**2013 NDSU FORWARD Worklife Survey**

*Results of Tenured and Tenure-track Faculty*

*Comparisons Based on STEM Status*

## 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, including the hiring process, the tenure process, professional activities, satisfaction with NDSU, programs and resources, and balancing personal and professional life. Survey data were collected October to December 2013 via an on-line survey with NDSU IRB approval. A total of 253 tenured and tenure-track faculty completed the survey, which represents a response rate of 47.6%. Of the 253 tenured and tenure-track faculty who responded to the survey, 107 (42.3%) identified as men and 99 (39.1%) identified as women. Sixty-one (24.1%) individuals did not respond to the question about college/STEM status and are not included in further analyses. Therefore, the sample for this report is 192 tenure-track faculty at NDSU, with 116 reporting being in a STEM college and 76 reporting being in a non-STEM college. When differences in responses based on STEM status were found to be statistically significant at the $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

## Executive Summary

- There were many statistical similarities between the STEM and non-STEM faculty, who completed the FORWARD worklife survey, including similar:
  - opinions about the climate for women in their department, the degree to which their departments had taken steps to enhance the climate for women faculty, and the degree to which their department actively supports women faculty members.
  - opinions about the degree to which they are treated with respect by colleagues, department chair/head, dean, staff and students.
  - opinions about the extent to which they are full and equal participants in problem solving and decision-making within their departments
  - levels of satisfaction with the tenure/promotion process overall and similar levels of support in their advancement to tenure/promotion.
  - opinions about the degree to which they have colleagues on campus who do similar research and have colleagues or peers who provide career advice or guidance when they need it.
  - levels of satisfaction with their job in general at NDSU, with their work environment at NDSU, with the way their careers have progressed at NDSU, and with their job in academia.
  - opinions about the extent to which they are satisfied with the ways in which they balance their professional and personal lives.
- STEM faculty reported spending significantly less time on service work than non-STEM faculty.
- STEM faculty agreed significantly less than non-STEM faculty that most faculty in their department are supportive of colleagues who want to balance their family and career lives.

## Characteristics of Tenure/Tenure-Track Faculty in the Worklife Sample (See Appendix A)

- 38.8% of STEM and 60.5% of non-STEM faculty identified as women (47.4% overall), while 60.3% of STEM and 38.2% of non-STEM faculty identified as men (51.6% overall).
- 80.2% of STEM and 92.1% of non-STEM faculty self-identified as "White, not of Hispanic origin;" (84.9% overall).
- 63.8% of STEM and 36.8% of non-STEM faculty said they currently have children 18 years of age and under (53.1% overall).

- 7.8% of STEM and 13.2% of non-STEM faculty said they have cared for children in the past who are now over 18 years of age (9.9% overall).
- 20.7% of STEM and 31.6% of non-STEM faculty said they have provided care for an aging parent or relative (25.0% overall).
- 42.2% of STEM and 39.5% of non-STEM faculty reported being assistant professors (41.1% overall), while 29.3% of STEM and 32.9% of non-STEM faculty were associate professors (30.7% overall), and 28.4% of STEM and 26.3% of non-STEM faculty were full professors (27.6% overall).
- 45.7% of STEM and 51.3% of non-STEM faculty said they currently have tenure (47.9% overall).
- 6.9% of STEM and 9.2% of non-STEM faculty reported that they currently hold a full time administrative position (7.8% overall), while 10.3% of STEM and 18.4% of non-STEM faculty reported that they currently hold a part time administrative position (13.5% overall).

Climate for STEM and non-STEM Women Faculty

- Regarding statements about recruitment of, climate for, and leadership opportunities for women faculty in their primary department/unit, on a 4-point scale (1=disagree strongly, 4=agree strongly):
    - STEM faculty agreed significantly more than non-STEM faculty that there are too few women in their department (mean= for STEM 2.52, for non-STEM 1.84, overall 2.24**).
    - STEM faculty agreed significantly more than non-STEM faculty that there are too few women faculty in leadership positions in their department (mean= for STEM 2.62, for non-STEM 2.10, overall 2.40**).

Hiring Process

- 25.9% of STEM faculty and 23.7% of non-STEM faculty reported that they were recruited to apply for a position at NDSU (25.0% overall).
- Faculty members were asked about factors that contributed to their considerations toward accepting or declining a position at NDSU.
    - The three most common factors that contributed to STEM faculty members' decision to accept a position at NDSU were:
        - Research opportunities (34.5%)
        - Colleagues in department/unit/lab (27.6%)
        - Climate of the department/unit/lab (25.0%)
    - The three most common factors that caused STEM faculty members to hesitate about accepting a position at NDSU were:
        - Geographic location (38.8%)
        - Salary and benefits (25.9%)
        - Prestige of university (23.3%)
    - The four most common factors that contributed to non-STEM faculty members' decision to accept a position at NDSU were:
        - Geographic location (30.3%)
        - Workload allocation (30.3%)
        - Colleagues in department/unit/lab (27.6%)
        - Teaching opportunities (27.6%)
    - The three most common factors that caused non-STEM faculty members to hesitate about accepting a position at NDSU were:
        - Geographic location (46.1%)
        - Salary and benefits (28.9%)
        - Climate for women (21.1%)

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

Tenure Process

- Faculty were asked about their experience of the tenure process at NDSU and rated aspects of that process on a 4-point scale (1=disagree strongly, 4=agree strongly):
    - STEM faculty agreed significantly more than non-STEM faculty that they received reduced responsibilities so they could build their research program (mean= for STEM 2.38, for non-STEM 1.93, overall 2.19**).
    - 16.4% of STEM faculty and 11.8% of non-STEM faculty reported that they had extended their tenure clock (14.6% overall). Of those who reported extending their tenure clock, STEM faculty agreed slightly more than non-STEM faculty that their department was supportive of the extension (mean= for STEM 3.53, for non-STEM 3.25, overall 3.44).

Leadership

- 39.7% of STEM faculty and 36.8% of non-STEM faculty indicated that they are interested in taking on a formal leadership position at NDSU (38.5% overall) and an additional 58.6% of STEM faculty and 60.5% of non-STEM faculty said they are not interested (59.4% overall).
    - Among these interested respondents, 17.2% of STEM faculty and 19.7% of non-STEM faculty indicated that there are barriers preventing them from taking on such a position (18.2% overall).

NDSU Programs and Resources

- Faculty rated the value of programs on the NDSU campus on a 4-point scale (1=not at all valuable, 4=very valuable):
    - STEM faculty agreed significantly more than non-STEM faculty that the FORWARD Course Release Program (mean= for STEM 3.33, for non-STEM 2.98, overall 3.19**) and the Women in Research (WIR) Program (mean= for STEM 2.76, for non-STEM 2.44, overall 2.63**) are valuable.
- Regarding statements about the resources available to them on a 4-point scale (1=disagree strongly, 4=agree strongly):
    - STEM faculty agreed significantly less than non-STEM faculty that they receive enough internal funding to conduct research (mean= for STEM 1.78, for non-STEM 2.09, overall 1.90**).
    - STEM faculty agreed significantly less than non-STEM faculty that they have sufficient teaching support, including T.A.s (mean= for STEM 2.02, for non-STEM 2.42, overall 2.18**).
    - STEM faculty agreed significantly less than non-STEM faculty that they receive regular maintenance/upgrades on their equipment (mean= for STEM 2.15, for non-STEM 2.53, overall 2.30**).

Professional Activities

- Faculty members were asked about the proportion of work time they currently spend and would like to spend on specific work activities.
    - Research
        - STEM faculty reported spending a significantly greater amount of time on research than non-STEM faculty (mean= for STEM 31.89, for non-STEM 23.42, overall 28.52**).
        - STEM faculty reported that they would prefer to spend a significantly greater amount of time on research than non-STEM faculty (mean= for STEM 46.47, for non-STEM 35.40, overall 41.98**).

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

Committee Service

- Regarding statements about serving on or chairing committees:
  - PTE
    - 42.2% of STEM faculty and 47.4% of non-STEM faculty ever served (44.3% overall).
    - 19.0% of STEM faculty and 18.4% of non-STEM faculty ever chaired (18.8% overall).
  - Faculty Search Committee
    - 81.9% of STEM faculty and 85.5% of non-STEM faculty ever served (83.3% overall).
    - 35.3% of STEM faculty and 47.4% of non-STEM faculty ever chaired (40.1% overall).
  - Curriculum (graduate or undergraduate)
    - 64.7% of STEM faculty and 78.9% of non-STEM faculty ever served (70.3% overall*).
    - 19.8% of STEM faculty and 40.8% of non-STEM faculty ever chaired (28.1% overall**).
  - Graduate Admissions
    - 44.8% of STEM faculty and 55.3% of non-STEM faculty ever served (49.0% overall).
    - 16.4% of STEM faculty and 21.1% of non-STEM faculty ever chaired (18.2% overall).
  - Department Level Committees
    - On average, STEM faculty serve on 2.35 committees and non-STEM faculty serve on 2.64 committees (overall mean = 2.47).
    - On average, STEM faculty chair 0.51 committees and non-STEM faculty chair 0.59 committees (overall mean = 0.54).
  - College Level Committees
    - On average, STEM faculty serve on 0.81 committees and non-STEM faculty serve on 1.03 committees (overall mean = 0.89).
    - On average, STEM faculty chair 0.08 committees and non-STEM faculty chair 0.24 committees (overall mean = 0.14**).
  - University Level Committees
    - On average, STEM faculty serve on 1.28 committees and non-STEM faculty serve on 1.43 committees (overall mean = 1.34).
    - On average, STEM faculty chair 1.37 committees and non-STEM faculty chair 0.26 committees (overall mean = 0.95).
- Regarding hours spent attending committee meetings and doing work associated with committee assignments over the past 30 days, STEM faculty reported working 13.45 hours when compared to non-STEM faculty who worked 23.37 on average, which is a statistically significant difference (overall 17.31**).

Consider Leaving NDSU

- Faculty members were asked if they had ever considered leaving NDSU based on their work environment.
  - 122 (63.5%) faculty members reported that they had considered leaving NDSU and 67 (34.9%) said that they had not. Of the 122, 69 (59.5%) were STEM faculty and 53 (69.7%) were non-STEM faculty.

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

- Faculty members were asked about steps they had taken to leave NDSU:
    - Thinking about leaving (40.5% of STEM faculty, 51.3% of non-STEM faculty, 44.8% overall).
    - Searching for open positions (45.7% of STEM faculty, 47.4% of non-STEM faculty, 46.4% overall).
    - Made inquiries about available positions (26.7% of STEM faculty, 34.2% of non-STEM faculty, 29.7% overall).
    - Applying for a position (27.6% of STEM faculty, 40.8% of non-STEM faculty, 32.8% overall).
    - Interviewed for a position (17.2% of STEM faculty, 23.7% of non-STEM faculty, 19.8% overall).
    - Received an offer for a new position (13.8% of STEM faculty, 15.8% of non-STEM faculty, 14.6% overall).
- Faculty members were asked about factors that contributed to consideration for leaving or staying at NDSU.
    - The three most common factors that contributed to STEM faculty members' decision to <u>leave</u> NDSU were:
        - Lack of support for research (19.8%)
        - Salary and benefits (17.2%)
        - Climate of department/unit/lab (16.4%)
    - The three most common factors that contributed to STEM faculty members' decision to <u>stay</u> at NDSU were:
        - Quality of the community (20.7%)
        - Colleagues in department/unit/lab (19.0%)
        - Climate of department/unit/lab (12.9%)
    - The three most common factors that contributed to non-STEM faculty members' decision to <u>leave</u> NDSU were:
        - Climate of department/unit/lab (25.0%)
        - Lack of support for research (23.7%)
        - Colleagues in department/unit/lab (18.4%)
    - The three most common factors that contributed to non-STEM faculty members' decision to <u>stay</u> at NDSU were:
        - Colleagues in department/unit/lab (22.4%)
        - Quality of the community (18.4%)
        - Salary and benefits (17.1%)

<u>Balancing Personal and Professional Life</u>

- Regarding statements about their primary department/unit's support of work/life balance on a 4-point scale (1=disagree strongly, 4=agree strongly):
    - STEM faculty agreed significantly less than non-STEM faculty that most faculty in their department are supportive of colleagues who want to balance their family and career lives (mean= for STEM 3.08, for non-STEM 3.39, overall 3.21**).

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

Appendix A: Demographic Table

| Characteristics | STEM | | Non-STEM | | Overall | |
|---|---|---|---|---|---|---|
| | n | % | n | % | n | % |
| Gender | | | | | | |
| Woman | 45 | 38.8 | 46 | 60.5 | 91 | 47.4 |
| Man | 70 | 60.3 | 29 | 38.2 | 99 | 51.6 |
| Race | | | | | | |
| Asian | 15 | 12.9 | 2 | 2.6 | 17 | 8.9 |
| Black/African American | 3 | 2.6 | 0 | 0 | 3 | 1.6 |
| Hispanic or Latino(a) | 2 | 1.7 | 1 | 1.3 | 3 | 1.6 |
| White | 93 | 80.2 | 70 | 92.1 | 163 | 84.9 |
| Parenting status | | | | | | |
| Children under age 18 | 74 | 63.8 | 28 | 36.8 | 102 | 53.1 |
| Children over age 18 | 9 | 7.8 | 10 | 13.2 | 19 | 9.9 |
| No children | 23 | 19.8 | 29 | 38.2 | 52 | 27.1 |
| Provided eldercare | | | | | | |
| Yes | 24 | 20.7 | 24 | 31.6 | 48 | 25.0 |
| No | 90 | 77.6 | 52 | 68.4 | 142 | 74.0 |
| Have tenure | | | | | | |
| Yes | 53 | 45.7 | 39 | 51.3 | 92 | 47.9 |
| No | 48 | 41.4 | 31 | 40.8 | 79 | 41.1 |
| Rank | | | | | | |
| Assistant | 49 | 42.2 | 30 | 39.5 | 79 | 41.1 |
| Associate | 34 | 29.3 | 25 | 32.9 | 59 | 30.7 |
| Full | 33 | 28.4 | 20 | 26.3 | 53 | 27.6 |
| Administrative Position | | | | | | |
| Full-time | 8 | 6.9 | 7 | 9.2 | 15 | 7.8 |
| Part-time | 12 | 10.6 | 14 | 18.4 | 26 | 13.5 |
| None | 93 | 80.2 | 55 | 72.4 | 148 | 77.1 |

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

Appendix B:

Climate for Women Faculty

Regarding statements about recruitment of, climate for, and leadership opportunities for women faculty in their primary department/unit, on a 4-point scale (1=disagree strongly, 4=agree strongly):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| My department has too few women. | M = 2.52<br>SD = 1.13 | M = 1.84<br>SD = 1.05 | M = 2.24**<br>SD = 1.15<br>Range = 1 to 4 |
| My department has actively recruited women faculty. | M = 3.06<br>SD = 1.02 | M = 2.95<br>SD = 0.95 | M = 3.02 SD = 0.99<br>Range = 1 to 4 |
| The climate for women in my department is good. | M = 3.13<br>SD = 0.94 | M = 3.18<br>SD = 0.96 | M = 3.15 SD = 0.95<br>Range = 1 to 4 |
| My department has taken steps to enhance the climate for women. | M = 2.86<br>SD = 1.02 | M = 2.70<br>SD = 0.96 | M = 2.79 SD = 1.00<br>Range = 1 to 4 |
| My department has too few women faculty in leadership positions. | M = 2.62<br>SD = 1.06 | M = 2.10<br>SD = 1.15 | M = 2.40**<br>SD = 1.12<br>Range = 1 to 4 |
| My department has made an effort to promote women into leadership positions. | M = 2.74<br>SD = 0.94 | M = 2.96<br>SD = 1.01 | M = 2.84 SD = 0.97<br>Range = 1 to 4 |
| My department actively supports women faculty members. | M = 3.14<br>SD = 0.92 | M = 3.16<br>SD = 0.98 | M = 3.15 SD = 0.95<br>Range = 1 to 4 |

Regarding statements about interactions with colleagues and others in their primary department/unit on a 4-point scale (1=disagree strongly, 4=agree strongly):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| I am treated with respect by colleagues. | M = 3.40<br>SD = 0.81 | M = 3.34<br>SD = 0.78 | M = 3.38 SD = 0.79<br>Range = 1 to 4 |
| I am treated with respect by my department chair/head. | M = 3.57<br>SD = 0.77 | M = 3.58<br>SD = 0.75 | M = 3.57 SD = 0.76<br>Range = 1 to 4 |
| I am treated with respect by dean. | M = 3.49<br>SD = 0.87 | M = 3.45<br>SD = 0.92 | M = 3.48 SD = 0.89<br>Range = 1 to 4 |
| I am treated with respect by staff. | M = 3.76<br>SD = 0.59 | M = 3.63<br>SD = 0.76 | M = 3.71 SD = 0.66<br>Range = 1 to 4 |
| I am treated with respect by students. | M = 3.57<br>SD = 0.68 | M = 3.45<br>SD = 0.66 | M = 3.52 SD = 0.67<br>Range = 1 to 4 |
| I feel excluded from the informal networks in my department. | M = 2.19<br>SD = 1.05 | M = 2.13<br>SD = 1.02 | M = 2.17 SD = 1.04<br>Range = 1 to 4 |
| I encounter unwritten rules concerning how one is expected to interact with colleagues. | M = 2.39<br>SD = 0.96 | M = 2.45<br>SD = 1.00 | M = 2.41 SD = 0.98<br>Range = 1 to 4 |
| Colleagues in my department solicit my opinion about work-related matters (e.g., teaching, research, and service). | M = 3.10<br>SD = 0.80 | M = 3.13<br>SD = 0.85 | M = 3.11 SD = 0.82<br>Range = 1 to 4 |
| I feel that my colleagues value my research. | M = 3.01<br>SD = 0.92 | M = 2.93<br>SD = 0.85 | M = 2.98 SD = 0.89<br>Range = 1 to 4 |
| I do a great deal of work that is not formally recognized by my department. | M = 2.74<br>SD = 0.94 | M = 2.76<br>SD = 0.98 | M = 2.75 SD = 0.96<br>Range = 1 to 4 |

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

| | | | |
|---|---|---|---|
| I feel like I "fit" in my department. | M = 3.07<br>SD = 1.01 | M = 3.17<br>SD = 0.89 | M = 3.11 SD = 0.96<br>Range = 1 to 4 |
| I feel like I "fit" in my college. | M = 3.18<br>SD = 0.83 | M = 3.09<br>SD = 0.85 | M = 3.15 SD = 0.84<br>Range = 1 to 4 |
| I feel isolated in my department. | M = 2.00<br>SD = 1.12 | M = 1.95<br>SD = 0.98 | M = 1.98 SD = 1.06<br>Range = 1 to 4 |
| I feel isolated in my college. | M = 1.95<br>SD = 0.93 | M = 2.03<br>SD = 0.95 | M = 1.98 SD = 0.94<br>Range = 1 to 4 |
| I feel isolated on the NDSU campus overall. | M = 1.92<br>SD = 0.92 | M = 2.00<br>SD = 0.98 | M = 1.95 SD = 0.94<br>Range = 1 to 4 |

Regarding statements about their participation in the decision-making process in their primary department/unit on a 4-point scale (1=disagree strongly, 4=agree strongly):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| I feel like a full and equal participant in problem-solving and decision-making. | M = 3.06<br>SD = 0.94 | M = 3.00<br>SD = 0.98 | M = 3.04 SD = 0.96<br>Range = 1 to 4 |
| I have a voice in how resources are allocated. | M = 2.74<br>SD = 1.03 | M = 2.67<br>SD = 1.04 | M = 2.71 SD = 1.03<br>Range = 1 to 4 |
| Department meetings allow for all faculty members to share their views. | M = 3.32<br>SD = 0.88 | M = 3.08<br>SD = 0.95 | M = 3.23 SD = 0.92<br>Range = 1 to 4 |
| Committee assignments are rotated fairly to allow for the participation of all faculty. | M = 2.89<br>SD = 0.95 | M = 2.82<br>SD = 0.93 | M = 2.86 SD = 0.94<br>Range = 1 to 4 |
| My department chair/head involves me in decision making. | M = 3.04<br>SD = 1.00 | M = 3.08<br>SD = 0.92 | M = 3.05 SD = 0.97<br>Range = 1 to 4 |

Tenure Process

Faculty were asked about their experience of the tenure process at NDSU and rated aspects of that process on a 4-point scale (1=disagree strongly, 4=agree strongly):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| I am/was satisfied with the tenure/promotion process overall. | M = 3.10<br>SD = 0.78 | M = 3.15<br>SD = 0.83 | M = 3.12 SD = 0.81<br>Range = 1 to 4 |
| I receive/d feedback on my progress toward tenure/promotion. | M = 3.08<br>SD = 0.86 | M = 3.34<br>SD = 0.82 | M = 3.19 SD = 0.85<br>Range = 1 to 4 |
| 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. | M = 2.88<br>SD = 0.92 | M = 2.75<br>SD = 0.97 | M = 2.83 SD = 0.94<br>Range = 1 to 4 |
| I feel/felt supported in my advancement to tenure/promotion. | M = 3.14<br>SD = 0.94 | M = 3.25<br>SD = 0.90 | M = 3.19 SD = 0.93<br>Range = 1 to 4 |
| I receive/d reduced responsibilities so that I could build my research program. | M = 2.38<br>SD = 1.16 | M = 1.93<br>SD = 1.06 | M = 2.19**<br>SD = 1.14<br>Range = 1 to 4 |
| I was told about assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring). | M = 2.87<br>SD = 0.93 | M = 2.65<br>SD = 1.03 | M = 2.78 SD = 0.98<br>Range = 1 to 4 |
| How supportive was your department/unit the first time you extended your tenure clock? | M = 3.53<br>SD = 0.61 | M = 3.25<br>SD = 1.04 | M = 3.44 SD = 0.75<br>Range = 1 to 4 |

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

NDSU Programs and Resources

Tenured or tenure-track faculty rated the value of programs on the NDSU campus on a 4-point scale (1=not at all valuable, 4=very valuable):

| Program | STEM | Non-STEM | Overall |
|---|---|---|---|
| FORWARD Course Release Program | M = 3.33<br>SD = 0.81 | M = 2.98<br>SD = 1.05 | M = 3.19**<br>SD = 0.93<br>Range = 1 to 4 |
| Women in Research (WIR) | M = 2.76<br>SD = 0.97 | M = 2.44<br>SD = 0.73 | M = 2.63**<br>SD = 0.89<br>Range = 1 to 4 |
| Workshops for Search Committee | M = 2.68<br>SD = 0.94 | M = 2.81<br>SD = 0.97 | M = 2.74 SD = 0.95<br>Range = 1 to 4 |
| FORWARD Mentor Travel Grants | M = 3.18<br>SD = 0.86 | M = 3.31<br>SD = 0.92 | M = 3.24 SD = 0.88<br>Range = 1 to 4 |
| FORWARD Leadership Development Grants | M = 3.00<br>SD = 0.92 | M = 3.11<br>SD = 0.96 | M = 3.04 SD = 0.94<br>Range = 1 to 4 |
| Advance FORWARD | M = 3.10<br>SD = 0.86 | M = 2.89<br>SD = 1.02 | M = 3.01 SD = 0.93<br>Range = 1 to 4 |
| FORWARD Allies/Advocates Program | M = 2.68<br>SD = 0.99 | M = 2.40<br>SD = 1.09 | M = 2.57 SD = 1.04<br>Range = 1 to 4 |
| Climate Research Grant | M = 2.76<br>SD = 0.91 | M = 2.68<br>SD = 0.91 | M = 2.73 SD = 0.91<br>Range = 1 to 4 |
| FORWARD Lecture Series | M = 2.88<br>SD = 0.82 | M = 2.88<br>SD = 0.95 | M = 2.88 SD = 0.87<br>Range = 1 to 4 |

Tenured or tenure-track faculty reported how much the following programs have impacted their experience of the climate at NDSU on a 4-point scale (1=very negatively, 4=very positively):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| FORWARD Allies/Advocates Program | M = 3.06<br>SD = 0.80 | M = 2.90<br>SD = 0.85 | M = 2.99 SD = 0.83<br>Range = 1 to 4 |
| FORWARD Course Release Program | M = 3.27<br>SD = 0.76 | M = 3.05<br>SD = 0.80 | M = 3.18 SD = 0.78<br>Range = 1 to 4 |
| FORWARD Leap Research Grants | M = 3.27<br>SD = 0.79 | M = 3.11<br>SD = 0.80 | M = 3.20 SD = 0.80<br>Range = 1 to 4 |
| FORWARD Climate Research Grants | M = 3.15<br>SD = 0.73 | M = 3.04<br>SD = 0.77 | M = 3.10 SD = 0.75<br>Range = 1 to 4 |
| Women in Research (WIR) Program | M = 3.09<br>SD = 0.69 | M = 2.89<br>SD = 0.66 | M = 3.00 SD = 0.68<br>Range = 1 to 4 |
| FORWARD Mentor Travel Grants | M = 3.17<br>SD = 0.76 | M = 3.32<br>SD = 0.81 | M = 3.23 SD = 0.78<br>Range = 1 to 4 |
| Advance FORWARD | M = 3.29<br>SD = 0.76 | M = 3.30<br>SD = 0.81 | M = 3.29 SD = 0.78<br>Range = 1 to 4 |
| FORWARD Leadership Development Grants | M = 3.13<br>SD = 0.73 | M = 3.11<br>SD = 0.76 | M = 3.12 SD = 0.74<br>Range = 1 to 4 |
| FORWARD Lecture Series | M = 3.21<br>SD = 0.71 | M = 3.14<br>SD = 0.73 | M = 3.18 SD = 0.72<br>Range = 1 to 4 |

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

Regarding statements about the resources available to them on a 4-point scale (1=disagree strongly, 4=agree strongly):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| I have the equipment and supplies I need to adequately conduct my research. | M = 2.77<br>SD = 0.88 | M = 2.73<br>SD = 0.85 | M = 2.75 SD = 0.87<br>Range = 1 to 4 |
| I would like to receive more travel funds than I do. | M = 3.42<br>SD = 0.73 | M = 3.44<br>SD = 0.81 | M = 3.43 SD = 0.76<br>Range = 1 to 4 |
| I receive enough internal funding to conduct my research. | M = 1.78<br>SD = 0.89 | M = 2.09<br>SD = 0.92 | M = 1.90**<br>SD = 0.92<br>Range = 1 to 4 |
| I have colleagues on campus who do similar research. | M = 2.68<br>SD = 1.05 | M = 2.68<br>SD = 0.89 | M = 2.68 SD = 0.99<br>Range = 1 to 4 |
| I have colleagues or peers who give me career advice or guidance when they need it. | M = 2.90<br>SD = 0.97 | M = 2.86<br>SD = 0.94 | M = 2.89 SD = 0.96<br>Range = 1 to 4 |
| I have sufficient teaching support (including T.A.s). | M = 2.02<br>SD = 1.05 | M = 2.42<br>SD = 0.94 | M = 2.18**<br>SD = 1.02<br>Range = 1 to 4 |
| I receive regular maintenance/upgrades of my equipment. | M = 2.15<br>SD = 1.02 | M = 2.53<br>SD = 1.07 | M = 2.30**<br>SD = 1.06<br>Range = 1 to 4 |

Professional Activities

Faculty members were asked about the proportion of work time they currently spend and would like to spend on specific work activities.

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| How much time do you currently spend doing research? | M = 31.89<br>SD = 20.65 | M = 23.42<br>SD = 14.47 | M = 28.52**<br>SD = 18.86<br>Range = 0 to 100 |
| How much time would you prefer to spend doing research? | M = 46.47<br>SD = 20.77 | M = 35.40<br>SD = 15.37 | M = 41.98**<br>SD = 19.50<br>Range = 0 to 90 |

Satisfaction with NDSU

Regarding statements about job satisfaction among tenured or tenure-track faculty on a 5-point scale (1=very dissatisfied, 5=very satisfied):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| How satisfied are you, in general, with your job at NDSU? | M = 3.97<br>SD = 1.03 | M = 4.00<br>SD = 0.91 | M = 3.98 SD = 0.98<br>Range = 1 to 5 |
| How satisfied are you with your work environment at NDSU? | M = 3.70<br>SD = 1.12 | M = 3.74<br>SD = 1.05 | M = 3.72 SD = 1.09<br>Range = 1 to 5 |
| How satisfied are you, in general, with the way your career has progressed at NDSU? | M = 3.95<br>SD = 1.05 | M = 4.05<br>SD = 0.96 | M = 3.99 SD = 1.01<br>Range = 1 to 5 |
| How satisfied are you with working in academia? | M = 4.28<br>SD = 0.87 | M = 4.36<br>SD = 0.74 | M = 4.31 SD = 0.82<br>Range = 1 to 5 |

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).

Balancing Personal and Professional Life

Regarding statements about balancing personal and professional lives, tenured and tenure-track faculty on a 4-point scale (1=disagree strongly, 4=agree strongly):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| I am usually satisfied with the way in which I balance my professional and personal life. | M = 2.79<br>SD = 0.99 | M = 2.71<br>SD = 0.94 | M = 2.76 SD = 0.97<br>Range = 1 to 4 |
| I often have to forgo family or personal activities because of professional responsibilities. | M = 2.68<br>SD = 0.91 | M = 2.62<br>SD = 0.97 | M = 2.66 SD = 0.93<br>Range = 1 to 4 |
| Personal responsibilities and commitments have slowed down my career progression. | M = 2.32<br>SD = 1.02 | M = 2.16<br>SD = 1.01 | M = 2.26 SD = 1.01<br>Range = 1 to 4 |
| I have seriously considered leaving NDSU in order to achieve better balance between work and personal life. | M = 2.16<br>SD = 1.19 | M = 2.27<br>SD = 1.04 | M = 2.20 SD = 1.13<br>Range = 1 to 4 |

Regarding statements about their primary department/unit's support of worklife balance on a 4-point scale (1=disagree strongly, 4=agree strongly):

| Question | STEM | Non-STEM | Overall |
|---|---|---|---|
| Most faculty in my department are supportive of colleagues who want to balance their family and career lives. | M = 3.08<br>SD = 0.90 | M = 3.39<br>SD = 0.87 | M = 3.21**<br>SD = 0.90<br>Range = 1 to 4 |
| The department is supportive of family leave. | M = 3.14<br>SD = 0.90 | M = 3.40<br>SD = 0.80 | M = 3.24 SD = 0.87<br>Range = 1 to 4 |
| My department has supportive practices for faculty who have a new baby/child in the family. | M = 3.00<br>SD = 0.91 | M = 3.24<br>SD = 0.91 | M = 3.10 SD = 0.92<br>Range = 1 to 4 |
| It is difficult for faculty in my department to adjust their work schedules to care for children or other family members. | M = 2.14<br>SD = 0.88 | M = 1.90<br>SD = 0.94 | M = 2.04 SD = 0.91<br>Range = 1 to 4 |

Differences in responses based on gender statistically significant at $p = .05$ level, they are marked with an asterisk (*) and at the $p < .05$ level, they are marked with a double asterisk (**).