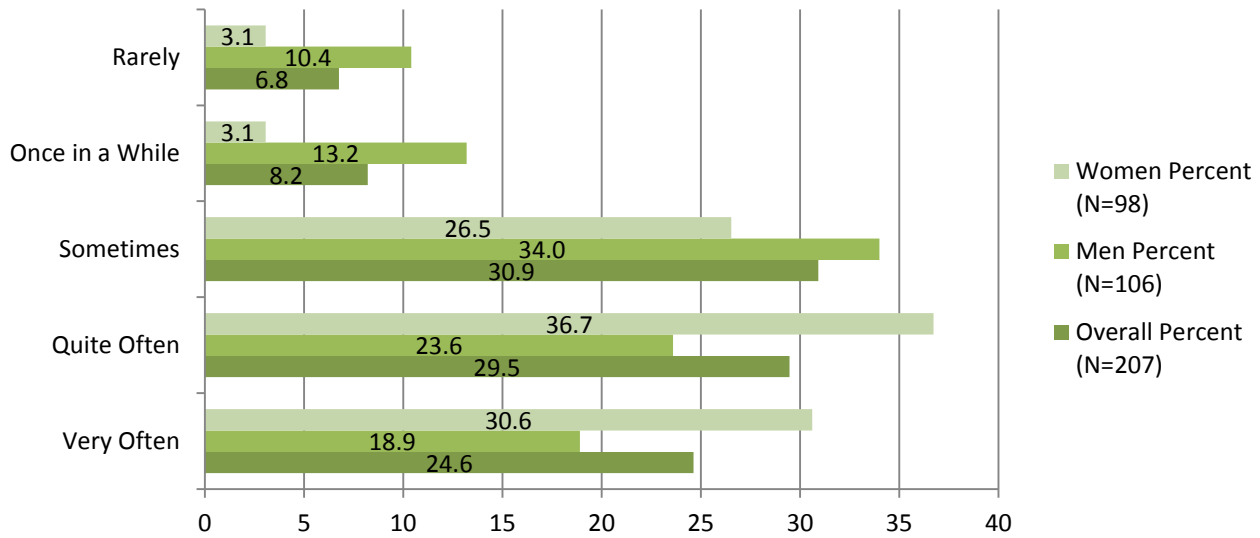


How often do you feel happy?

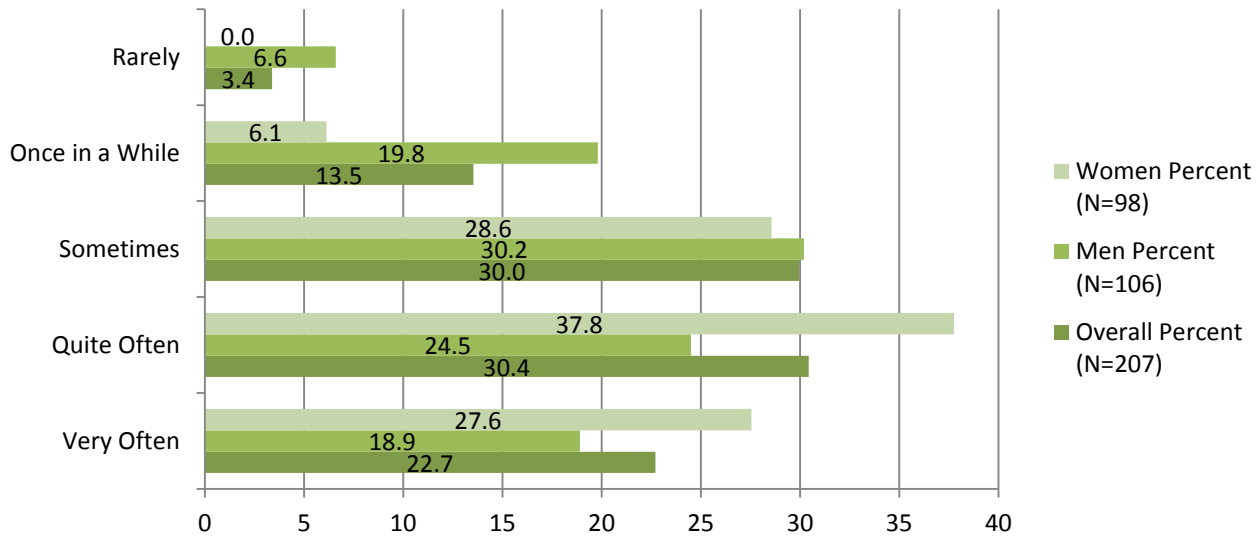


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

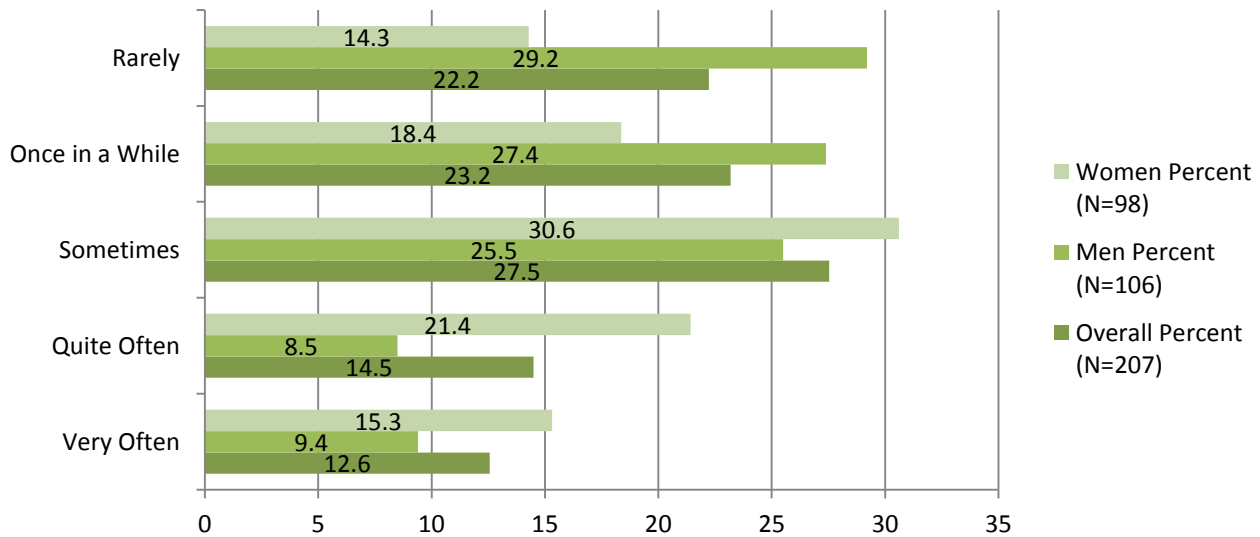
*How often do you feel fatigued***?*



*How often do you feel stressed***?*

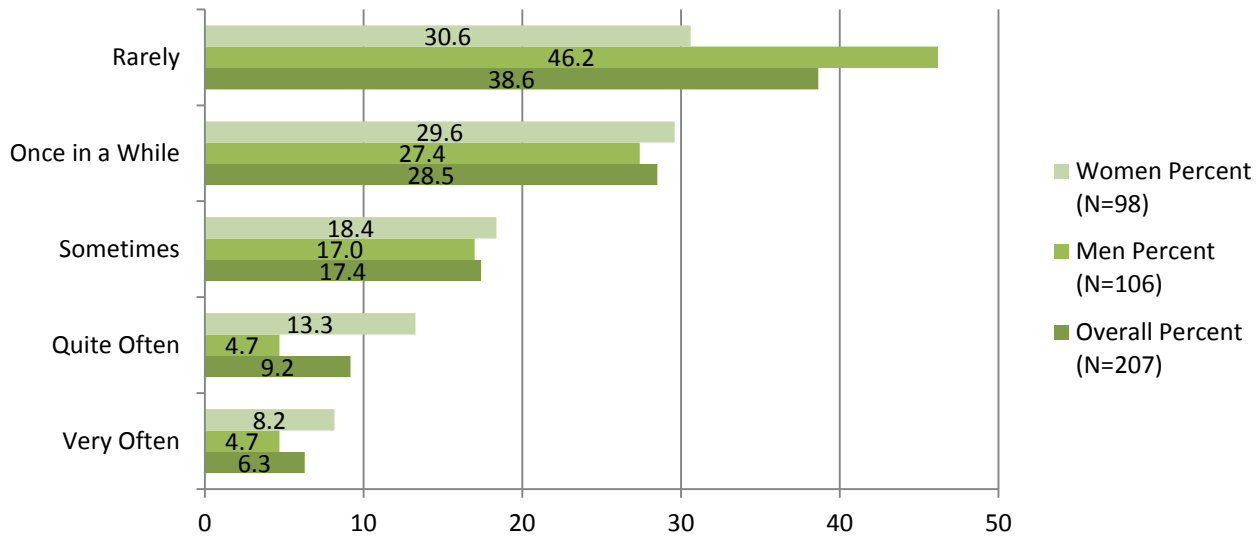


*How often do you feel nervous***?*

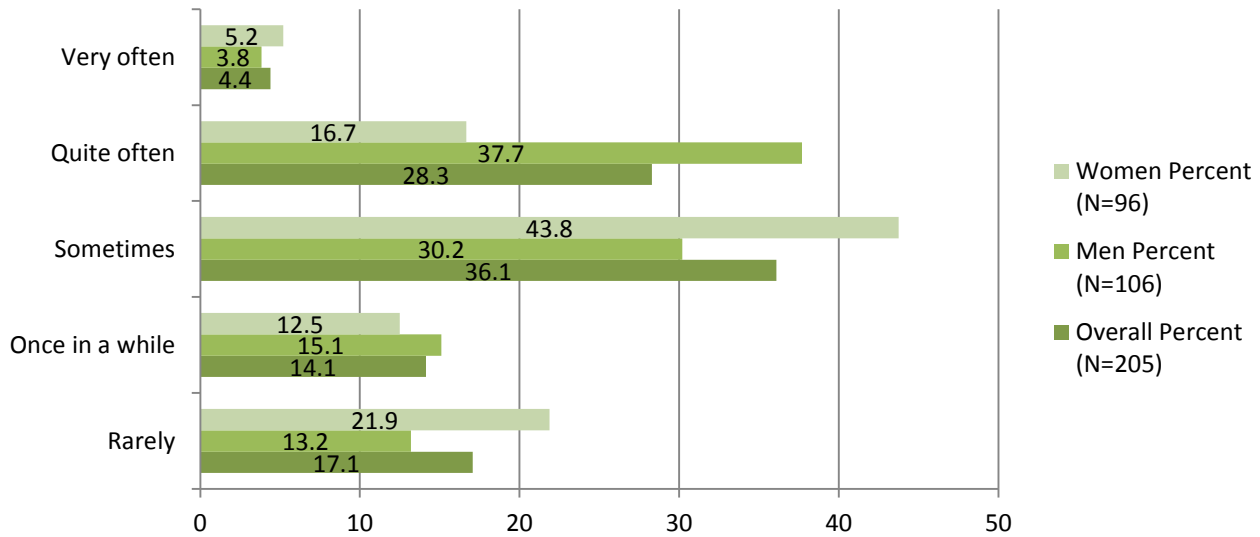


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

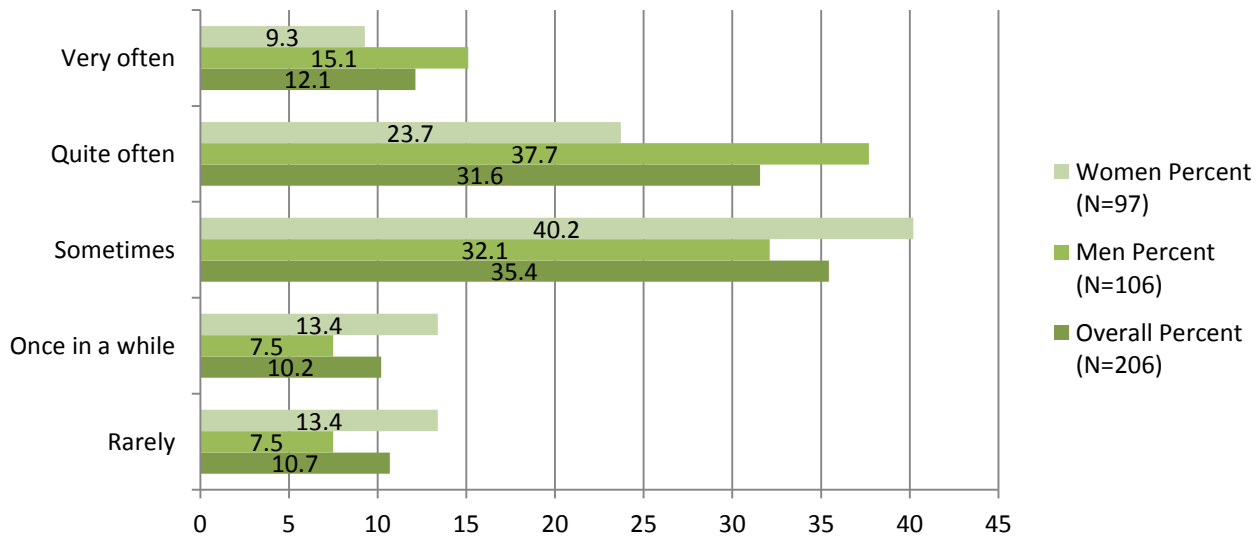
How often do you feel depressed?*



How often do you feel well-rested?*



How often do you feel physically fit?*



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

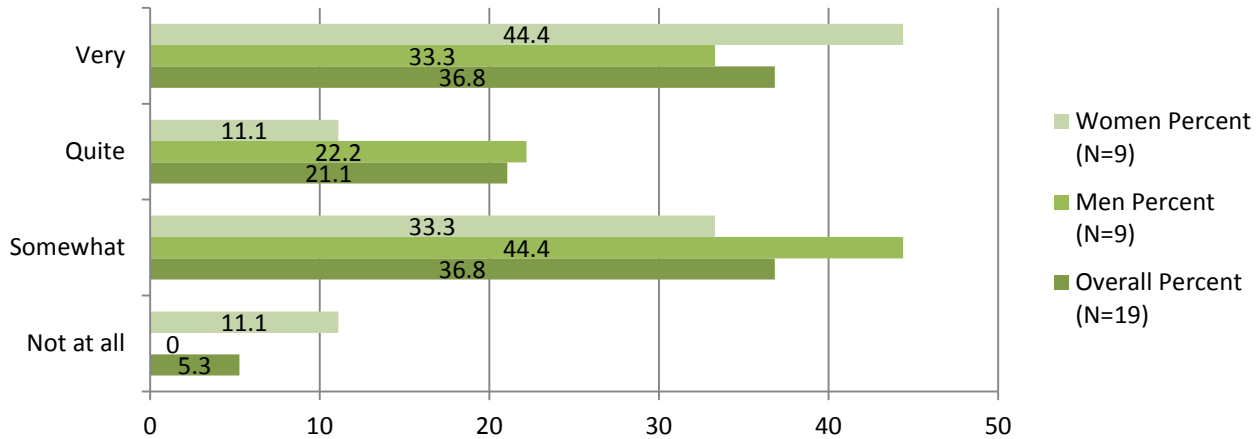
Faculty members were asked to what they attribute the negative feelings they experience.

	<u>Women Faculty</u>	<u>Men Faculty</u>	<u>Overall</u>
Lack of work/life satisfaction	33.3% (N=33)	27.5% (N=30)	25.3% (N=64)
Work stress	81.8% (N=81)	64.2% (N=70)	60.5% (N=153)
Personal stress	26.3% (N=26)	23.9% (N=26)	20.6% (N=52)
Family stress	33.3% (N=33)	28.4% (N=31)	25.7% (N=65)
Department climate	33.3% (N=33)	22.0% (N=24)	22.9% (N=58)
College climate	15.2% (N=15)	12.8% (N=14)	12.3% (N=31)
University climate	22.2% (N=22)	22.0% (N=24)	18.6% (N=47)
Lack of support from chair	19.2% (N=19)	9.2% (N=10)	11.5% (N=29)
Isolation	30.3% (N=30)	14.7% (N=16)	18.6% (N=47)
Physical health	19.2% (N=18)	11.9% (N=13)	13.0% (N=33)
Eldercare	8.1% (N=8)	4.6% (N=5)	5.1% (N=13)
Parenting	28.3% (N=28)	17.4% (N=19)	19.0% (N=48)

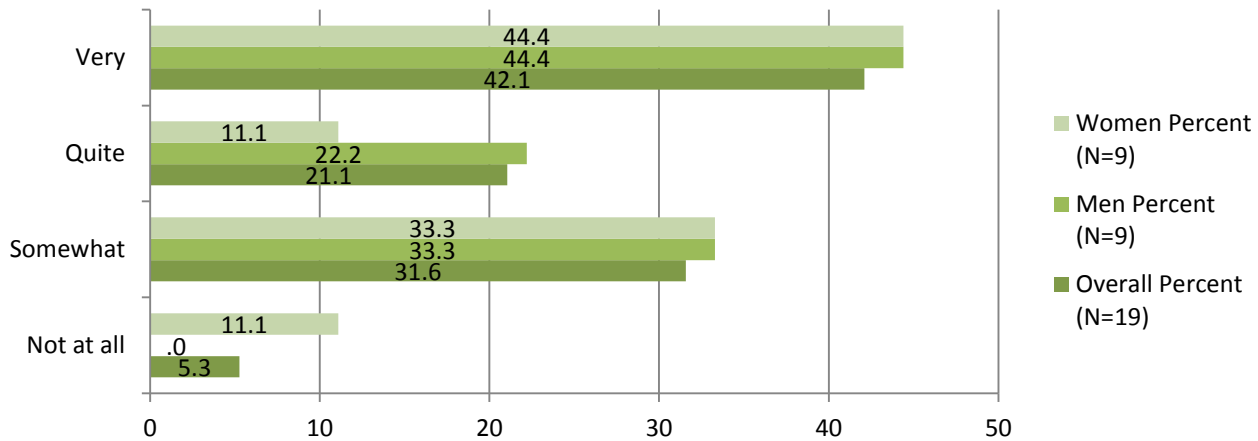
Faculty members were asked if they had a significant health issue. Of the 206 who responded, 10.3% of women and 8.5% of men reported they did (9.7% overall), while 89.7% of women and 91.5% of men they did not (90.3% overall).

Faculty members were asked how accommodating their department, college, and NDSU are/were in dealing with their health issue.

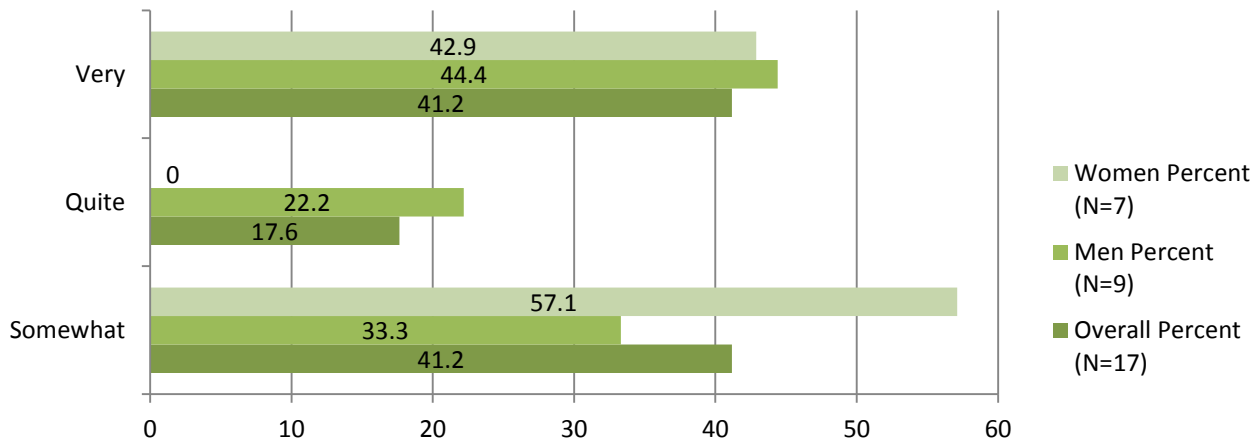
Department



College



NDSU



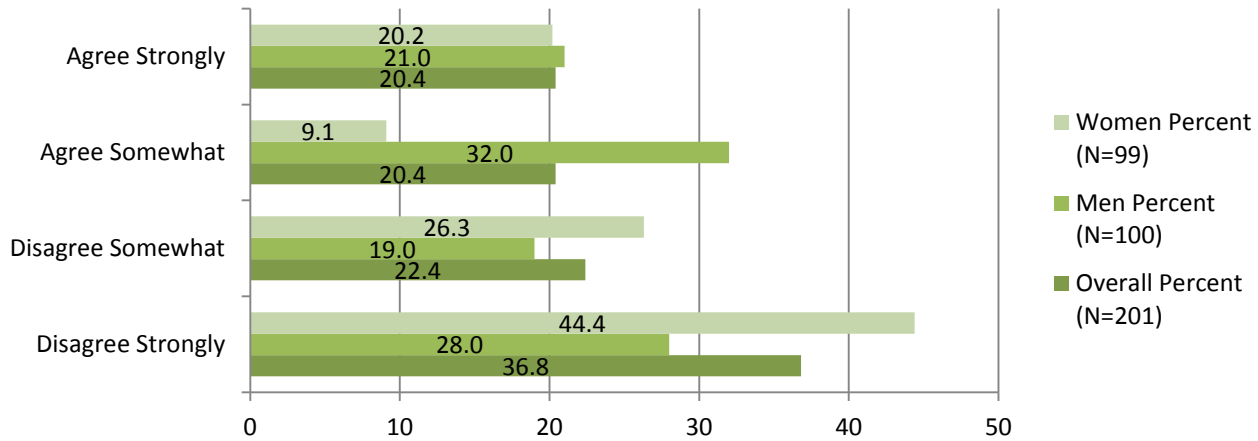
When asked to specify what type of disability they are living with, no faculty reported that they are living with a physical or cognitive disability. However, one woman faculty member reported that she is living with a psychological disability. This participant reported that both her primary department and NDSU were “not at all” accommodating in dealing with her psychological disability.

*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

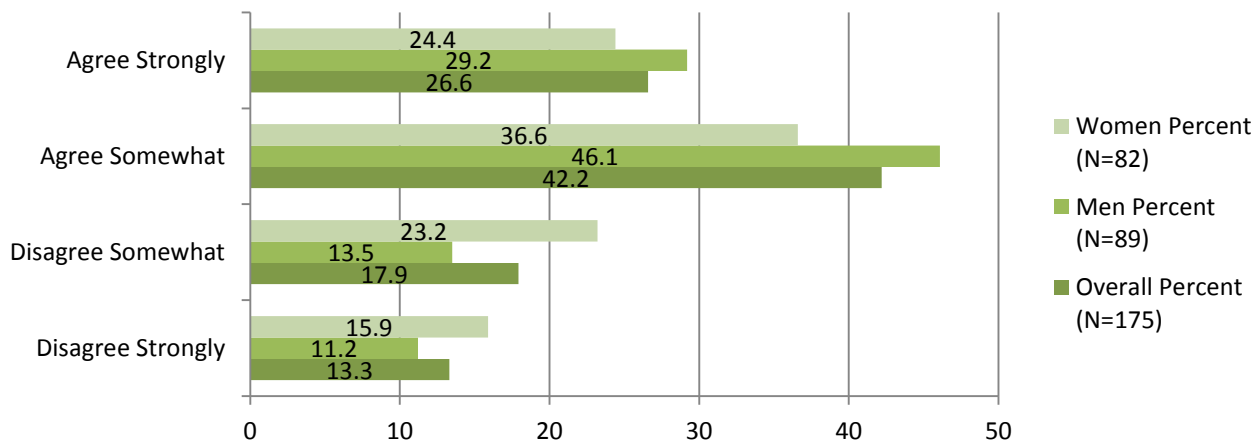
Climate, Recruitment, and Leadership for Women Faculty

Faculty members were asked to what extent they agree with statements regarding the recruitment of, climate for, and leadership of women faculty in their department.

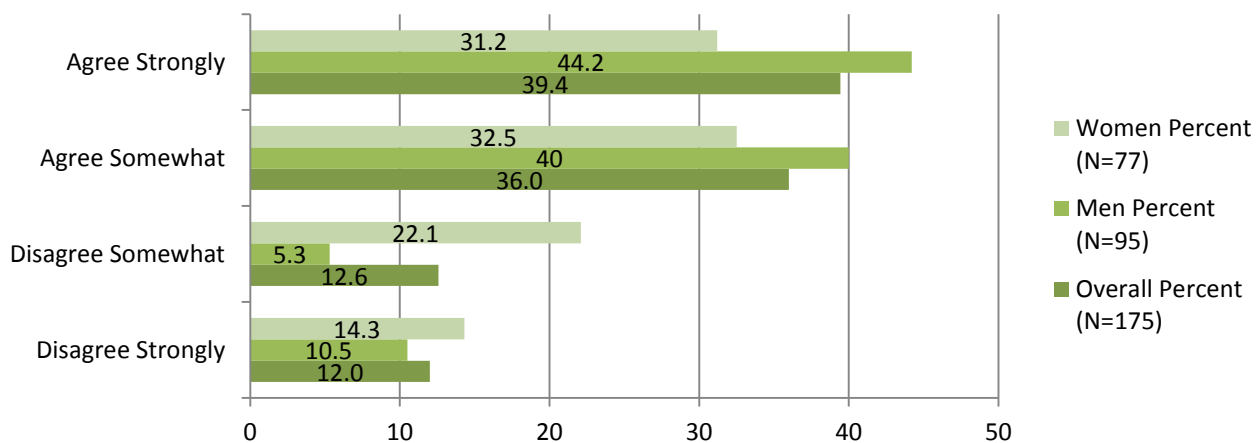
*There are too few women faculty in my department**.*



My department has identified ways to recruit women faculty.

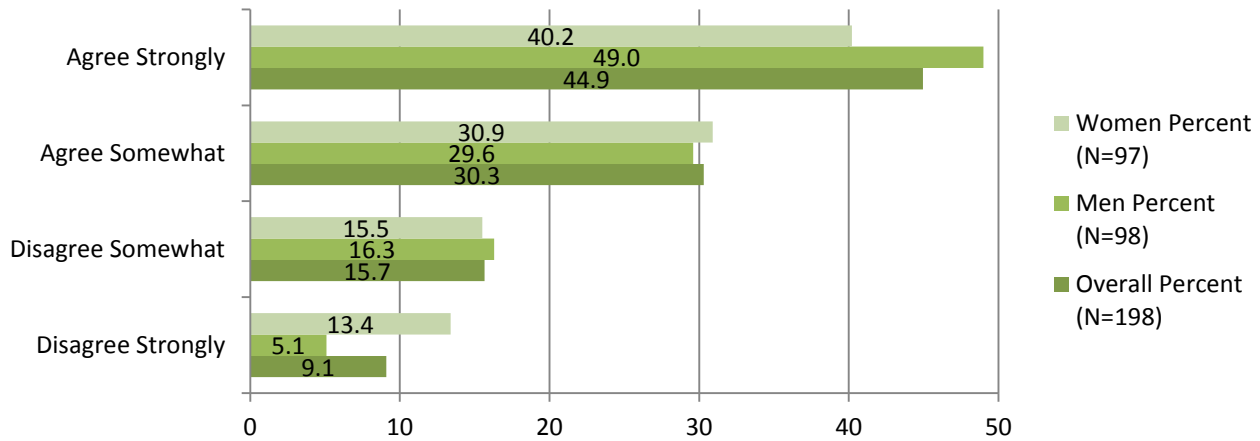


*My department has actively recruited women faculty**.*

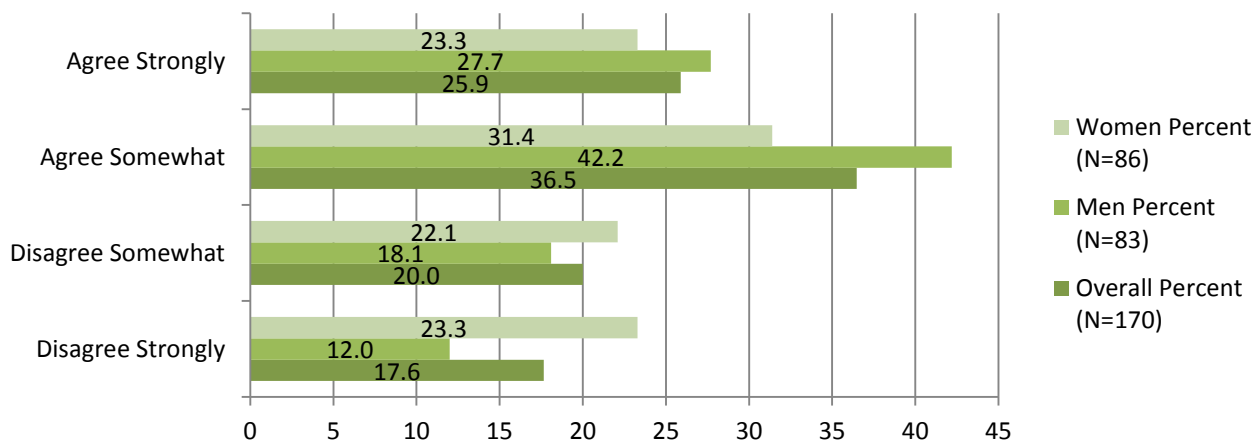


*Differences in responses based on gender statistically significant at $p = .05$; ** $p < .05$; *** $p = .001$ or $p < .001$

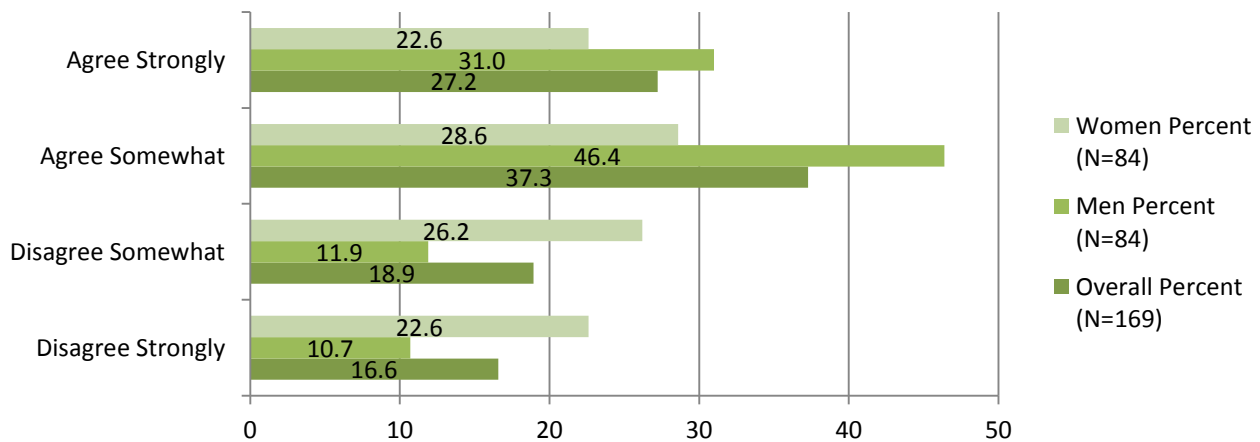
The climate for women in my department is good.



My department has identified ways to enhance the climate for women.*

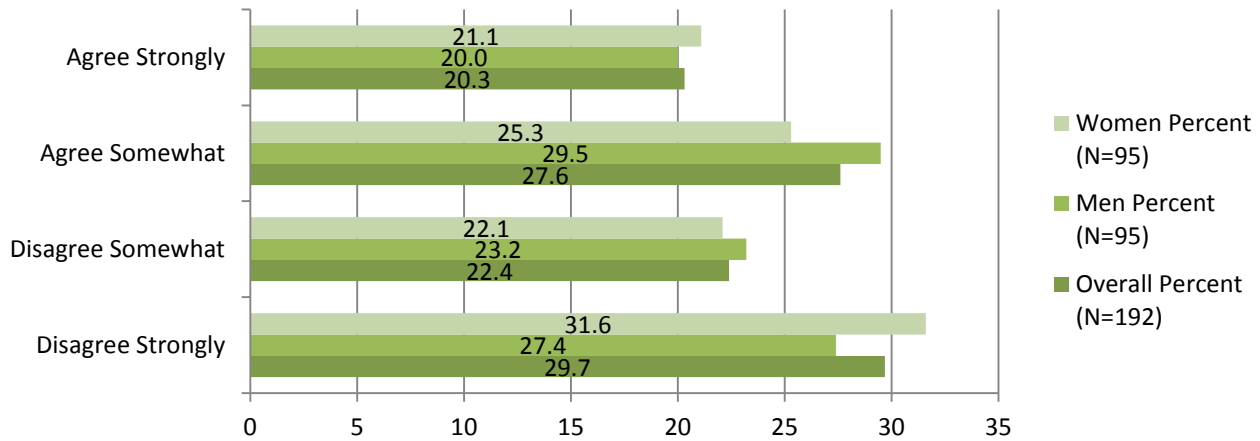


*My department has taken steps to enhance the climate for women**.*

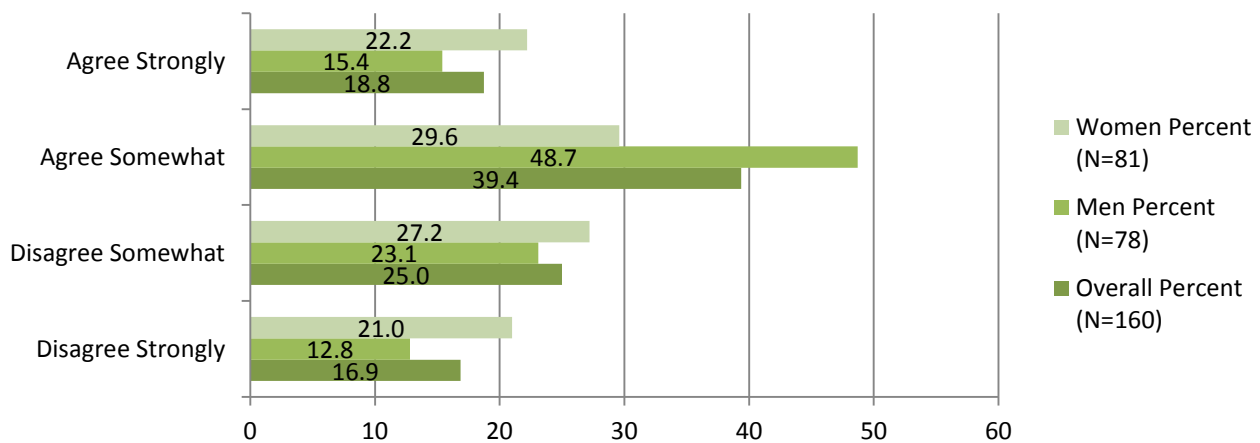


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

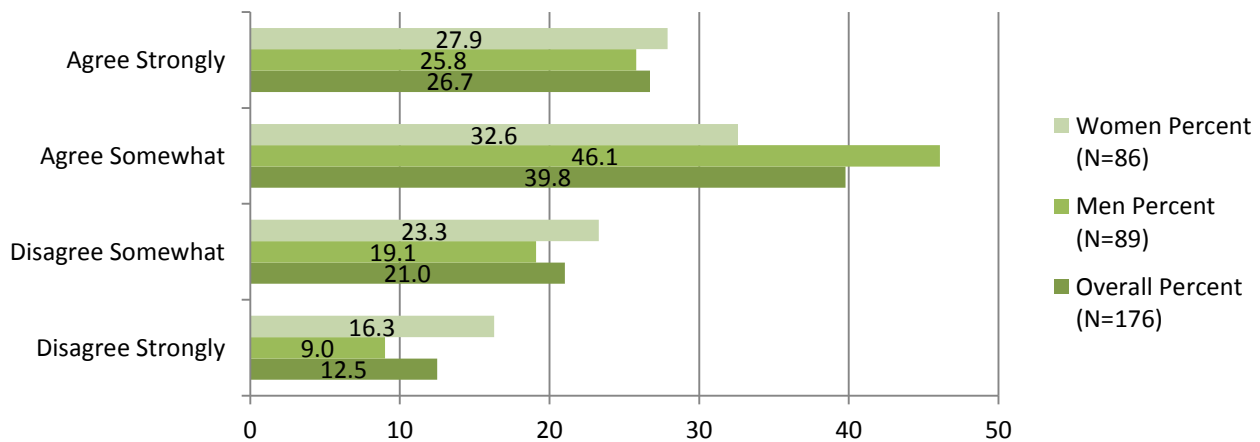
My department has too few women faculty in leadership positions.



My department has identified ways to move women into leadership positions.

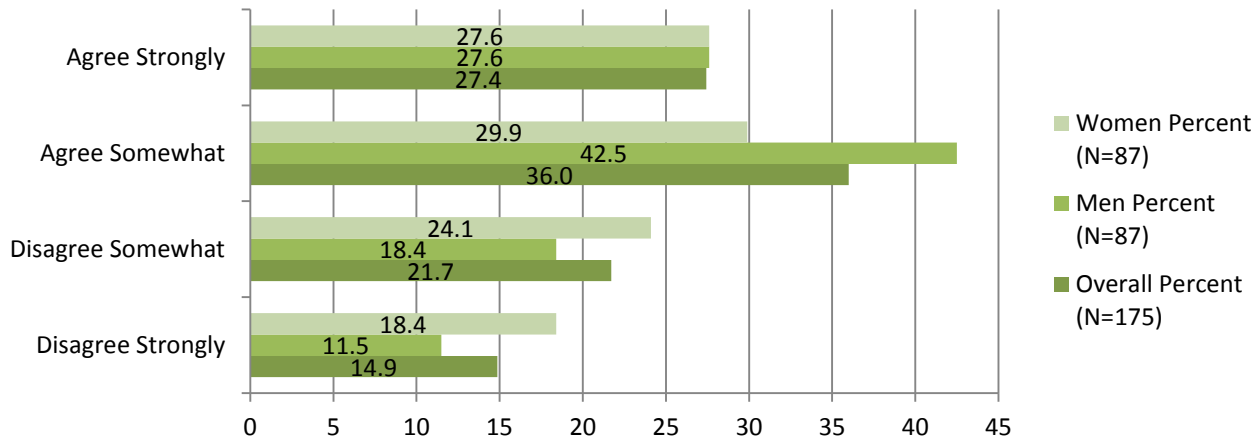


My department has made an effort to promote women into leadership positions.

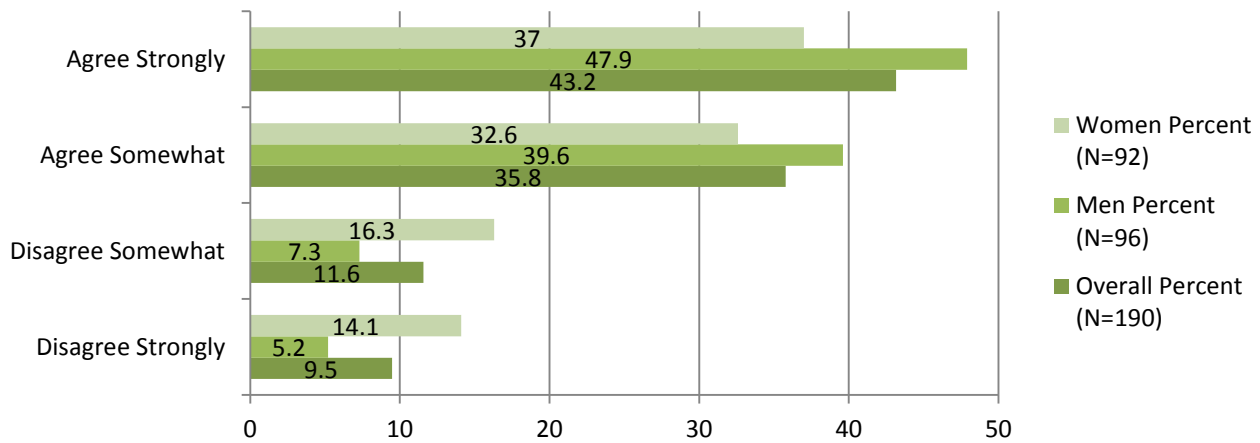


*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001

My department has developed policies and procedures that support women faculty members.



*My department actively supports women faculty members**.*



*Differences in responses based on gender statistically significant at p = .05; **p < .05; ***p = .001 or p < .001