NDSU NORTH DAKOTA STATE UNIVERSITY

2021 NDSU Campus Climate Survey

Final Report

Office of the Vice Provost for Faculty Affairs and Equity

Office of Institutional Research & Analysis

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Executive Summary

North Dakota State University is a student-focused, land-grant, Research University. Among its 11 core values are principles such as collegiality, community, and inclusivity. Within collegiality, responsibility is shared for working together in cooperative, considerate, and respectful ways; community is shown in building a shared identity based on common participation, goals, understandings, traditions, and belonging. Finally, the core value of inclusivity reminds us to value the unique skills, experiences, and identities of each person, continuously improving how we involve, develop, empower, and trust one another. These three core values largely exemplify many of the factors that shape the university climate.

To work towards core values such as these, NDSU has utilized a number of different assessments in the past to gauge climate on campus. The current survey continues to build off of previous iterations in order to provide a comprehensive overview of many different facets of climate on the NDSU campus. As part of this, staff and faculty were asked to respond to a wide variety of questions assessing demographics, perceptions, and various other aspects tied to their experience at NDSU.

The results from this survey are largely consistent with those from previous surveys, and contain a number of strengths as well as areas that need further attention or improvement. With regard to the former, many staff and faculty responded that the campus was welcoming and that they were treated with respect by both their colleagues and their department chair/head/director. The majority also felt that they could depend upon their colleagues when they asked for help. Concerning sexual harassment, there were high rates of agreement regarding it being treated seriously and knowing what steps to take were it to occur. Staff and faculty also reported having

high levels of pride in the work that they did, seeking out new skills, and being motivated to complete their work to the best of their abilities.

In addition to strengths, a number of areas for improvement were noted. First, continued efforts should be directed towards making all individuals and groups feel welcome on campus. Another area of focus involves addressing hostile and intimidating behavior, such as working to ensure all concerns are taken seriously, having clearly-defined policies and procedures in place, and taking action to hold individuals accountable. Increased efforts to recognize staff and faculty for their efforts, to reduce workload, and to help provide resources are also critical. While working to improve climate for everyone on campus is important, special efforts should be focused on those with disabilities/chronic conditions, as many reported lower percentages for items throughout the survey, not only in comparison to overall staff and faculty values, but also to those of other underrepresented groups. Additional differences were also occasionally observed on several items with regard to female and male staff and faculty members.

Historical Context

College campuses provide a unique and complex social setting in which organizational culture impacts the learning and working environment for all community members – faculty, staff, and students. Kuh and Whitt (1988) defined culture as "persistent patterns of norms, values, practices, beliefs, and assumptions that shape the behavior of individuals and groups in a college or university and provide a frame of reference within which to interpret the meaning of events and actions on and off the campus" (p. 6). A campus culture that supports and welcomes diversity is increasingly important in creating a climate that supports and enhances diversity for faculty, staff, and students. This importance is underscored as we become a more diverse and global society.

A significant body of educational research (Ancis, Sedlacek, & Mohr, 2000; Harper, 2013; Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Swarz, 2009) has focused on the specific impact that campus climate for diversity has on underrepresented, diverse individuals. Campuses that are perceived as being welcoming and supportive of diversity are valued and sought after by both students and employees.

North Dakota State University has conducted five prior campus climate assessments for diversity. In 2003 and 2009, the President's Diversity Council contracted with Rankin & Associates Consulting to assess the campus climate and to offer recommendations that lead to the development of the 2005-2010 *Strategic Plan for Diversity, Equity, and Community*. Parallel efforts by NDSU FORWARD were focused on assessing the campus climate for women faculty through Work Life surveys implemented in 2008-2009 and in 2013. In 2014, 2017, and 2019, campus climate assessments were conducted utilizing an internal team of faculty and staff to develop, implement, and analyze the survey results.

2021 Survey Administration

In November 2021, the Vice Provost for Faculty Affairs and Equity and the Office of Institutional Research and Analysis administered a climate survey to all faculty and staff. This instrument was an extension of previous surveys completed on campus, with the addition of several questions further addressing various aspects of climate in department/units, campus leadership, overall campus climate and diversity, as well as several facets of work-life balance. The resulting two instruments, one each for faculty and staff members, were administered using Qualtrics software. Paper copies were additionally distributed to select 6000 and 7000 band staff. The survey was distributed on November 9th and closed on December 3rd.

Survey Participants

Participants for the survey were defined as those who completed at least the first five questions of the survey. Those who declined to take the survey or who did not complete this block of questions were removed from the data set. Across all faculty and staff, the resulting overall survey response rate was 19.5%. Specifically, there were 311 (18.0%) staff members, and 175 (22.8%) faculty who responded. Among faculty, this value included two adjunct faculty; excluding adjuncts, the response rate for faculty was 25.6%. Participant demographics are shown in Table 1.

Demographics

Table 1. Demographic Characteristics of Respondents*

	Staff (n = 311)					Faculty (n = 175)				
	Number	% of Respondents	Total Population	% Total Pop	% Represented	Number	% of Respondents	Total Population	% Total Pop	% Represented
People of color	16	5.1%	204	12.3%	7.8%	10	5.7%	151	23.1%	6.6%
White people	241	77.5%	1,453	87.7%	16.6%	129	73.7%	504	76.9%	25.6%
LGB people	13	4.2%	-	-	-	8	4.6%	-	-	-
Heterosexual	239	76.8%				132	75.4%			
Women	198	63.7%	944	54.9%	21.0%	82	46.9%	288	42.5%	28.5%
Men	55	17.7%	777	45.1%	7.1%	61	34.9%	389	57.5%	15.7%
U.S. born citizen	255	82.0%	-	-	-	129	73.7%	-	-	-
Naturalized citizen	9	2.9%				9	5.1%			
Not a U.S. citizen	2	0.6%				9	5.1%			
Married/partnered	205	65.9%				123	70.3%			
Not married/not partnered	47	15.1%				22	12.6%			
Providing care/managing affairs for aging/ill parent/relative	52	16.7%				31	17.7%			
Caring for dependent child(ren)	101	32.5%				72	41.1%			
Disability/chronic health condition	74	23.8%				34	19.4%			

*In the table above, the column *"Total Population"* refers to the total number of staff or faculty employed at NDSU who make up that subgroup on campus (e.g., there were 204 NDSU staff members who were people of color). The column *"% Total Pop"* lists percentages for how many staff or faculty were a part of the specific subgroup listed, based on all staff or faculty employed at NDSU (e.g., among all staff at NDSU, 12.3% were people of color). The column *"% Represented"* refers to the percentage of staff or faculty respondents who completed the survey, based on the total number of people in that subgroup (e.g., there were 16 respondents who were people of color out of 204 people of color staff employed at NDSU; 16/204 = 7.8%). All data is current as of November 1, 2021.

Table 2. Staff Respondents by Position Type*

Job Band (Number)	Staff				
	Number	**% of Respondents**	**Total Population**	**% Total Pop**	**% Represented**
Executive (0000)	8	3.0%	39	2.3%	20.5%
Administrative/Managerial (1000)	13	4.9%	36	2.1%	36.1%
Academic (2000)	8	3.0%	314	18.2%	2.5%
Professional (3000)	134	51.0%	657	38.2%	20.4%
Technical/Paraprofessional (4000)	26	9.9%	240	13.9%	10.8%
Office Support (5000)	47	17.9%	138	8.0%	34.1%
Crafts/Trades (6000)	13	4.9%	56	3.3%	23.2%
Services (7000)	9	3.4%	241	14.0%	3.7%

*In the table above, the column *"Total Population"* refers to the total number of staff employed at NDSU who make up that subgroup on campus (e.g., there were 39 NDSU staff members who were in the executive band). The column "*% Total Pop"* lists percentages for how many staff were a part of the specific subgroup listed, based on all staff employed at NDSU (e.g., among all staff at NDSU, 2.3% have an executive job band). The column *"% Represented"* refers to the percentage of staff respondents who completed the survey, based on the total number of people in that subgroup (e.g., there were eight staff respondents in an executive band out of 39 female staff employed at NDSU; 8/39 = 20.5%). All data is current as of November 1, 2021.

Table 3. Staff Respondents by Highest Degree Attained

Degree	Staff	
	Number	**% of Respondents**
Doctorate Degree	22	8.4%
Master's Degree	87	33.2%
Bachelor's Degree	102	38.9%
Associate's Degree	30	11.5%
High School Diploma	14	5.3%
Less than High School Diploma	0	0.0%
Other	7	2.7%

Tables 2 and 3 provide an overview of job position type and degrees attained among

staff. Most staff reported that their job bands were either professional (51.0%) or office support

(17.9%) in nature. Additionally, most staff reported having a bachelor's (38.9%) or master's

degree (33.2%). Among the seven individuals who selected "other," one reported receiving a

certificate, and the remaining six reported that they had attended college or were working

towards their bachelor's degree.

Table 4. Faculty Respondents by Rank, Tenure Status, and Administrative Appointment*

	Faculty				
	Number	**% of Respondents**	**Total Population**	**% Total Pop**	**% Represented**
Full Professor	62	38.3%	192	28.4%	32.3%
Associate Professor	40	24.7%	183	27.0%	21.9%
Assistant Professor	20	12.3%	138	20.4%	14.5%
Assistant/Associate/Full Professor of Practice	12	7.4%	86	12.7%	14.0%
Assistant/Associate/Full Research Professor	1	0.6%	12	1.8%	8.3%
Lecturer/Senior Lecturer/Instructor	14	8.6%	66	9.7%	21.2%
Tenured	100	61.0%	367	54.2%	27.2%
Tenure-track	20	12.2%	138	20.4%	14.5%
Non-tenure Track	44	26.8%	172	25.4%	25.6%
Full-time Administrative Position	10	6.2%			
Part-time Administrative Position	34	21.1%	-	-	-
No Administrative Position	117	72.7%			

*In the table above, the column *"Total Population"* refers to the total number of faculty employed at NDSU who make up that subgroup on campus (e.g., there were 192 NDSU faculty members who were full professors). The column "*% Total Pop"* lists percentages regarding how many faculty were a part of the specific subgroup listed, based on all faculty employed at NDSU (e.g., among all faculty at NDSU, 28.4% were full professors). The column *"% Represented"* refers to the percentage of faculty respondents who completed the survey, based on the total number of people in that subgroup (e.g., there were 62 faculty respondents who were full professors out of 192 faculty who were employed as full professors at NDSU; 62/192 = 32.3%). All data is current as of November 1, 2021.

In Table 4, faculty characteristics are broken down by current academic rank, tenure

status, as well as current administrative position. Most respondents reported being full professors

(38.3%), tenured (61.0%), and did not hold an administrative position (72.7%).

Table 5. Primary College/Division

	Staff		Faculty	
	Number	**% of Respondents**	**Number**	**% of Respondents**
Agricultural Affairs	24	7.8%	9	5.1%
Athletics	2	0.7%	-	-
College of Agriculture, Food Systems, and Natural Resources	27	8.8%	26	14.9%
College of Arts, Humanities, and Social Sciences	10	3.3%	35	20.0%
College of Business	6	2.0%	7	4.0%
College of Engineering	7	2.3%	13	7.4%
College of Health Professions	19	6.2%	19	10.9%
College of Human Sciences and Education	11	3.6%	29	16.6%
College of Science and Mathematics	15	4.9%	34	19.4%
Finance and Administration	62	20.3%	-	-
Information Technology	14	4.6%	-	-
Office of the Provost	78	25.5%	-	-
Research and Creative Activity	8	2.6%	-	-
University Relations	6	2.0%	-	-
Other	17	5.6%	3	1.7%

Table 5 shows the distribution of respondents across academic colleges/divisions. Among staff, the Office of the Provost (25.5%) and Finance and Administration (20.3%) had the most respondents; among faculty, the College of Arts, Humanities, and Social Sciences had the greatest percentage of respondents (20.0%), followed by the College of Science and Mathematics (19.4%).

Table 6. Employment at NDSU

		Staff		Faculty	
		Number	**% of Respondents**	**Number**	**% of Respondents**
Length of Time Worked at NDSU	Less than 1 year	27	8.7%	2	1.1%
	1-3 years	58	18.7%	15	8.6%
	4-6 years	54	17.4%	13	7.4%
	7-10 years	51	16.5%	36	20.6%
	11-15 years	42	13.5%	39	22.3%
	16-20 years	36	11.6%	33	18.9%
	21 or more years	42	13.5%	37	21.1%
Time in Current Position at NDSU	Less than 1 year	44	14.2%	7	4.0%
	1-3 years	86	27.7%	41	23.4%
	4-6 years	63	20.3%	30	17.1%
	7-10 years	43	13.9%	25	14.3%
	11-15 years	39	12.6%	31	17.7%
	16-20 years	18	5.8%	19	10.9%
	21 or more years	17	5.5%	22	12.6%

The length of time that respondents reported being employed at NDSU varied among staff and faculty (Table 6). Among staff, most reported that they had been employed between 1-3 years (18.7%), followed by 4-6 years (17.4%); among faculty, most had been employed 11-15 years (22.3%), followed by 21 years or more (21.1%). With regard to time spent in their current position, both staff (27.7%) and faculty (23.4%) reported that they had primarily been employed for 1-3 years.

Results

The following pages contain respondent information regarding their perceptions of climate on campus, which the survey defined as "behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."

Throughout the tables below, data is shown for overall staff and faculty, although for much of the results it has been disaggregated to highlight findings among more underrepresented populations, including women, people of color, LGB people, international people, and people

with disabilities, as well as other subgroups. In such cases, these groups are still differentiated

with regard to staff and faculty in order to aid in comparisons. Because some of the

subcategories included small sample sizes, results are not shown for items where the response

rate was between one and four in order to ensure privacy. Responses of zero were still included,

however, as no respondents could be identified in such cases.

Values listed within each of the tables below include both a percentage and frequency

(i.e., "n"). It should be noted that both values refer to those who answered the question based on

the criteria stated (i.e., agree and strongly agree) and do not refer to *total* number of respondents

who answered the question. For example, in Table 7, 226 respondents (79.0% of staff) agreed or

strongly agreed that the campus was welcoming.

Campus Climate and Diversity

Table 7. Perceptions of Climate and Diversity (Agree and Strongly Agree)

	All Staff	**All Faculty**
The campus is welcoming	79.0% n = 226	54.5% n = 91
The campus has a positive atmosphere	66.7% n = 190	41.9% n = 70
The campus is built upon an inclusive environment	56.3% n = 160	30.7% n = 51
Diversity is important to the campus community	69.1% n = 197	38.3% n = 64
The campus is sensitive to issues of accessibility, equity, and inclusion	62.6% n = 179	38.9% n = 65
The campus makes efforts to increase diversity within staff/faculty*	59.9% n = 163	38.0% n = 62

*Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

Staff and faculty were asked to rate their perceptions regarding climate and diversity on

campus, the results of which are shown in Table 7. The majority of staff agreed or strongly

agreed that the campus was welcoming (79.0%), that diversity was important to the campus

community (69.1%), and that the campus had a positive atmosphere (66.7%). In contrast, staff

were least likely to say that the campus was built upon an inclusive environment (56.3%).

In general, faculty responses were considerably lower, with 54.5% agreeing or strongly agreeing that the campus was welcoming, 41.9% believing that the campus had a positive atmosphere, and 38.9% agreeing that the campus was sensitive to issues of accessibility, equity, and inclusion. Faculty were also least likely to say that the campus was built upon an inclusive environment (30.7%).

Table 8. Perceptions of Climate and Diversity: Traditionally Underrepresented Identity Groups (Agree and Strongly Agree)

	Staff					Faculty				
	Women	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
The campus is welcoming	79.8% n = 158	75.0% n = 12	69.2% n = 9	*	75.3% n = 55	44.4% n = 36	50.0% n = 5	*	*	50.0% n = 17
The campus has a positive atmosphere	69.5% n = 137	43.8% n = 7	53.8% n = 7	*	61.6% n = 45	32.1% n = 26	*	*	55.6% n = 5	32.4% n = 11
The campus is built upon an inclusive environment	57.9% n = 114	43.8% n = 7	*	*	45.1% n = 32	17.3% n = 14	50.0% n = 5	*	*	15.2% n = 5
Diversity is important to the campus community	68.0% n = 134	56.3% n = 9	38.5% n = 5	*	51.4% n = 37	26.8% n = 22	70.0% n = 7	*	55.6% n = 5	21.2% n = 7
The campus is sensitive to issues of accessibility, equity, and inclusion	60.9% n = 120	56.3% n = 9	*	*	44.4% n = 32	24.7% n = 20	*	*	*	26.5% n = 9
The campus makes efforts to increase diversity within staff/faculty**	57.8% n = 108	50.0% n = 8	*	*	44.9% n = 31	26.3% n = 21	*	*	*	21.2% n = 7

*Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

When looking at the same items among underrepresented populations, similar trends were generally seen, with staff generally rating the campus as being more welcoming and diverse than faculty (Table 8). Among staff, women were most likely to have the highest ratings out of each of the groups across all items. People of color were least likely to agree or strongly agree that the campus had a positive atmosphere (43.8%) or that the campus was built upon an inclusive environment (43.8%). LGB people were least likely to say that diversity was important to the campus community (38.5%), whereas those with disabilities/chronic conditions were least likely to say that the campus was sensitive to issues of accessibility, equity, and inclusion (44.4%) or that efforts were made to increase diversity (44.9%).

Among faculty, people of color and those with disabilities/chronic conditions were most likely to say the campus was welcoming (50.0%); whereas women were least likely to agree (44.4%). Individuals who weren't U.S. citizens were most likely to say the campus had a positive atmosphere (55.6%), whereas only 32.1% of women agreed. People of color were most likely to say that the campus was built upon an inclusive environment (50.0%), however only 15.2% of those who had a disability or chronic condition agreed or strongly agreed. With regard to diversity being important to the campus community, over 70.0% of people of color agreed or strongly agreed, compared to 21.2% of those with a disability or chronic condition. Compared to women (24.7%), those with a disability or chronic condition were slightly more likely to agree that the campus was sensitive to issues of accessibility, equity, and inclusion (26.5%); in turn, women were slightly more likely to agree that the campus makes efforts to increase diversity within faculty (26.3%).

Table 9. Perceptions of Support (Agree and Strongly Agree)

	All Staff	**All Faculty**
My department/unit takes action to enhance the climate for staff/faculty*	51.6% n = 145	50.6% n = 83
My department/unit actively supports staff/faculty*	57.4% n = 162	58.7% n = 98
My department/unit makes efforts to promote staff/faculty into leadership positions*	41.8% n = 110	50.6% n = 80
My department/unit has developed policies and procedures that support staff/faculty members*	47.6% n = 128	54.7% n = 88

*Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

Staff and faculty were also asked to rate their perceptions regarding support from their respective department or unit (Table 9). Roughly half of both staff (51.6%) and faculty (50.6%) indicated that their department/unit had taken actions to enhance the climate, and comparable values were seen regarding feelings of actively being supported (57.4% of staff and 58.7% of faculty agreed or strongly agreed). Staff were less likely than faculty to agree that their department/unit made efforts to promote them into leadership positions (41.8% vs. 50.6%, respectively), and that policies and procedures had been developed to support them (47.6% vs. 54.7%).

Table 10. Perceptions of Support: Traditionally Underrepresented Identity Groups (Agree and Strongly Agree)

	Staff					Faculty				
	Women	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
My department/unit takes action to enhance the climate for staff/faculty	57.4% n = 112	62.5% n = 10	41.7% n = 5	*	43.1% n = 31	46.9% n = 38	50.0% n = 5	*	*	39.4% n = 13
My department/unit actively supports staff/faculty**	62.8% n = 123	56.3% n = 9	41.7% n = 5	*	48.6% n = 35	57.3% n = 47	50.0% n = 5	*	*	55.9% n = 19
My department/unit makes efforts to promote staff/faculty into leadership positions	47.5% n = 86	33.3% n = 5	58.3% n = 7	*	34.8% n = 24	47.4% n = 37	*	*	*	45.2% n = 14
My department/unit has developed policies and procedures that support staff/faculty members	54.0% n = 101	46.7% n = 7	50.0% n = 6	*	40.6% n = 28	48.1% n = 38	50.0% n = 5	*	*	54.5% n = 18

Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty*

When looking at the findings across underrepresented populations among staff, people of color were most likely to agree or strongly agree that their department/unit took action to improve climate (62.5%), compared to 41.7% of LGB people (Table 10). Women were most likely to say that their department/unit actively supported them (62.8%); LGB people were least likely to agree or strongly agree (41.7%). When asked whether their department/unit made efforts to promote staff into leadership positions, LGB people were most likely to agree (58.3%), compared to 33.3% of people of color. Women reported the highest ratings regarding the development of policies and procedures that supported them (54.0%), whereas those with disabilities/chronic conditions reported the lowest ratings (40.6%).

Among faculty, people of color were also most likely to agree or strongly agree that their department/unit took action to improve climate (50.0%), compared to 39.4% of those with disabilities/chronic conditions. Women were most likely to say that their department/unit actively supported them (57.3%), whereas people of color were least likely to agree (50.0%). Both women and those with disabilities/chronic conditions had similar ratings regarding whether their department/unit made efforts to promote faculty into leadership positions (47.4% and 45.2%, respectively). Those with disabilities/chronic conditions were most likely to agree that their department/unit had developed policies and procedures to support them (54.5%), compared to 48.1% of women.

Table 11. Departmental Support for Diverse Employees (Agree and Strongly Agree)

	All Staff	All Faculty
Diversity within my department/unit is abundant	40.3% n = 106	29.4% n = 48
My department/unit has taken action to enhance the climate for diverse staff/faculty*	51.0% n = 123	40.1% n = 63
My department/unit actively recruits diverse staff/faculty*	51.0% n = 122	41.3% n = 62
My department/unit actively supports diverse staff/faculty*	64.7% n = 150	47.0% n = 71
My department/unit makes efforts to promote diverse staff/faculty into leadership positions*	49.5% n = 105	43.0% n = 58
My department/unit has developed policies and procedures that support diverse staff/faculty members*	50.0% n = 108	40.3% n = 58

Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

With regard to diversity at the department level, staff ratings were again comparably higher than faculty, although across both groups most ratings centered around 40.0% - 50.0% (Table 11). Only 40.3% of staff agreed or strongly agreed that diversity within their department/unit was abundant, whereas close to two-thirds (64.7%) of staff believed that their department/unit actively supported diverse staff. Approximately half of staff members believed that their department/unit had taken action to enhance the climate for diverse staff (51.0%), that they actively recruited diverse staff (51.0%), made efforts to promote them to leadership positions (49.5%) or developed supportive policies and procedures (50.0%).

Among faculty, only 29.4% agreed or strongly agreed that diversity in their department/unit was abundant, signifying that approximately 70% believed that this was not the case. Similar to staff, the highest rated item was the department/unit's active support of diverse faculty (47.0%). Less than half of faculty believed that their department/unit had taken action to enhance the climate for diverse faculty (40.1%), actively recruited diverse faculty (41.3%), made efforts to promote diverse faculty into leadership positions (43.0%) or had developed supportive policies and procedures (40.3%).

Table 12. Departmental Support for Diverse Employees: Traditionally Underrepresented Identity Groups (Agree and Strongly Agree)

	Staff					Faculty				
	Women	People of Color	LGB	Not U.S. Citizen	Disability /Chronic Condition	Women	People of Color	LGB	Not U.S. Citizen	Disability/ Chronic Condition
Diversity within my department/unit is abundant	42.5% n = 79	50.0% n = 8	*	*	32.4% n = 22	17.3% n = 14	*	*	*	20.6% n = 7
My department/unit has taken action to enhance the climate for diverse staff/faculty**	52.4% n = 89	66.7% n = 10	*	*	45.8% n = 27	26.3% n = 20	*	*	*	25.8% n = 8
My department/unit actively recruits diverse staff/faculty**	50.0% n = 83	66.7% n = 8	*	*	47.5% n = 29	31.5% n = 23	*	*	*	26.7% n = 8
My department/unit actively supports diverse staff/faculty**	67.5% n = 112	57.1% n = 8	63.6% n = 7	*	56.9% n = 33	32.9% n = 25	60.0% n = 6	*	71.4% n = 5	37.5% n = 12
My department/unit makes effort to promote diverse staff/faculty into leadership positions**	52.7% n = 78	50.0% n = 6	*	*	45.3% n = 24	30.3% n = 20	*	*	*	37.0% n = 10
My department/unit has developed policies and procedures that support diverse staff/faculty members**	51.0% n = 77	42.9% n = 6	*	*	40.7% n = 22	31.9% n = 23	*	0.0% n = 0	*	34.4% n = 11

Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty*

When looking at underrepresented groups, women and people of color staff members tended to have similar ratings for most items (Table 12); people of color were more likely to say agree/strongly agree that diversity within their department/unit was abundant (50.0%), that action had been taken to enhance the climate for diverse staff (66.7%), and that diverse staff were actively recruited (66.7%). Women were most likely to say the department/unit supported diverse staff (67.5%), promoted them to leadership (52.7%), and had developed policies and procedures (51.0%). For each item, those with disabilities/chronic conditions had the lowest scores.

Because many of the responses among the subgroups for faculty were less than five, women and those with disabilities/chronic conditions primarily make up the majority of responses among the underrepresented groups. As a whole, those who agreed/strongly agreed across all items was relatively low; for example, only 17.3% of women and 20.6% of those with disabilities/chronic conditions believed that diversity within their department/unit was abundant. The highest ratings among all groups was for the item "My department/unit actively supports diverse faculty," with 71.4% of those who were not U.S. citizens agreeing or strongly agreeing. Conversely, there were no LGB people who agreed or strongly agreed that their department/unit had developed policies and procedures that supported diverse faculty.

Sexual Harassment

As part of campus climate, perceptions surrounding sexual harassment frequency and treatment were also assessed. In the current survey, sexual harassment was defined as behavior that included "unwelcome sexual advances, requests for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, written, graphic, physical, or otherwise" that was sufficiently severe, pervasive, or persistent so as to interfere with one's employment.

Table 13. Frequency of Experiencing Sexual Harassment

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Within the last three years, how often have you personally experienced sexual harassment on the NDSU campus?												
6 or more times	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0
3-5 times	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	*	0.0% n = 0	*	0.0% n = 0	*
1-2 times	3.6% n = 10	3.6% n = 7	*	0.0% n = 0	0.0% n = 0	*	3.0% n = 5	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	*
Never	96.0% n = 265	95.9% n = 187	93.8% n = 15	100.0% n = 13	*	95.9% n = 71	95.8% n = 158	92.6% n = 75	100.0% n = 10	87.5% n = 7	100.0% n = 9	90.9% n = 30
Within the last three years, have you personally experienced sexual harassment in your department/unit?												
6 or more times	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	*
3-5 times	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0
1-2 times	*	*	*	0.0% n = 0	0.0% n = 0	*	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	*
Never	98.2% n = 272	98.0% n = 192	93.8% n = 15	100.0% n = 13	*	98.6% n = 73	97.6% n = 161	96.3% n = 78	100.0% n = 10	100.0% n = 8	100.0% n = 9	93.9% n = 31
Within the last three years, have you personally witnessed sexual harassment directed at someone else?												
6 or more times	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	*
3-5 times	1.8% n = 5	*	*	0.0% n = 0	0.0% n = 0	*	*	*	*	*	0.0% n = 0	*
1-2 times	6.9% n = 19	7.7% n = 15	*	0.0% n = 0	0.0% n = 0	6.8% n = 5	7.9% n = 13	6.2% n = 5	0.0% n = 0	0.0% n = 0	0.0% n = 0	*
Never	91.0% n = 252	90.8% n = 178	87.5% n = 14	100.0% n = 13	*	90.5% n = 67	89.1% n = 147	90.1% n = 73	90.0% n = 9	87.5% n = 7	100.0% n = 9	78.8% n = 26

Data exist, however were not reported for cases where there were one to four respondents

Approximately 3.6% of staff reported that they had experienced sexual harassment 1-2 times on campus during the last three years, compared to 3.0% of faculty (Table 13). Similar results were found across underrepresented groups as well. Across all groups, some respondents indicated that they had experienced sexual harassment 3-5 times on campus, however these percentages were not included due to cases being between one and four respondents. No respondents reported experiencing sexual harassment 6 or more times. Collectively, 96.0% of staff and 95.8% of faculty reported they had never experienced sexual harassment at any point in the last three years on campus.

Frequencies were fairly similar when staff and faculty were asked if they had experienced sexual harassment in their respective department/unit. Percentages varied across all groups, with some responses not shown due to small numbers of staff and faculty; most respondents indicated that they had not experienced sexual harassment to any degree in their department in the last three years. Approximately 98.2% of staff and 97.6% of faculty reported that they had never experienced it.

When asked if they had personally witnessed sexual harassment directed at someone else within the last three years, 91.0% of staff indicated that this had never occurred; 6.9% reported it happening 1-2 times, and 1.8% indicated 3-5 times. Among faculty, 89.1% reported that this had never occurred, whereas 7.9% reported that it had happened 1-2 times. Similar to previous items, most respondents across each of the underrepresented groups reported that they had not witnessed it in the past three years to any degree, although some, primarily women, reported 1-2 times.

Table 14. Sexual Harassment is Taken Seriously (Agree and Strongly Agree), Part I

	Staff					Faculty				
	All	**Women**	**Men**	**People of Color**	**White**	**All**	**Women**	**Men**	**People of Color**	**White**
Sexual harassment is treated seriously on campus	86.5% n = 212	87.3% n = 151	88.5% n = 46	71.4% n = 10	88.7% n = 189	76.3% n = 106	67.2% n = 43	83.6% n = 46	77.8% n = 7	74.1% n = 80
Sexual harassment is treated seriously in my department/unit	97.0% n = 230	98.1% n = 159	94.2% n = 49	92.9% n = 13	97.5% n = 197	92.2% n = 118	88.1% n = 52	94.0% n = 47	100.0% n = 7	90.0% n = 90
Sexual harassment is common in my department/unit	5.5% n = 14	5.6% n = 10	*	0.0% n = 0	6.4% n = 14	4.0% n = 6	8.5% n = 6	0.0% n = 0	0.0% n = 0	5.2% n = 6
I know the steps to take if a person comes to me with a report of sexual harassment	80.9% n = 220	82.4% n = 159	77.8% n = 42	87.5% n = 14	80.9% n = 190	78.0% n = 124	73.8% n = 59	82.8% n = 48	77.8% n = 7	78.6% n = 99

Data exist, however were not reported for cases where there were one to four respondents

Tables 14 and 15 explore ratings regarding treatment of sexual harassment on campus among both staff and faculty as well as several different subgroups. Among staff, 86.5% reported that sexual harassment was treated seriously on campus. This number was generally similar across all subgroups, however people of color reported the lowest ratings of agreement (71.4%). Most also agreed or strongly agreed that sexual harassment was treated seriously in their department/unit, with an overall rating of 97.0%. When asked if respondents believed that sexual harassment was common in their department/unit, only 5.5% of staff agreed/strongly agreed that this was the case. Ratings were generally lower with regard to knowing what to do in the event of sexual harassment, with 80.9% of staff agreeing/strongly agreeing that they knew what steps to take. Among the subgroups, men reported the lowest rating, whereby only 77.8% reported knowing the steps to take; people of color and those with a disability/chronic condition reported the highest ratings (87.5%).

With regard to faculty, 76.3% reported that sexual harassment was treated seriously on campus; among subgroups, this percentage was lowest among women (67.2%) and highest among those who were not U.S. citizens (85.7%). Similar to staff, most agreed or strongly agreed that sexual harassment was treated seriously in their department/unit, with an overall rating of 92.2%; those with disabilities/chronic conditions reported the lowest agreement percentage for this item at 87.5%. When asked if respondents believed that sexual harassment was common in their department/unit, only 4.0% of faculty agreed/strongly agreed; the highest ratings here were found among women (8.5%). Ratings were again lower when exploring whether faculty knew the steps to take in dealing with harassment. Only 78.0% of faculty agreed or strongly agreed that they knew what steps to take; among the subgroups, LGB people reported the lowest ratings at 71.4%, compared to men at 82.8%.

Table 15. Sexual Harassment is Taken Seriously (Agree and Strongly Agree), Part II

	Staff						Faculty					
	LGB	**Non-LGB**	**Not a U.S. Citizen**	**U.S. Citizen ◇**	**Disability/ Chronic Condition**	**No Disability/ Chronic Condition**	**LGB**	**Non-LGB**	**Not a U.S. Citizen**	**U.S. Citizen ◇**	**Disability/ Chronic Condition**	**No Disability /Chronic Condition**
Sexual harassment is treated seriously on campus	84.6% n = 11	87.7% n = 186	*	87.6% n = 204	81.5% n = 53	91.0% n = 142	*	75.2% n = 85	85.7% n = 6	73.0% n = 84	59.3% n = 16	80.8% n = 80
Sexual harassment is treated seriously in my department/ unit	100.0% n = 12	97.5% n = 198	*	97.3% n = 217	98.4% n = 61	97.4% n = 148	*	91.3% n = 94	100.0% n = 7	90.3% n = 93	87.5% n = 21	94.4% n = 85
Sexual harassment is common in my department/unit	*	5.9% n = 13	0.0% n = 0	5.8% n = 14	9.1% n = 6	4.9% n = 8	0.0% n = 0	5.0% n = 6	0.0% n = 0	4.1% n = 5	*	*
I know the steps to take if a person comes to me with a report of sexual harassment.	84.6% n = 11	82.0% n = 191	*	81.4% n = 210	87.5% n = 63	79.2% n = 137	71.4% n = 5	76.7% n = 99	*	79.5% n = 105	82.4% n = 28	76.6% n = 85

*Data exist, however were not reported for cases where there were one to four respondents
◇U.S. citizen category includes both U.S. born citizens and naturalized citizens

Hostile or Intimidating Behavior

Hostile and intimidating behavior was also assessed in the current climate survey, defined as occurring when there is an "unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the university's academic or operational interests." This could take the form of behaviors such as abusive expression, intimidating physical contact or gestures, conspicuous exclusion or isolation, sabotage of a person's work, or abuse of authority. Respondents were asked to provide feedback and frequencies regarding their experiences with it, as well as whether they had witnessed any incidents occurring.

Table 16. Frequency of Experiencing Hostile or Intimidating Behavior

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Within the last three years, how often have you personally experienced hostile or intimidating behavior on the NDSU campus?												
6 or more times	5.5% n = 15	5.2% n = 10	0.0% n = 0	*	0.0% n = 0	8.1% n = 6	11.7% n = 19	16.3% n = 13	*	*	*	18.2% n = 6
3-5 times	9.9% n = 27	10.9% n = 21	*	0.0% n = 0	0.0% n = 0	16.2% n = 12	17.9% n = 29	16.3% n = 13	*	*	*	*
1-2 times	25.6% n = 70	24.4% n = 47	31.3% n = 5	*	*	27.0% n = 20	25.9% n = 42	28.7% n = 23	*	*	*	30.3% n = 10
Never	59.0% n = 161	59.6% n = 115	50.0% n = 8	61.5% n = 8	*	48.6% n = 36	44.4% n = 72	38.8% n = 31	*	*	*	39.4% n = 13
Within the last three years, how often have you personally experienced hostile or intimidating behavior in your department/unit?												
6 or more times	9.1% n = 25	8.8% n = 17	*	*	0.0% n = 0	14.9% n = 11	10.4% n = 17	13.4% n = 11	*	*	*	18.2% n = 6
3-5 times	8.8% n = 24	8.8% n = 17	*	0.0% n = 0	0.0% n = 0	10.8% n = 8	14.0% n = 23	14.6% n = 12	*	*	*	*
1-2 times	22.3% n = 61	23.3% n = 45	*	38.5% n = 5	0.0% n = 0	25.7% n = 19	23.2% n = 38	28.0% n = 23	*	*	*	33.3% n = 11
Never	59.9% n = 164	59.1% n = 114	56.3% n = 9	46.2% n = 6	*	48.6% n = 36	52.4% n = 86	43.9% n = 36	*	*	55.6% n = 5	42.4% n = 14
Within the last three years, how often have you personally witnessed hostile or intimidating behavior directed at someone else?												
6 or more times	8.8% n = 24	7.3% n = 14	*	*	0.0% n = 0	12.2% n = 9	16.6% n = 26	19.0% n = 15	*	*	*	28.1% n = 9
3-5 times	9.1% n = 25	9.8% n = 19	0.0% n = 0	*	0.0% n = 0	14.9% n = 11	13.4% n = 21	15.2% n = 12	*	*	*	*
1-2 times	30.7% n = 84	31.6% n = 61	50.0% n = 8	38.5% n = 5	*	31.1% n = 23	29.3% n = 46	24.1% n = 19	*	*	*	21.9% n = 7
Never	51.5% n = 141	51.3% n = 99	43.8% n = 7	46.2% n = 6	*	41.9% n = 31	40.8% n = 64	41.8% n = 33	*	*	*	46.9% n = 15

Data exist, however were not reported for cases where there were one to four respondents

Approximately 59.0% of staff and 44.4% of faculty reported that they had never experienced hostile or intimidating behavior at any point in the past three years (Table 16). Among staff, 25.6% reported experiencing it 1-2 times, 9.9% 3-5 times, and 5.5% 6 or more times. Responses among underrepresented groups were similar, although those reporting a disability/chronic condition reported slightly higher frequency of percentages. With regard to faculty, 25.9% reported experiencing it 1-2 times, 17.9% 3-5 times, and 11.7% 6 or more times; underrepresented groups had data that were not reported due to small sample sizes, but women and those with a disability/chronic condition generally reported similar levels.

Frequencies were also very similar when respondents were asked if they had experienced a hostile or intimidating behavior in their department/unit during the last three years. Among staff, 59.9% reported never experiencing it, although 22.3% reported it 1-2 times, 8.8% 3-5 times, and an additional 9.1% had experienced it 6 or more times. Responses again varied across underrepresented groups, with those who had a disability/chronic condition reporting generally higher percentages. Among faculty, over half (52.4%) had never experienced hostile or intimidating behavior in their department, although 23.2% reported it 1-2 times, 14.0% 3-5 times, and 10.4% reported experiencing it 6 or more times.

When asked if they had witnessed hostile or intimidating behavior directed at someone else within the last three years, 51.5% of staff indicated this had never occurred, although 30.7% reported it had occurred 1-2 times, 9.1% 3-5 times, and 8.8% 6 or more times. The corresponding values for faculty were generally higher, with 40.8% who reported that they had never witnessed this happening. Approximately 29.3% reported witnessing it 1-2 times, 13.4% 3-5 times, and finally 16.6% who reported witnessing it 6 or more times.

Table 17. Hostile or Intimidating Behavior is Taken Seriously (Agree and Strongly Agree), Part I

	Staff					Faculty				
	All	**Women**	**Men**	**People of Color**	**White**	**All**	**Women**	**Men**	**People of Color**	**White**
Hostile or intimidating behavior is treated seriously on campus	63.0% n = 155	63.5% n = 108	68.6% n = 35	43.8% n = 7	65.6% n = 137	44.0% n = 64	28.6% n = 20	59.3% n = 32	62.5% n = 5	41.1% n = 46
Hostile or intimidating behavior is treated seriously in my department/unit	69.3% n = 176	71.0% n = 125	70.6% n = 36	69.2% n = 9	69.3% n = 151	64.0% n = 96	55.3% n = 42	76.9% n = 40	55.6% n = 5	64.4% n = 76
Hostile or intimidating behavior is common in my department/unit	10.6% n = 28	10.2% n = 19	*	0.0% n = 0	10.6% n = 24	18.6% n = 29	25.3% n = 19	12.3% n = 7	*	19.3% n = 23
I know the steps to take if a person comes to me with a problem with hostile or intimidating behavior	66.9% n = 178	67.4% n = 128	71.2% n = 37	62.5% n = 10	67.7% n = 155	54.0% n = 87	44.3% n = 35	61.7% n = 37	50.0% n = 5	52.8% n = 66

*Data exist, however were not reported for cases where there were one to four respondents

Tables 17 and 18 explore ratings regarding treatment of hostile or intimidating behavior among both staff and faculty, as well as several different subgroups. Among staff, 63.0% reported that hostile or intimidating behavior was treated seriously on campus. This number was generally similar among most subgroups, however people of color reported the lowest ratings of agreement (43.8%); there was also a notable difference between those who had a disability/chronic condition (51.6%) and those who did not (71.7%). Most also agreed or strongly agreed that hostile or intimidating behavior was treated seriously in their department/unit, with an overall rating of 69.3%; those with disabilities/chronic conditions reported the lowest level of agreement for this item (58.7%). When asked if respondents believed that hostile or intimidating behavior was common in their department/unit, 10.6% of staff agreed/strongly agreed this was the case; the highest ratings were among those with disabilities/chronic conditions (15.9%). Ratings were fairly consistent across all groups regarding knowing the steps to take in the event of such behavior – among all staff, 66.9% reported agreeing or strongly agreeing with this item.

With regard to faculty, 44.0% reported that hostile or intimidating behavior was treated seriously on campus; among subgroups, women (28.6%) and those with disabilities/chronic conditions (25.8%) had the lowest levels of agreement. Sixty-four percent of faculty agreed/strongly agreed that hostile or intimidating behavior was taken seriously in their department/unit. When asked if respondents believed that hostile or intimidating behavior was common in their department/unit, 18.6% of faculty agreed or strongly agreed; the highest ratings were found among those with disabilities/chronic conditions (25.8%) and women (25.3%). When asked if they knew what steps to take, 54.0% of faculty agreed or strongly agreed; among the subgroups, women reported the lowest agreement (44.3%), followed by people of color (50.0%).

Table 18. Hostile or Intimidating Behavior is Taken Seriously Part II

	Staff						Faculty					
	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◇	Disability/ Chronic Condition	No Disability/ Chronic Condition	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◇	Disability/ Chronic Condition	No Disability /Chronic Condition
Hostile or intimidating behavior is treated seriously on campus	61.5% n = 8	65.9% n = 137	*	64.2% n = 149	51.6% n = 32	71.7% n = 114	*	45.1% n = 51	*	43.3% n = 52	25.8% n = 8	50.0% n = 50
Hostile or intimidating behavior is treated seriously in my department/unit	75.0% n = 9	70.6% n = 151	*	69.6% n = 167	58.7% n = 37	77.0% n = 124	*	66.9% n = 79	85.7% n = 6	61.9% n = 78	54.5% n = 18	66.7% n = 68
Hostile or intimidating behavior is common in my department/unit	*	9.3% n = 21	0.0% n = 0	10.4% n = 26	15.9% n = 11	6.1% n = 10	*	17.9% n = 22	*	18.6% n = 24	25.8% n = 8	17.4% n = 19
I know the steps to take if a person comes to me with a problem with hostile or intimidating behavior	69.2% n = 9	68.4% n = 156	*	67.5% n = 170	70.1% n = 47	66.7% n = 114	*	53.5% n = 68	55.6% n = 5	51.1% n = 68	52.9% n = 18	51.8% n = 58

*Data exist, however were not reported for cases where there were one to four respondents

◇U.S. citizen category includes both U.S. born citizens and naturalized citizens

Department/Unit Climate

Table 19. Work Experience, Motivation, and Resources (Agree and Strongly Agree)

	All Staff	**All Faculty**
I believe that my work supports the mission of NDSU	91.3% n = 282	90.8% n = 158
I believe that my work supports the mission of my department	95.2% n = 295	94.3% n = 165
I believe that my work is congruent with the mission of my department	95.8% n = 294	95.4% n = 167
I receive adequate resources to support the mission of NDSU in my work	58.1% n = 180	33.3% n = 58
I am proud of the work that I do at NDSU	92.2% n = 283	87.9% n = 153
I seek out new skills to improve my work	92.3% n = 286	93.6% n = 160
I am motivated to complete my work to the best of my abilities	92.2% n = 285	84.3% n = 145
I am motivated to go "above and beyond" in my position	78.8% n = 242	72.7% n = 125
I feel happy when I am working	66.2% n = 204	61.6% n = 106
Time seems to "fly by" when I'm working	61.2% n = 188	59.3% n = 102

Staff and faculty were asked to rate various questions regarding experience and attitudes toward work, motivation, as well as resources. Responses among both groups were largely positive with regard to belief that their work supported and was congruent with the mission of NDSU and their respective department. Most also reported being proud of the work they do at NDSU (92.2% among staff and 87.9% among faculty), sought out new skills (92.3% among staff and 93.6% among faculty), and were motivated to complete their work to the best of their abilities (92.2% among staff and 84.3% among faculty).

The lowest-rated item in both groups concerned having adequate resources to support the mission of NDSU in their work; for this item, only 58.1% of staff agreed or strongly agreed to the item, along with 33.3% of faculty. Items involving whether time "flew by" when working (61.2% of staff and 59.3% of faculty) as well as feeling happy when working (66.2% of staff and 61.6% of faculty) were also slightly lower.

Table 20. Work Experience, Motivation, and Resources: Traditionally Underrepresented Identity Groups (Agree and Strongly Agree)

	Staff					Faculty				
	Women	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
I believe that my work supports the mission of NDSU	94.9% n = 187	93.8% n = 15	84.6% n = 11	*	95.9% n = 71	87.8% n = 72	90.0% n = 9	75.0% n = 6	100.0% n = 9	94.1% n = 32
I believe that my work supports the mission of my department	97.0% n = 191	100.0% n = 16	92.3% n = 12	*	95.9% n = 71	90.2% n = 74	90.0% n = 9	75.0% n = 6	100.0% n = 9	88.2% n = 30
I believe that my work is congruent with the mission of my department	97.9% n = 191	100.0% n = 15	92.3% n = 12	*	97.3% n = 71	93.9% n = 77	90.0% n = 9	75.0% n = 6	100.0% n = 9	94.1% n = 32
I receive adequate resources to support the mission of NDSU in my work	64.5% n = 127	68.8% n = 11	46.2% n = 6	*	56.8% n = 42	30.5% n = 25	*	*	*	38.2% n = 13
I am proud of the work that I do at NDSU	92.9% n = 183	93.8% n = 15	69.2% n = 9	*	86.3% n = 63	85.2% n = 69	80.0% n = 8	100.0% n = 8	88.9% n = 8	82.4% n = 28
I seek out new skills to improve my work	93.9% n = 186	87.5% n = 14	84.6% n = 11	*	93.2% n = 69	98.8% n = 79	90.0% n = 9	100.0% n = 8	88.9% n = 8	94.1% n = 32
I am motivated to complete my work to the best of my abilities	94.4% n = 187	93.8% n = 15	84.6% n = 11	*	87.8% n = 65	82.5% n = 66	80.0% n = 8	75.0% n = 6	100.0% n = 9	85.3% n = 29
I am motivated to go "above and beyond" in my position	81.8% n = 162	93.8% n = 15	69.2% n = 9	*	72.6% n = 53	73.8% n = 59	80.0% n = 8	*	88.9% n = 8	64.7% n = 22
I feel happy when I am working	68.5% n = 135	75.0% n = 12	46.2% n = 6	*	60.3% n = 44	60.0% n = 48	70.0% n = 7	*	77.8% n = 7	55.9% n = 19
Time seems to "fly by" when I'm working	68.5% n = 135	81.3% n = 13	53.8% n = 7	*	67.1% n = 49	51.9% n = 42	90.0% n = 9	*	55.6% n = 5	47.1% n = 16

*Data exist, however were not reported for cases where there were one to four respondents

When looking at the same items among underrepresented populations, similar trends were generally seen, with generally high ratings between staff and faculty's work and the mission of NDSU and their department, as well as feelings of pride and motivation with regard to work. The lowest responses across all groups was again for the item assessing whether respondents had adequate resources in order to support the mission of NDSU in their work; among staff, this value was lowest among LGB people (46.2%), whereas among faculty, women had the lowest ratings (30.5%).

Table 21. Interactions with Others at the University (Agree and Strongly Agree), Part I

	Staff					Faculty				
	All	**Women**	**Men**	**People of Color**	**White**	**All**	**Women**	**Men**	**People of Color**	**White**
I am treated with respect by colleagues in my unit	80.0% n = 248	81.8% n = 162	80.0% n = 44	87.5% n = 14	79.7% n = 192	69.4% n = 120	70.7% n = 58	75.0% n = 45	*	75.0% n = 96
I am treated with respect by my department chair/head/director	83.7% n = 257	89.8% n = 177	72.2% n = 39	100.0% n = 14	84.2% n = 203	77.1% n = 128	75.9% n = 60	78.6% n = 44	70.0% n = 7	77.2% n = 95
I am treated with respect by faculty/staff in my department/unit**	72.2% n = 140	77.8% n = 91	55.6% n = 20	62.5% n = 5	73.0% n = 108	88.4% n = 153	89.0% n = 73	91.7% n = 55	70.0% n = 7	91.4% n = 117
I can depend on my colleagues within my department to do their share of work.	73.9% n = 224	74.1% n = 143	80.0% n = 44	93.8% n = 15	73.3% n = 173	60.2% n = 103	53.7% n = 44	65.5% n = 38	50.0% n = 5	58.7% n = 74
I can depend on my colleagues within my department when I ask for help.	78.8% n = 242	79.1% n = 155	83.6% n = 46	81.3% n = 13	79.1% n = 189	68.2% n = 116	65.9% n = 54	71.2% n = 42	80.0% n = 8	66.9% n = 85
I feel excluded from the informal networks in my department/unit	13.5% n = 40	9.5% n = 18	20.0% n = 11	*	12.4% n = 29	20.4% n = 34	15.8% n = 12	18.0% n = 11	*	15.3% n = 19
I consider my colleagues as part of a team.	80.5% n = 244	82.4% n = 159	78.2% n = 43	71.4% n = 10	80.7% n = 192	58.4% n = 101	52.4% n = 43	65.6% n = 40	60.0% n = 6	58.1% n = 75
I encounter unwritten rules within my department/unit	30.8% n = 90	30.8% n = 57	24.1% n = 13	*	30.6% n = 70	33.1% n = 56	40.5% n = 32	26.7% n = 16	*	33.3% n = 42
The work is divided equitably within my department	45.6% n = 135	45.2% n = 85	51.9% n = 28	42.9% n = 6	45.3% n = 105	31.9% n = 53	23.8% n = 19	38.6% n = 22	*	29.8% n = 37

*Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked this item with relation to faculty; faculty were asked with relation to staff.

Respondents were also asked about interactions with others in their department/unit at NDSU (Tables 21 and 22). When comparing staff and faculty in Table 21, staff were most likely to agree or strongly agree that they were treated with respect by their department chair/head/director (83.7%), that they considered their colleagues to be part of a team (80.5%), and that they were treated with respect by colleagues in their unit (80.0%). Few felt that they were excluded from the informal networks in their department/unit (13.5%), although 30.8% reported encountering unwritten rules. Less than half (45.6%) agreed or strongly agreed that work was divided equitably in their department.

Ratings among faculty were generally lower than for staff. Faculty were most likely to agree or strongly agree that they were treated with respect by staff in the department (88.4%), as well as the department chair/head/director (77.1%) and other colleagues (69.4%). Compared to staff, slightly more felt excluded from informal networks (20.4%), and 33.1% reported encountering unwritten rules in their department. Less than one-third believed that work was divided equitably within their department (31.9%).

Interactions with colleagues among several different subgroups are also shown in Tables 21 and 22. Looking first among staff, those with disabilities/chronic conditions had considerably lower scores than their counterparts with regard to feeling like they were treated with respect by colleagues in their unit (68.9%) as well as their department chair/head/director (77.0%). Among underrepresented groups, people of color were least likely to agree that they were treated with respect by fellow staff in the department/unit (62.5%); the subgroup with the overall lowest percentage here was males (55.6%). People of color were most likely to say that they could depend upon their colleagues to do their share of work (93.8%), and among underrepresented groups, were most likely to say that they could depend on them when asked for help (81.3%).

Overall, men (83.6%) and those without disabilities/chronic illnesses (84.6%) were most likely to agree that they could depend on colleagues when they ask for help. Those with disabilities/chronic conditions were most likely to report agreeing or strongly agreeing to feeling excluded from informal networks in their department/unit (45.7%), and were also very likely to report agreeing or strongly agreeing to feeling excluded from informal networks in their department/unit (15.3%); the only subgroup that scored higher for the latter item was males (20.0%) Conversely, LGB people were least likely to say they considered their colleagues as part of a team (69.2%), and that the work was divided equitably (38.5%).

Among faculty, LGB people were least likely to report being treated with respect by colleagues (62.5%); white respondents (75.0%) and men (75.0%) reported the highest ratings. Those who were not U.S. citizens were most likely to agree/strongly agree that they were treated with respect by their department chair/head/director (87.5%); people of color were least likely to agree (70.0%). Across all groups, faculty were considerably more likely to agree or strongly agree that they were treated with respect by staff members in their department/unit, although percentages dropped with exploring relationships among colleagues. Values were relatively mixed, with those who were not U.S. citizens being most likely to say they could depend on colleagues to do their share of work (77.8%), compared to people of color (50.0%). Those who were not U.S. citizens also reported the highest ratings for considering their colleagues to be part of a team (77.8%), and being able to depend on colleagues when they ask for help (88.9%), compared to 62.5% of LGB people. LGB people were considerably more likely to say that they encountered unwritten rules within their department (75.0%), as compared to women (40.5%) and those with disabilities/chronic conditions (39.4%).

Table 22. Interactions with Others at the University (Agree and Strongly Agree), Part II

	Staff						Faculty					
	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◇	Disability/ Chronic Condition	No Disability/ Chronic Condition	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◇	Disability/ Chronic Condition	No Disability /Chronic Condition
I am treated with respect by colleagues in my unit	84.6% n = 11	81.2% n = 194	*	79.5% n = 210	68.9% n = 51	86.9% n = 153	62.5% n = 5	73.3% n = 96	66.7% n = 6	70.8% n = 97	67.6% n = 23	73.3% n = 85
I am treated with respect by my department chair/head/director	100.0% n = 13	84.8% n = 201	*	84.8% n = 223	77.0% n = 57	88.5% n = 154	*	79.5% n = 101	87.5% n = 7	75.2% n = 100	75.8% n = 25	76.4% n = 84
I am treated with respect by faculty/staff in my department/unit**	66.7% n = 6	72.9% n = 105	*	72.0% n = 116	69.4% n = 34	74.3% n = 78	100.0% n = 8	91.6% n = 120	100.0% n = 9	88.3% n = 121	85.3% n = 29	89.7% n = 104
I can depend on my colleagues within my department to do their share of work.	61.5% n = 8	76.1% n = 178	*	74.1% n = 192	70.4% n = 50	76.4% n = 133	*	58.9% n = 76	77.8% n = 7	56.3% n = 76	51.5% n = 17	60.0% n = 69
I can depend on my colleagues within my department when I ask for help.	69.2% n = 9	81.0% n = 192	*	78.6% n = 206	69.4% n = 50	84.6% n = 148	62.5% n = 5	68.2% n = 88	88.9% n = 8	66.4% n = 89	68.8% n = 22	68.7% n = 79
I feel excluded from the informal networks in my department/unit	0.0% n = 0	12.9% n = 30	*	12.9% n = 33	15.3% n = 11	11.2% n = 19	*	15.6% n = 20	*	16.7% n = 22	15.2% n = 5	18.8% n = 21
I consider my colleagues as part of a team.	69.2% n = 9	81.6% n = 191	*	79.6% n = 207	75.0% n = 54	84.3% n = 145	*	59.1% n = 78	77.8% n = 7	56.5% n = 78	47.1% n = 16	62.4% n = 73
I encounter unwritten rules within my department/unit	*	30.8% n = 70	0.0% n = 0	31.2% n = 78	45.7% n = 32	22.3% n = 37	75.0% n = 6	30.5% n = 39	*	33.8% n = 45	39.4% n = 13	32.7% n = 37
The work is divided equitably within my department	38.5% n = 5	47.4% n = 108	*	45.1% n = 114	41.4% n = 29	47.6% n = 80	*	30.4% n = 38	*	32.1% n = 42	21.2% n = 7	32.4% n = 36

*Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond about treatment by faculty; faculty were asked to respond about treatment by staff.
◇U.S. citizen category includes both U.S. born citizens and naturalized citizens

Table 23. Interactions with Colleagues by Position Type (Agree and Strongly Agree)

	Staff			Faculty			Faculty		
	0000-3000 Band	**4000-5000 Band**	**6000-7000 Band**	**No Admin Position**	**Part-time Admin Position**	**Full-time Admin Position**	**Tenured**	**Tenure Track**	**Not Tenure Track**
I am treated with respect by my colleagues in my unit	82.8% n = 135	76.7% n = 56	77.3% n = 17	69.0% n = 80	70.6% n = 24	80.0% n = 8	67.7% n = 67	70.0% n = 14	76.7% n = 33
I am treated with respect by my department chair/head/director	87.0% n = 141	89.0% n = 65	52.4% n = 11	76.7% n = 89	75.9% n = 22	75.0% n = 6	72.8% n = 67	80.0% n = 16	83.7% n = 36
I am treated with respect by faculty/staff in my department/unit**	72.4% n = 63	71.4% n = 40	73.3% n = 11	85.3% n = 99	97.1% n = 33	100.0% n = 10	86.9% n = 86	100.0% n = 20	88.4% n = 38
I can depend upon my colleagues within my department to do their share of the work	78.4% n = 127	68.1% n = 47	77.3% n = 17	56.5% n = 65	60.6% n = 20	60.0% n = 6	57.6% n = 57	50.0% n = 10	63.4% n = 26
I can depend on my colleagues within my department when I ask for help	81.0% n = 132	76.1% n = 54	86.4% n = 19	69.0% n = 78	61.8% n = 21	70.0% n = 7	62.9% n = 61	80.0% n = 16	73.8% n = 31
I feel excluded from the informal networks in my department/unit	9.4% n = 15	13.4% n = 9	33.3% n = 7	21.6% n = 24	15.2% n = 5	*	17.2% n = 17	*	23.7% n = 9
I consider my colleagues as part of a team	82.0% n = 132	78.9% n = 56	71.4% n = 15	56.4% n = 66	58.8% n = 20	70.0% n = 7	60.0% n = 60	50.0% n = 10	58.1% n = 25
I encounter unwritten rules within my department/unit	30.0% n = 48	27.7% n = 18	30.0% n = 6	34.5% n = 39	42.4% n = 14	0.0% n = 0	30.6% n = 30	50.0% n = 10	32.5% n = 13
The work is divided equitably within my department	46.8% n = 74	41.8% n = 28	50.0% n = 11	27.9% n = 31	30.3% n = 10	*	34.3% n = 34	*	26.3% n = 10

*Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond about treatment by faculty; faculty were asked to respond about treatment by staff.

Interactions with colleagues were also explored with regard to position type (Table 23). Staff responses were reviewed based upon the broadband categories assigned to their position, subsequently being grouped into three categories. These included 000-3000 (administrative, managerial, academic, and professional positions), 4000-5000 (technical/paraprofessional and office support positions), and 6000-7000 (crafts/trades and services positions). Faculty responses were analyzed based on current administrative status (none, part-time, and full-time), as well as tenure status (tenured, tenure track, and not-tenure track).

While most staff reported similar trends across each of the items, there were some disparities, particularly among those in the 6000-7000 band. For example, staff in the 6000-7000 band were much less likely to say that they were treated with respect by their chair/head/director (52.4%) than those in the 0000-3000 (87.0%) or 4000-5000 (89.0%) bands. They were also much more likely to report feeling excluded from informal networks in their department/unit (33.3%) as compared to those in 0000-3000 (9.4%) and 5000-6000 bands (13.4%).

When exploring faculty responses by administrative category, most were again relatively similar. Those in full-time administrative positions were most likely to agree or strongly agree that they were treated with respect by colleagues in their unit (80.0%), and considered their colleagues to be part of a team (70.0%). Those who did not have an administrative position were less likely to say that they were treated with respect by faculty in their department/unit (85.3%), although this number was still relatively high. Those with part-time administrative positions were more likely to report encountering unwritten rules in their department/unit (42.4%) compared to those with full-time (0.0%) or no administrative position (34.5%).

With regard to tenure status, responses again remained fairly comparable across all three groups. Those who were not tenure track faculty were most likely to agree or strongly agree that

they were treated with respect by colleagues in their unit (76.7%), as well as by their department chair/head/director (83.7%). Tenure track faculty were most likely to report being treated with respect by staff members (100.0%) and being able to depend on colleagues within their department when they ask for help (80.0%). Out of the three groups, tenure track faculty were most likely to report encountering unwritten rules in their department (50.0%), compared to tenured (30.6%) and non-tenure track (32.5%) faculty. Tenured faculty were least likely to agree or strongly agree that they could depend on colleagues when they asked for help (62.9%), but were least likely to report feeling excluded from informal social networks (17.2%), and were most likely to consider their colleagues as part of a team (60.0%) and believe that work was divided equitably (34.3%).

Table 24. Recognition in Department/Unit (Agree and Strongly Agree)

	All Staff	**All Faculty**
My department chair/head/director encourages me to grow within my position	74.4% n = 221	67.7% n = 113
My department chair/head/director acknowledges my work accomplishments in formal settings	59.7% n = 173	57.9% n = 95
Colleagues within my unit/department celebrate the work accomplishments of our unit in formal settings	50.3% n = 148	55.6% n = 95
I do a great deal of work that is not formally recognized by my department/unit	44.4% n = 131	57.9% n = 99

Table 24 shows staff and faculty ratings for various aspects of growth and recognition within their respective department/units. Both staff (74.4%) and faculty (67.7%) agreed or strongly agreed that their department chair/head/director encouraged them to grow within their position. Slightly more than half agreed or strongly agreed that their work was acknowledged in formal settings (59.7% of staff and 57.9% of faculty), and that their fellow colleagues celebrated their work (50.3% of staff and 55.6% of faculty). Faculty were more likely to indicate that they did work that was not recognized by the department/unit (57.9%) as compared to staff (44.4%).

Table 25. Recognition in Department/Unit: Traditionally Underrepresented Identity Groups (Agree and Strongly Agree)

	Staff					Faculty				
	Women	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
My department chair/head/director encourages me to grow within my position	81.5% n = 159	68.8% n = 11	100.0% n = 13	*	65.8% n = 48	68.4% n = 54	70.0% n = 7	*	55.6% n = 5	64.7% n = 22
My department chair/head/director acknowledges my work accomplishments in formal settings	64.9% n = 124	53.3% n = 8	69.2% n = 9	*	55.6% n = 40	52.6% n = 41	60.0% n = 6	*	55.6% n = 5	57.6% n = 19
Colleagues within my unit/department celebrate the work accomplishments of our unit in formal settings	49.7% n = 96	46.7% n = 7	38.5% n = 5	*	39.7% n = 29	51.2% n = 41	*	*	*	47.1% n = 16
I do a great deal of work that is not formally recognized by my department/unit	44.3% n = 85	43.8% n = 7	58.3% n = 7	*	49.3% n = 35	53.1% n = 43	60.0% n = 6	*	66.7% n = 6	67.6% n = 23

*Data exist, however were not reported for cases where there were one to four respondents

Underrepresented groups' percentages are shown in Table 25. Responses for both staff and faculty were comparable, however varied depending on the specific subgroup. All LGB staff surveyed agreed/strongly agreed that they were encouraged to grow within their position (100.0%), compared to 65.8% of those with disabilities/chronic conditions. LGB staff were also most likely to report that their department chair/head/director acknowledged their work (69.2%), but reported the lowest levels of agreement for colleagues celebrating the work accomplishments of their unit in formal settings (38.5%); they were also most likely to report doing work that was not recognized by their department/unit.

Among faculty, people of color were most likely to report that their chair/head/director encouraged them to grow within their position (70.0%), compared to 55.6% of those who were not U.S. citizens. Relatively similar percentages were found among subgroups with regard to acknowledgment of work in formal settings by their department chair/head/director, as well as colleagues celebrating work accomplishments of the unit, with values ranging from approximately 47.0-60.0%. Approximately two-thirds of those who were not U.S. citizens, as well as those with disabilities/chronic conditions, reported agreeing or strongly agreeing that they did a great deal of work that was not formally recognized by their department/unit.

Table 26. Decision-Making and Communication (Agree and Strongly Agree)

	All Staff	All Faculty
My department chair/head/director is transparent in communicating decisions	59.5% n = 178	58.2% n = 96
Expectations are clear in meetings with my department chair/head/director	70.5% n = 208	64.5% n = 107
Decisions within my unit/department support the mission of the university	85.3% n = 255	73.1% n = 122
I feel like a full and equal participant in problem solving and decision making within my department/unit	53.1% n = 155	53.9% n = 90
My department chair/head/director includes me in decision-making	52.6% n = 151	54.7% n = 87
I feel comfortable sharing my thoughts, ideas, or opinions with my department/division chair	66.1% n = 195	67.1% n = 110
I feel comfortable sharing my thoughts, ideas, or opinions amongst my colleagues within my unit/department	70.3% n = 208	66.3% n = 112
I believe that decisions regarding resources are solved openly within my department/unit	50.7% n = 145	47.5% n = 77
I believe that decisions regarding resources are communicated openly within my department/unit	53.6% n = 155	52.1% n = 85

In Table 26, percentages surrounding decision-making and communication are displayed for staff and faculty. Patterns of agreement were generally similar across both groups. Staff were slightly more likely to agree/strongly agree that expectations were clear in meetings with their department chair/head/director (70.5%) than faculty (64.5%), and that the decisions made supported the mission of the university (85.3% compared to 73.1% of faculty). They were also marginally more likely to report feeling comfortable sharing their ideas (70.3%) than faculty (66.3%) and agree that decisions regarding resources were solved openly (50.7% compared to 47.5% of faculty).

Table 27. Decision-Making and Communication: Traditionally Underrepresented Identity Groups (Agree and Strongly Agree)

	Staff					Faculty				
	Women	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
My department chair/head/director is transparent in communicating decisions	64.0% n = 126	62.5% n = 10	83.3% n = 10	*	52.1% n = 38	56.3% n = 45	60.0% n = 6	*	77.8% n = 7	54.5% n = 18
Expectations are clear in meetings with my department chair/head/director	75.6% n = 146	81.3% n = 13	66.7% n = 8	*	64.8% n = 46	60.8% n = 48	70.0% n = 7	*	77.8% n = 7	64.7% n = 22
Decisions within my unit/department support the mission of the university	89.6% n = 173	93.8% n = 15	76.9% n = 10	*	83.3% n = 60	67.9% n = 55	70.0% n = 7	*	77.8% n = 7	75.8% n = 25
I feel like a full and equal participant in problem solving and decision making within my department/unit	57.1% n = 112	62.5% n = 10	46.2% n = 6	*	46.6% n = 34	49.4% n = 40	60.0% n = 6	*	66.7% n = 6	54.5% n = 18
My department chair/head/director includes me in decision-making	58.1% n = 111	68.8% n = 11	83.3% n = 10	*	50.0% n = 36	55.7% n = 44	50.0% n = 5	*	55.6% n = 5	54.5% n = 18
I feel comfortable sharing my thoughts, ideas, or opinions with my department/division chair	69.7% n = 138	81.3% n = 13	69.2% n = 9	*	64.4% n = 47	66.3% n = 53	60.0% n = 6	*	100.0% n = 9	67.6% n = 23
I feel comfortable sharing my thoughts, ideas, or opinions amongst my colleagues within my unit/department	70.1% n = 138	81.3% n = 13	61.5% n = 8	*	70.8% n = 51	63.4% n = 52	70.0% n = 7	*	100.0% n = 9	58.8% n = 20
I believe that decisions regarding resources are solved openly within my department/unit	55.5% n = 106	60.0% n = 9	61.5% n = 8	*	42.5% n = 31	45.0% n = 36	50.0% n = 5	*	66.7% n = 6	37.5% n = 12
I believe that decisions regarding resources are communicated openly within my department/unit	58.5% n = 113	68.8% n = 11	61.5% n = 8	*	46.6% n = 34	48.8% n = 39	50.0% n = 5	*	66.7% n = 6	42.4% n = 14

Data exist, however were not reported for cases where there were one to four respondents

When exploring underrepresented populations with regard to decision-making and communication (Table 27), responses were more mixed. Among staff, people of color were generally most likely to agree or strongly agree with items on these issues. They were also most likely to report that expectations were clear in meetings with the department chair/head/director (81.3%), that decisions made supported the mission of the university (93.8%) and that they felt like a full and equal participant in problem-solving (62.5%). People of color were also most likely to report feeling comfortable sharing their thoughts (81.3%), and believed that decisions regarding resources were solved (60.0%) and communicated (68.8%) openly. Conversely, those with disabilities/chronic conditions often reported the lowest ratings of agreement; for example, they were least likely to agree or strongly agree that their department chair/head/director was transparent in communicating decisions (52.1%). They were noticeably less likely to agree that decisions regarding resources were solved (42.5%) or communicated (46.6%) openly.

Among faculty, those who were not U.S. citizens reported the highest levels of agreement on all items, with the exception of to what degree the department chair/head/director included them in decision-making (in which women scored highest at 55.7%). Ratings were generally more varied than in staff subgroups. Women were least likely to agree that expectations were clear (60.8%), that decisions were made in support of the mission of the university (67.9%), and that they felt like full and equal participants in problem-solving and decision-making (49.4%). Those with disabilities/chronic conditions were least likely to report their department chair/head/director as being transparent (54.5%), that they felt comfortable sharing their thoughts (58.8%), and believed that decisions regarding resources were solved (37.5%) or communicated (42.4%) openly in their department.

Table 28. Campus Leadership (Agree and Strongly Agree)

	All Staff	All Faculty
Campus administrators celebrate work accomplishments of faculty in formal settings	79.1% n = 163	38.1% n = 61
Campus administrators celebrate work accomplishments of staff in formal settings	30.0% n = 80	33.8% n = 48
Campus administrators communicate campus decisions transparently	35.0% n = 96	18.7% n = 31
I feel comfortable sharing my thoughts, ideas, or opinions with campus administrators when necessary	35.1% n = 95	26.7% n = 43
I trust NDSU campus administrators' ability to make decisions that support NDSU's mission	52.7% n = 148	25.6% n = 42
My dean celebrates work accomplishments of faculty in formal settings+	-	57.2% n = 87
My dean celebrates work accomplishments of staff in formal settings+	-	52.9% n = 73
I feel comfortable sharing my thoughts, ideas, or opinions with my dean when necessary+	-	48.7% n = 76
I trust my dean's ability to make decisions that support NDSU's mission+	-	53.5% n = 85

+*Options only available to faculty*

Staff and faculty perceptions of campus leadership are shown in Table 28. Responses for items in this category varied; for example, there was a considerable discrepancy when asked whether administrators celebrated work accomplishments of faculty in formal settings – here, 79.1% of staff agreed or strongly agreed, compared to 38.1% of faculty. Ratings for staff celebrations were much more consistent, with only 30.0% of staff and 33.8% of faculty agreeing or strongly agreeing that this was true. Staff were also much more likely to say that campus administrators communicate campus decisions transparently (35.0%), compared to 18.7% of faculty, and that they trusted their ability to make decisions that support NDSU's mission (52.7% of staff vs. 25.6% of faculty). Faculty were also asked to respond to items specifically asked about their respective dean; responses for many of these items hovered just slightly above 50.0% among those who agreed or strongly agreed with the statements.

Table 29. Campus Leadership: Traditionally Underrepresented Identity Groups (Agree and Strongly Agree)

	Staff					Faculty				
	Women	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Campus administrators celebrate work accomplishments of faculty in formal settings	81.2% n = 108	78.6% n = 11	62.5% n = 5	*	80.0% n = 40	29.5% n = 23	*	*	*	39.4% n = 13
Campus administrators celebrate work accomplishments of staff in formal settings	34.6% n = 63	33.3% n = 5	*	*	27.3% n = 18	21.7% n = 15	*	*	*	25.9% n = 7
Campus administrators communicate campus decisions transparently	36.4% n = 68	37.5% n = 6	*	*	29.0% n = 20	19.0% n = 15	*	*	*	17.6% n = 6
I feel comfortable sharing my thoughts, ideas, or opinions with campus administrators when necessary	35.2% n = 64	31.3% n = 5	*	*	30.0% n = 21	16.9% n = 13	*	*	*	20.6% n = 7
I trust NDSU campus administrators' ability to make decisions that support NDSU's mission	55.5% n = 106	37.5% n = 6	53.8% n = 7	*	47.9% n = 35	21.3% n = 17	*	*	*	23.5% n = 8
My dean celebrates work accomplishments of faculty in formal settings+	-	-	-	-	-	49.3% n = 37	70.0% n = 7	*	55.6% n = 5	54.5% n = 18
My dean celebrates work accomplishments of staff in formal settings+	-	-	-	-	-	39.7% n = 27	66.7% n = 6	*	*	53.6% n = 15
I feel comfortable sharing my thoughts, ideas, or opinions with my dean when necessary+	-	-	-	-	-	40.8% n = 31	60.0% n = 6	*	66.7% n = 6	38.2% n = 13
I trust my dean's ability to make decisions that support NDSU's mission+	-	-	-	-	-	49.4% n = 38	50.0% n = 5	*	55.6% n = 5	45.5% n = 15

*Data exist, however were not reported for cases where there were one to four respondents
+Options only available to faculty

Responses were explored among underrepresented populations in Table 29. Among staff, women were most likely to agree/strongly agree that campus administrators celebrated the work accomplishments of faculty in formal settings (81.2%), compared to 62.5% of LGB people. They also had the highest ratings toward trusting administrators' ability to make decisions that support NDSU's mission (55.5%); people of color had the lowest ratings for this item at 37.5%. Responses for remaining items among staff were lower, with percentages among most responses averaging in the low 30s. Those with disabilities/chronic conditions were least likely to agree that administrators celebrated the work accomplishments of staff in formal settings (27.3%), communicated campus decisions transparently (29.0%), and felt comfortable sharing their thoughts (30.0%).

Among faculty, comparisons are more limited as the data for many respondents was not shown in the tables due to limited sample size, leaving women and those with disabilities/chronic conditions as the most complete comparison groups. Those with disabilities/chronic conditions generally reported slightly higher levels of agreement with the first five items in Table 29, with the exception of administrators communicating campus decisions transparently. For items available only to faculty, looking specifically at dean ratings, results were more mixed. Women were least likely to say that administrators celebrated work accomplishments of faculty in formal settings (49.3%), compared to people of color who had the highest levels of agreement (70.0%). The same was true for celebrations of staff accomplishments (39.7% of women agreed, compared to 66.7% of people of color). Those with disabilities/chronic conditions were least likely to feel comfortable sharing their thoughts (38.2%) and least likely to report trusting their dean's ability to make decisions supporting NDSU's mission (45.5%).

Job Satisfaction

Respondents were also asked various questions about factors relating to job satisfaction, including whether they would recommend working in their current department/unit, satisfaction with various aspects of their jobs, and reasons for staying or leaving.

Table 30. Recommend Department/Unit as a Place to Work

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Not recommend	7.4% n = 20	5.8% n = 11	*	*	0.0% n = 0	15.1% n = 11	12.2% n = 20	13.8% n = 11	*	*	*	17.6% n = 6
Recommend with reservations	37.1% n = 101	34.0% n = 65	37.5% n = 6	38.5% n = 5	*	41.1% n = 30	43.9% n = 72	46.3% n = 37	50.0% n = 5	*	55.6% n = 5	50.0% n = 17
Strongly recommend	55.5% n = 151	60.2% n = 115	56.3% n = 9	53.8% n = 7	*	43.8% n = 32	43.9% n = 72	40.0% n = 32	*	*	*	32.4% n = 11

*Data exist, however were not reported for cases where there were one to four respondents

Table 30 shows responses for both faculty and staff, as well as underrepresented groups when asked if they would recommend their respective department/unit as a place to work. Slightly over half of staff said that they would strongly recommend their department/unit as a place to work (55.5%), followed by 37.1% who would recommend with reservations. Among staff subgroups, women had the highest ratings for strongly recommending (60.2%), compared to those with disabilities/chronic conditions (43.8%).

Ratings among faculty were generally lower; here, respondents were equally likely to strongly recommend or recommend their department/unit with reservations (43.9%). Among faculty subgroups, women again had the highest ratings for strongly recommending (40.0%), compared to those with disabilities/chronic conditions (32.4%).

Table 31. Satisfaction Levels with Different Aspects of Position (Moderately or Extremely Satisfied)

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Working in academia+	-	-	-	-	-	-	70.6% n = 115	63.4% n = 52	90.0% n = 9	62.5% n = 5	88.9% n = 8	61.8% n = 21
Working in a university setting‡	82.8% n = 226	86.7% n = 170	68.8% n = 11	83.3% n = 10	*	70.8% n = 51	-	-	-	-	-	-
Your work environment at NDSU	73.9% n = 204	77.2% n = 152	81.3% n = 13	76.9% n = 10	*	60.3% n = 44	54.5% n = 90	51.2% n = 42	60.0% n = 6	*	55.6% n = 5	41.2% n = 14
Being a staff/faculty member at NDSU**	76.6% n = 209	79.0% n = 154	68.8% n = 11	75.0% n = 9	*	59.7% n = 43	57.3% n = 94	50.0% n = 41	70.0% n = 7	*	55.6% n = 5	47.1% n = 16
Your career progression at NDSU	59.5% n = 157	65.1% n = 123	56.3% n = 9	69.2% n = 9	*	50.7% n = 36	60.5% n = 98	57.3% n = 47	50.0% n = 5	*	55.6% n = 5	45.5% n = 15
Your salary	39.4% n = 108	44.1% n = 86	31.3% n = 5	53.8% n = 7	0.0% n = 0	31.5% n = 23	37.6% n = 62	32.9% n = 27	60.0% n = 6	*	*	26.5% n = 9

Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty*
+Options only available to faculty*
‡Options only available to staff*

Satisfaction levels were also assessed with regard to various aspects of staff and faculty positions, as shown in Table 31. Most staff reported that they were either moderately or extremely satisfied with working in a university setting (82.8%); people of color had the lowest ratings for this item (68.8%). Responses for satisfaction in work environment among staff were also relatively similar (all staff = 73.9%), although those with disabilities/chronic conditions had lower levels of agreement at 60.3%. The experience of being a staff member and views regarding overall career progression had similar ratings, although those with disabilities/chronic conditions reported lower scores compared to other subgroups as well. Satisfaction with salary was noticeably lower compared to all other items, with 39.4% of staff reporting that they were moderately or extremely satisfied with their salary. Among underrepresented groups, LGB people had the highest ratings of satisfaction (53.8%), whereas those who were not U.S. citizens (0.0%) and people of color (31.3%) had the lowest ratings.

Among faculty, 70.6% reported being moderately or extremely satisfied working in academia. Here, people of color were the most satisfied (90.0%) compared to 61.8% of those with disabilities/chronic conditions. Responses for satisfaction in work environment were relatively similar (all faculty = 54.5%), although those with disabilities/chronic conditions had lower levels of agreement at 41.2%. The experience of being a faculty member at NDSU and overall career progression followed the same trend, with those with disabilities/chronic conditions reporting lower ratings among the underrepresented groups. Similar to staff, salary among faculty had the lowest ratings, with 37.6% of faculty who were moderately or extremely satisfied with their earnings. For this item, people of color reported the highest rate of agreement (60.0%), compared to those with disabilities/chronic conditions (26.5%).

Table 32. Who has Considered Leaving NDSU

	Staff		Faculty	
	Number	**% of Respondents**	**Number**	**% of Respondents**
All	141	54.0%	103	65.6%
People of color	9	56.3%	6	66.7%
White people	122	53.7%	77	62.1%
LGB people	7	58.3%	6	75.0%
Heterosexual	120	52.9%	79	62.2%
Women	99	53.2%	53	68.8%
Men	28	52.8%	31	52.5%
U.S. born citizen	132	54.8%	77	61.6%
Naturalized citizen	5	55.6%	5	71.4%
Not a U.S. citizen	*	*	7	87.5%
Disability/chronic health condition	46	64.8%	23	67.6%
No disability/chronic health condition	80	47.9%	68	61.8%

*Data exist, however were not reported for cases where there were one to four respondents

Respondents were additionally asked if they had considered leaving NDSU based on their work environment. For this question, 54.0% (n = 141) of staff and 65.6% (n = 103) of faculty reported that they had considered leaving NDSU, whereas 46.0% (n = 120) of staff and 34.4% (n = 54) of faculty had not. Table 32 shows demographics among those who answered "yes."

Among staff, people of color were slightly more likely to say they had considered leaving (56.3%) compared to white people (53.7%); the same was true among LGB people (58.3%) compared to those who were heterosexual (52.9%). Women reported being more likely to consider leaving than men (53.2% vs. 52.8%), and those who were naturalized citizens were most likely to consider leaving (55.6%) compared to U.S. born citizens (54.8%). The highest rate among staff occurred for those with disability and chronic health conditions, where 64.8% reported that they had considered leaving.

Similar trends were seen among faculty, with people of color being more likely to report consideration for leaving than white people (66.7% vs. 62.1%). LGB people also were more likely to consider leaving (75.0%) as compared to heterosexuals (62.2%); the same was true of female faculty (68.8%) vs. male (52.5%). Those who were not U.S. citizens also were most

likely to report consideration for leaving (87.5%) when compared to naturalized citizens (71.4%)

and U.S. born citizens (61.6%). Those with disabilities/chronic health conditions were also more

likely to consider leaving (67.6%) than those who did not have disabilities/chronic conditions

(61.8%).

Table 33. Frequency of Steps Taken to Leave

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Thought about it	36.7% n = 114	40.9% n = 81	56.3% n = 9	*	*	48.6% n = 36	45.7% n = 80	48.8% n = 40	50.0% n = 5	*	55.6% n = 5	47.1% n = 16
Searched for open positions	37.0% n = 115	42.4% n = 84	37.5% n = 6	53.8% n = 7	0.0% n = 0	52.7% n = 39	49.7% n = 87	53.7% n = 44	60.0% n = 6	*	77.8% n = 7	58.8% n = 20
Made inquiries about available positions	23.2% n = 72	26.3% n = 52	31.3% n = 5	*	0.0% n = 0	35.1% n = 26	36.0% n = 63	37.8% n = 31	60.0% n = 6	*	55.6% n = 5	32.4% n = 11
Applied for a position	19.3% n = 60	21.2% n = 42	*	*	0.0% n = 0	31.1% n = 23	33.7% n = 59	34.1% n = 28	*	*	*	32.4% n = 11
Interviewed for a position	15.4% n = 48	17.2% n = 34	*	*	0.0% n = 0	25.7% n = 19	26.9% n = 47	25.6% n = 21	*	*	*	23.5% n = 8
Received an offer for a new position	7.4% n = 23	9.1% n = 18	*	*	0.0% n = 0	12.2% n = 9	17.1% n = 30	14.6% n = 12	*	*	*	*

*Data exist, however were not reported for cases where there were one to four respondents

Among those who had considered leaving, respondents were asked to list the steps they had taken towards actually doing so; they could select as many responses as applied. Table 33 lists frequencies across both staff and faculty. Over one-third of staff members reported thinking about leaving (36.7%) or searching for open positions (37.0%), while less than one-quarter reported applying for a position (19.3%). Among the data shown, LGB people (53.8%) and those with disabilities/chronic conditions (52.7%) were more likely to search for open positions; those with disabilities/chronic conditions generally scored higher on many of the items as compared to staff as a whole.

Approximately 45.7% of faculty reported thinking about leaving, while 49.7% searched for open positions. About one-third of respondents (33.7%) had applied for a position elsewhere. Among the percentages shown in Table 33, those who were not U.S. citizens were most likely to report thinking about leaving (55.6%) or searching for open positions (77.8%), while people of color were most likely to make inquiries about available positions (60.0%).

Table 34. Top Reasons for Leaving

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Salary and benefits	22.5% n = 70	22.7% n = 45	43.8% n = 7	38.5% n = 5	0.0% n = 0	37.8% n = 28	25.7% n = 45	25.6% n = 21	*	*	*	32.4% n = 11
Workload allocation	13.2% n = 41	18.2% n = 36	*	*	0.0% n = 0	16.2% n = 12	18.3% n = 32	26.8% n = 22	*	*	*	26.5% n = 9
Level of support for research at NDSU+	-	-	-	-	-	-	9.7% n = 17	7.3% n = 6	*	0.0% n = 0	*	*
Promotion/Tenure standards at NDSU+	-	-	-	-	-	-	*	*	0.0% n = 0	*	0.0% n = 0	*
Lack of opportunities for promotion‡	15.1% n = 47	16.2% n = 32	37.5% n = 6	*	*	21.6% n = 16	-	-	-	-	-	-
Climate of department/unit/lab	14.1% n = 44	16.7% n = 33	*	*	0.0% n = 0	24.3% n = 18	19.4% n = 34	24.4% n = 20	*	*	*	29.4% n = 10
Colleagues in department/unit/lab	11.6% n = 36	12.6% n = 25	*	*	0.0% n = 0	16.2% n = 12	10.9% n = 19	13.4% n = 11	*	0.0% n = 0	*	*
Climate for diversity	2.6% n = 8	3.0% n = 6	*	0.0% n = 0	*	*	4.6% n = 8	9.8% n = 8	*	*	0.0% n = 0	*
Professional relationship with supervisor	8.7% n = 27	9.6% n = 19	*	*	0.0% n = 0	9.5% n = 7	10.3% n = 18	8.5% n = 7	*	*	0.0% n = 0	0.0% n = 0
Quality of administrators	4.2% n = 13	3.5% n = 7	*	*	0.0% n = 0	*	27.4% n = 48	25.6% n = 21	*	*	*	41.2% n = 14
Quality of NDSU personnel	3.2% n = 10	3.5% n = 7	*	0.0% n = 0	0.0% n = 0	*	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0
Quality of students	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	4.6% n = 8	*	*	0.0% n = 0	*	*
Work/life satisfaction	11.9% n = 37	14.6% n = 29	*	*	0.0% n = 0	13.5% n = 10	8.6% n = 15	13.4% n = 11	0.0% n = 0	*	0.0% n = 0	*

FM Community	1.6% n = 5	*	*	0.0% n = 0	*	*	2.9% n = 5	*	0.0% n = 0	0.0% n = 0	*	0.0% n = 0
Availability of community resources (including childcare)	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	0.0% n = 0	*	0.0% n = 0	*	0.0% n = 0
Opportunities available elsewhere	7.4% n = 23	7.6% n = 15	*	*	0.0% n = 0	8.1% n = 6	12.0% n = 21	6.1% n = 5	*	*	*	14.7% n = 5

*Data exist, however were not reported for cases where there were one to four respondents

+Options only available to faculty

‡Options only available to staff.

Staff and faculty who considered leaving were subsequently asked which factors contributed most to their consideration for leaving; respondents were asked to select their top three choices from the list of items in Table 34. Among all staff, salary and benefits was the most commonly reported answer (22.5%); this was true across all of the underrepresented groups as well, with people of color listing it most commonly (43.8%). Across all staff, this was followed by lack of opportunities for promotion (15.1%) and the climate of the department/unit/lab (14.1%). Among underrepresented groups, the most commonly-listed reasons (outside of salary) included workload allocation among women (18.2%), lack of opportunities for promotion among people of color (37.5%), and the climate of the department/unit/lab among those with disabilities/chronic conditions (24.3%). LGB people, as well as those who were not U.S. citizens had small sample sizes, resulting fewer data points for this question.

Among faculty, quality of administrators was the highest-ranked item with regard to consideration for leaving (27.4%), closely followed by salary and benefits (25.7%). Similar to staff, the groups including people of color, LGB people, and those who were not U.S. citizens had relatively small sample sizes, and so numbers in Table 34 are primarily reported for remaining groups. Among women, workload allocation was the most commonly listed reason for consideration for leaving (26.8%), followed by a tie between salary and benefits (25.6%) and quality of administrators (25.6%). Those with disabilities/chronic conditions were most likely to list quality of administrators as their reason for leaving (41.2%), followed by salary and benefits (32.4%).

Table 35. Top Reasons for Staying

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Salary and benefits	24.8% n = 77	27.8% n = 55	31.3% n = 5	*	0.0% n = 0	16.2% n = 12	10.9% n = 19	9.8% n = 8	*	0.0% n = 0	0.0% n = 0	*
Workload allocation	2.9% n = 9	2.5% n = 5	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	4.6% n = 8	*	*	*	0.0% n = 0	*
Level of support for research at NDSU+	-	-	-	-	-	-	*	*	0.0% n = 0	0.0% n = 0	*	0.0% n = 0
Promotion/Tenure standards at NDSU+	-	-	-	-	-	-	*	*	0.0% n = 0	*	0.0% n = 0	*
Opportunities for promotion‡	2.3% n = 7	2.5% n = 5	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	-	-	-	-	-	-
Climate of department/unit/lab	15.8% n = 49	20.2% n = 40	*	*	0.0% n = 0	14.9% n = 11	10.3% n = 18	7.3% n = 6	*	0.0% n = 0	0.0% n = 0	*
Colleagues in department/unit/lab	18.6% n = 58	23.2% n = 46	*	*	0.0% n = 0	17.6% n = 13	16.0% n = 28	18.3% n = 15	*	*	*	*
Climate for diversity	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0
Professional relationship with supervisor	10.6% n = 33	15.7% n = 31	*	*	0.0% n = 0	13.5% n = 10	5.1% n = 9	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	*
Quality of administrators	*	*	0.0% n = 0	*	0.0% n = 0	0.0% n = 0	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0
Quality of NDSU personnel	2.6% n = 8	3.0% n = 6	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	3.4% n = 6	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0
Quality of students	1.9% n = 6	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	5.7% n =10	6.1% n = 5	0.0% n = 0	*	0.0% n = 0	*
Work/life satisfaction	20.3% n = 63	21.2% n = 42	*	*	0.0% n = 0	17.6% n = 13	19.4% n = 34	19.5% n = 16	*	*	*	20.6% n = 7

FM Community	3.2% n = 10	*	0.0% n = 0	*	0.0% n = 0	*	4.6% n = 8	*	*	0.0% n = 0	0.0% n = 0	14.7% n = 5
Availability of community resources (including childcare)	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	*	*	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0	0.0% n = 0

Data exist, however were not reported for cases where there were one to four respondents

+Options only available to faculty

‡Options only available to staff.

Table 35 provides frequencies and percentages surrounding reasons why respondents stayed at NDSU. This question was only displayed to those who indicated that they had not considered leaving NDSU based on their work environment, whereby staff and faculty were asked to select the top three reasons that contributed to their consideration for staying. Among all staff, salary and benefits were most frequently listed as reasons for staying (24.8%); this was also the most common reason among women (27.8%) and people of color (31.3%). Across all staff, work/life satisfaction was also commonly listed (20.3%) as a reason for staying. Those with disabilities/chronic conditions were equally likely to report staying due to colleagues in their department/unit/lab (17.6%) and work/life satisfaction (17.6%).

Work-life balance was listed as the most common reason for staying with regard to faculty (19.4%); this was also primary reason for women (19.5%) and those with a disability/chronic condition (20.6%). Colleagues in one's department/unit/lab was the second-most-common reason for staying among all faculty (16.0%) as well as women faculty in general (18.3%); among those with a disability/chronic condition, the FM community was second most commonly listed (14.7%).

Work-Life Balance

Various facets of work-life balance were also assessed in the current climate survey. These included sources of stress, satisfaction with balancing personal life and professional work, and support for family-related obligations.

Table 36. Frequently Listed Sources of Stress (Stress Level = Much or Extreme)

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Teaching responsibilities+	-	-	-	-	-	-	37.3% n = 59	50.0% n = 39	*	*	*	50.0% n = 17
Advising responsibilities+	-	-	-	-	-	-	15.4% n = 23	20.3% n = 15	0.0% n = 0	*	0.0% n = 0	15.6% n = 5
Service responsibilities+	-	-	-	-	-	-	23.7% n = 37	38.2% n = 29	0.0% n = 0	*	*	27.3% n = 9
Administrative roles/responsibilities +	-	-	-	-	-	-	32.5% n = 40	34.5% n = 20	*	*	*	27.3% n = 6
Timing of departmental meetings and functions+	-	-	-	-	-	-	8.8% n = 14	11.3% n = 9	0.0% n = 0	*	0.0% n = 0	*
Scholarly or creative productivity+	-	-	-	-	-	-	35.9% n = 55	42.5% n = 31	*	*	*	36.7% n = 11
Securing external funding for research or creative work+	-	-	-	-	-	-	35.3% n = 47	32.3% n = 20	*	*	*	25.9% n = 7
Managing a research group or grant (e.g., finances, personnel)+	-	-	-	-	-	-	23.5% n = 28	32.1% n = 17	*	0.0% n = 0	*	23.8% n = 5
Managing competing demands on your time at work	40.2% n = 111	41.4% n = 82	31.3% n = 5	*	*	47.3% n = 35	46.3% n = 76	54.9% n = 45	*	*	*	50.0% n = 17
Concern about the security of your position at NDSU	11.6% n = 32	11.6% n = 23	*	*	*	16.2% n = 12	22.2% n = 36	27.2% n = 22	0.0% n = 0	*	*	29.4% n = 10

Tenure review/promotion process+	-	-	-	-	-	-	14.2% n = 19	14.5% n = 9	*	*	*	*
Annual performance evaluation process	8.1% n = 22	8.6% n = 17	*	0.0% n = 0	*	15.5% n = 11	11.8% n = 19	12.3% n = 10	0.0% n = 0	*	0.0% n = 0	*
Departmental/unit politics	18.2% n = 50	17.3% n = 34	*	*	*	27.0% n = 20	23.8% n = 38	25.3% n = 20	*	*	*	17.6% n = 6
Campus politics	25.7% n = 70	25.1% n = 49	*	*	*	33.3% n = 24	39.2% n = 62	49.4% n = 39	50.0% n = 5	*	*	32.4% n = 11
Discrimination, subtle or overt	6.5% n = 18	4.5% n = 9	*	*	*	14.9% n = 11	11.3% n = 18	12.3% n = 10	*	*	*	*

*Data exist, however were not reported for cases where there were one to four respondents

+Options only available to faculty

Respondents were asked to indicate the extent to which each of the items in Table 36 had been source of stress for them within the past academic year. Some responses are limited due to small sample sizes; some items were also only shown to faculty, where applicable. Among all staff, managing competing demands on one's time at work was most commonly listed as a source of stress (40.2%); this was also true among women (41.4%), people of color (31.3%), and those with disabilities/chronic conditions (47.3%). Campus politics were listed second-most frequently for all staff (25.7%) as well as women (25.1%) and those with disabilities/chronic conditions (33.3%).

Similar to staff, faculty listed managing competing demands on their time at work as being the most stress-inducing (46.3%). This was also the case among women (54.9%) and those with disabilities/chronic conditions (50.0%) although the latter was also equally likely to mention teaching responsibilities (50.0%). People of color were most likely to say that campus politics caused the most stress (50.0%). Among all faculty, the second most commonly rated stressor was campus politics (39.2%); this was also the case for those with disabilities/chronic conditions (32.4%). Among women, teaching responsibilities were also frequently reported as a stressor (50.0%).

Table 37. Satisfaction with Work-Life Balance (Agree or Strongly Agree), Part I

	Staff					Faculty				
	All	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability /Chronic Condition**	**All**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
I am usually satisfied with the way in which I balance my professional and personal life.	60.6% n = 166	50.0% n = 8	38.5% n = 5	*	50.0% n = 36	47.6% n = 78	*	85.7% n = 6	*	39.4% n = 13
I often have to prioritize personal responsibilities over professional activities.	11.9% n = 30	*	*	*	9.4% n = 6	10.7% n = 17	*	*	*	15.2% n = 5
I often have to prioritize professional responsibilities over family or personal activities.	20.8% n = 56	37.5% n = 6	*	*	28.8% n = 21	29.4% n = 47	60.0% n = 6	*	*	33.3% n = 11

*Data exist, however were not reported for cases where there were one to four respondents

Respondents were asked to provide feedback regarding their current satisfaction with work-life balance. Overall values for staff and faculty, as well as various subgroups, are shown in Tables 37 and 38. Approximately 60.6% of staff reported agreeing or strongly agreeing that they were satisfied with the way in which they balanced their professional lives. Within specific groups, this value was highest among men (72.2%) and those providing care or managing affairs for an adult who was aging, disabled, or chronically ill (68.6%); it was lowest for LGB individuals (38.5%). Staff in general were more likely to agree or strongly agree that they prioritized professional responsibilities over family or personal activities (20.8%); this was the case for all staff subgroups, especially among women (21.1%), those who were not caring for dependent minor children (20.5%), and those who were both providing care (28.8%) and not providing care for an adult (19.0%).

Considerably fewer faculty than staff agreed or strongly agreed that they were satisfied with their balance of professional and personal life (47.6%). Among specific groups, this was highest among LGB people (85.7%) and those not providing care for dependent minor children (53.9%), and lowest for those with disabilities/chronic conditions (39.4%) and those providing care for an adult (43.3%). Faculty were also all more likely to prioritize professional responsibilities over family or personal activities (29.4% for all faculty). The highest values for this item were among people of color (60.0%) and those providing care or managing affairs for an adult (53.3%).

Table 38. Satisfaction with Work-Life Balance (Agree or Strongly Agree), Part II

	Staff						Faculty					
	Women	Men	Caring for Dependent Minor Children	Not Caring for Dependent Minor Children	Providing Care/ Managing Affairs for Adult	Not Providing Care/ Managing Affairs for Adult	Women	Men	Caring for Dependent Minor Children	Not Caring for Dependent Minor Children	Providing Care for Adult	Not Providing Care for Adult
I am usually satisfied with the way in which I balance my professional and personal life.	59.4% n = 117	72.2% n = 39	61.0% n = 61	61.3% n = 95	68.6% n = 35	59.7% n = 123	43.8% n = 35	51.7% n = 31	43.7% n = 31	53.9% n = 41	43.3% n = 13	49.6% n = 58
I often have to prioritize personal responsibilities over professional activities.	12.7% n = 23	14.3% n = 7	17.8% n = 16	8.4% n = 12	22.9% n = 11	9.6% n = 18	9.1% n = 7	11.9% n = 7	17.4% n = 12	*	*	10.6% n = 12
I often have to prioritize professional responsibilities over family or personal activities.	21.1% n = 41	17.3% n = 9	20.2% n = 20	20.5% n = 31	28.8% n = 15	19.0% n = 38	31.6% n = 24	25.0% n = 15	34.8% n = 24	23.0% n = 17	53.3% n = 16	22.8% n = 26

*Data exist, however were not reported for cases where there were one to four respondents

Table 39. Support for Family Obligations (Agree or Strongly Agree)

	Staff						Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**	**All**	**Women**	**People of Color**	**LGB**	**Not U.S. Citizen**	**Disability/ Chronic Condition**
Most staff/faculty in my department/unit are supportive of colleagues balancing their family and career lives**	80.7% n = 217	84.0% n = 163	66.7% n = 10	75.0% n = 9	*	73.6% n = 53	73.6% n = 117	73.4% n = 58	88.9% n = 8	*	100.0% n = 9	69.7% n = 23
My department/unit is supportive of staff/faculty with childcare responsibilities**	84.0% n = 204	84.0% n = 147	83.3% n = 10	90.9% n = 10	*	73.0% n = 46	76.2% n = 112	75.7% n = 56	77.8% n = 7	*	77.8% n = 7	71.0% n = 22
My department/unit is supportive of staff/faculty with elder or disabled adult care responsibilities**	83.0% n = 185	86.5% n = 141	56.3% n = 9	90.0% n = 9	*	77.6% n = 45	73.9% n = 82	69.5% n = 41	*	*	83.3% n = 5	64.0% n = 16
My department/unit is supportive of staff/faculty with neither child nor adult care responsibilities**	76.4% n = 194	79.5% n = 147	84.6% n = 11	63.6% n = 7	*	68.2% n = 45	75.2% n = 106	76.7% n = 56	85.7% n = 6	*	75.0% n = 6	66.7% n = 20
My department/unit is supportive of staff/faculty using Family Medical Leave (FMLA)**	85.9% n = 189	88.8% n = 142	90.9% n = 10	71.4% n = 5	*	75.5% n = 40	72.5% n = 79	71.7% n = 43	*	*	*	71.4% n = 15

*Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

Respondents were also asked to rate their level of agreement with various items regarding their primary department/unit's support for family obligations. Results are shown in Table 39. Across all items, staff generally reported high levels of support in balancing their work and home lives (range of 76.4% to 85.9% for all staff). Across all staff subgroups, people of color reported the lowest ratings of support among colleagues in balancing their family and career lives (66.7%) as well as feeling like their department/unit was supportive of staff with elder or disabled adult care responsibilities (56.3%). LGB people had the lowest ratings for support among those with no child/adult care responsibilities (63.6%) and in using FMLA (71.4%). Those with disabilities/chronic conditions were least likely to feel supported with childcare responsibilities (73.0%).

Faculty also reported generally high levels of support in balancing their work and home lives (range of 73.6% to 76.2% among all faculty). Those with disabilities/chronic conditions reported the lowest rating among underrepresented populations across all items, ranging from 64.0% to 71.4%.

Table 40. Coded Responses to Additional Career Support Measures

Staff	Faculty
Increase professional support (41 responses) • Funding and resources for professional development • Training opportunities, support, online courses and resources to build skills • Funding for membership in professional organizations and conferences • Specific trainings for managing conflict/difficult conversations, diversity, customer service	**Climate** (33 responses) • Increase diversity in administrative positions • Show appreciation and recognition for efforts during the pandemic • Clearly-defined policies/procedures for dealing with hostile/aggressive individuals • Improve departmental politics/environment • Diversity of thought, free speech, and academic freedom needed • Increased leadership, transparency, and accountability and action

Salary/Benefits (40 responses)
• Higher wages, competitive and equitable salaries, annual increases
• Compensation for new job duties absorbed
• Pay (and pay increases) should take education into account
• Improved dental, maternity/paternal leave policies
	Increase research support (25 responses)
	• Financial support for research
	  • Research travel
	  • Student research funding/graduate students and assistants
	  • Professional memberships
	  • Lab instrumentation

Climate (32 responses) • Let staff have a voice in decision-making • Increase communication, transparency, and accountability • Investigate concerns about hostile work environments or fear of retaliation and hold others accountable • Invest in diversity, equity, and inclusion in a campus-wide systematic way	**Increase general faculty support** (16 responses) • Increased support and resources that are equitable across all programs • More support for promotion and professional development • Increased support – continue to be asked to do more with less
Morale (27 responses) • Appreciation, recognition, and support for efforts • Recognition when working beyond responsibilities and doing best during challenging time • Recognize that staff are an important part of the success of the department and university	**Salary** (15 responses) • Increase salary • Fair and competitive pay with regular raises/incentives • Equity in wages across campus/colleges/positions
Workload and Staffing (25 responses) • Hire more staff to reduce demanding workloads and burnout • Fair workloads/responsibilities and realistic expectations and resources	**Address institutional administrative concerns** (14 responses) • Budget issues have led to instability, fear, low morale, stress, conflict • Make informed budget decisions instead of cross the board cuts and reduce uncertainty

Opportunities for career advancement (23 responses)	**Work-life balance concerns** (13 responses)
• Opportunities for advancement, growth, leadership, and promotion • Provide ways to advance without having to leave a position • Being able to promote someone without having to create a new position that they have to apply for	• Need more staffing, would like reasonable workloads • Equitable service load distribution • Better work-life balance • Fair allocation of workload

Respondents were also given the option to include a write-in response to the prompt "What could NDSU do to provide you with more support in your career?" Responses were analyzed and coded into themes, with the most commonly occurring themes listed in Table 40. Staff were most likely to report desiring increased professional support, such as funding and training for professional development, as well as salary and benefits. Climate was also frequently mentioned, with staff desiring more voice in decision-making and transparency. Among faculty, climate was most frequently mentioned – here, responses centered around factors like diversity in administrative positions, being shown appreciation for efforts, and better policies for dealing with hostile individuals. This was followed by several responses regarding research support, such as funds supporting research; general support towards faculty in general was mentioned.

Support for Women and Underrepresented Groups

Support for both women and underrepresented groups was also assessed. Here, respondents were asked various questions about recruitment, promotion, active support, as well as individual actions that they had taken in order to help support women and underrepresented groups.

Table 41. Support for Women Staff/Faculty (Agree and Strongly Agree/Very Frequently and Always), Part I

	Staff					Faculty				
	All	Women	Men	People of Color	White	All	Women	Men	People of Color	White
My department/unit has actively recruited women staff/faculty**	81.8% n = 184	82.1% n = 133	81.3% n = 39	83.3% n = 10	81.5% n = 163	74.0% n = 108	70.7% n = 53	79.2% n = 42	66.7% n = 6	75.9% n = 88
My department/unit has taken steps to enhance the climate for women staff/faculty**	70.6% n = 161	68.5% n = 113	80.9% n = 38	76.9% n = 10	70.3% n = 142	61.2% n = 90	51.9% n = 40	73.1% n = 38	55.6% n = 5	61.3% n = 73
My department/unit has made an effort to promote women staff/faculty into leadership positions**	69.9% n = 160	69.5% n = 116	77.3% n = 34	83.3% n = 10	70.0% n = 142	66.9% n = 99	61.0% n = 47	75.5% n = 40	55.6% n = 5	68.1% n = 81
My department/unit has developed policies and procedures that support women staff/faculty members**	61.5% n = 131	58.6% n = 89	81.8% n = 36	70.0% n = 7	63.0% n = 119	48.6% n = 67	41.1% n = 30	55.1% n = 27	*	49.1% n = 56
My department/unit actively supports women staff/faculty members**	76.2% n = 189	74.9% n = 137	85.4% n = 41	71.4% n = 10	77.4% n = 171	65.5% n = 97	54.5% n = 42	80.8% n = 42	55.6% n = 5	66.4% n = 79
I spoke up when I noticed a woman colleague being interrupted**	12.9% n = 18	13.2% n = 15	*	*	10.6% n = 13	21.9% n = 21	26.3% n = 15	16.7% n = 5	*	21.5% n = 17
I invited women colleagues to an informal gathering where work-related discussions were likely to occur**	27.8% n = 44	24.0% n = 29	42.9% n = 12	45.5% n = 5	26.8% n = 38	50.9% n = 56	54.4% n = 31	50.0% n = 20	55.6% n = 5	52.9% n = 46
I talked to a woman colleague about her work/research**	62.7% n = 141	64.5% n = 107	52.2% n = 24	53.8% n = 7	62.4% n = 126	71.2% n = 104	72.0% n = 54	67.9% n = 36	70.0% n = 7	72.2% n = 83
I nominated a woman colleague for an award or recognition**	19.0% n = 32	16.2% n = 21	34.5% n = 10	*	18.7% n = 28	48.8% n = 60	47.7% n = 31	48.9% n = 22	*	51.5% n = 51

*Data exist, however were not reported for cases where there were one to four respondents
**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

Tables 41 and 42 show ratings regarding support for women staff and faculty. The first half of items centered around recruiting women, enhancing the climate for women, making an effort to promote women, and developing policies and procedures that support women. The majority of staff respondents agreed or strongly agreed to these items; responses across all staff groups generally averaged around 60-80% agreement. Most also agreed that their department/unit actively supported women staff (76.2% across all staff). In addition, more actionable items were also addressed, which explored how often respondents very frequently or always engaged in behaviors such as speaking up when a woman colleague was being interrupted, or whether they had talked to a woman colleague about their work. Responses for these items were collectively lower. For example, only 12.9% of staff reported speaking up when they noticed a woman colleague being interrupted; 27.8% invited colleagues to an informal gathering. Approximately 62.7% reported speaking to a woman colleague about her work, and 19.0% nominated a woman colleague for a reward.

Responses among faculty were slightly lower and more varied than those for staff. For example, while 74.0% agreed or strongly agreed that their department/unit had actively recruited women faculty, only 48.6% showed agreement that their department had developed policies and procedures that supported women faculty. Close to two-thirds agreed/strongly agreed that their department/unit actively supported women faculty (65.5% across all faculty). Responses for more actionable items were again generally lower. For example, among all faculty, 21.9% very frequently or always spoke up when a woman colleague was interrupted; 50.9% invited women colleagues to an informal gathering; and 71.2% spoke frequently to a woman about her research. Less than half (48.8%) very frequently/always nominated a woman colleague for an award or recognition.

Table 42. Support for Women Staff/Faculty (Agree and Strongly Agree/Very Frequently and Always), Part II

	Staff						Faculty					
	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◇	Disability/ Chronic Condition	No Disability/ Chronic Condition	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◇	Disability/ Chronic Condition	No Disability /Chronic Condition
My department/unit has actively recruited women staff/faculty**	70.0% n = 7	81.9% n = 163	*	81.5% n = 176	81.0% n = 47	80.8% n = 118	*	75.0% n = 90	55.6% n = 5	74.8% n =92	67.7% n = 21	76.0% n = 79
My department/unit has taken steps to enhance the climate for women staff/faculty**	63.6% n = 7	70.6% n = 142	*	70.8% n = 155	58.3% n = 35	74.1% n = 109	*	62.5% n = 75	55.6% n = 5	60.0% n = 75	50.0% n = 16	64.4% n = 67
My department/unit has made an effort to promote women staff/faculty into leadership positions**	54.5% n = 6	71.1% n = 143	*	70.0% n = 154	63.3% n = 38	74.3% n = 110	*	69.4% n = 84	*	67.5% n = 85	51.6% n = 16	71.4% n = 75
My department/unit has developed policies and procedures that support women staff/faculty members**	*	64.2% n = 120	*	62.6% n = 127	49.1% n = 27	68.4% n = 93	0.0% n = 0	51.3% n = 58	0.0% n = 0	49.6% n = 59	36.7% n = 11	50.5% n = 50
My department/unit actively supports women staff/faculty members**	54.5% n = 6	76.7% n = 168	*	76.2% n = 182	68.8% n = 44	79.6% n = 129	*	67.5% n = 81	*	65.6% n = 82	57.6% n = 19	68.0% n = 70
I spoke up when I noticed a woman colleague being interrupted	*	12.1% n = 15	0.0% n = 0	13.4% n = 18	19.6% n = 9	7.3% n = 6	*	21.3% n = 17	*	21.4% n = 18	31.6% n = 6	20.0% n = 14
I invited women colleagues to an informal gathering where work-related discussions were likely to occur	*	28.6% n = 40	0.0% n = 0	28.8% n = 44	41.3% n = 19	21.2% n = 21	*	53.9% n = 48	*	53.8% n = 50	47.6% n = 10	53.8% n = 43
I talked to a woman colleague about her work/research	72.7% n = 8	62.1% n = 123	*	62.6% n = 137	76.2% n = 48	57.3% n = 82	85.7% n = 6	68.6% n = 81	87.5% n = 7	68.5% n = 85	67.9% n = 19	71.0% n = 76

| I nominated a woman colleague for an award or recognition | * | 19.3% n = 29 | 0.0% n = 0 | 19.5% n = 32 | 29.5% n = 13 | 14.2% n = 16 | * | 49.5% n = 51 | * | 48.6% n = 53 | 46.2% n = 12 | 49.4% n = 44 |

Data exist, however were not reported for cases where there were one to four respondents

****Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty*

◇*U.S. citizen category includes both U.S. born citizens and naturalized citizens*

Respondents were also asked to provide perceptions of support regarding underrepresented staff and faculty. For these questions, underrepresented staff/faculty referred to those who were BIPOC (black, Indigenous and people of color), LGBTQIA+ (lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual/agender and other non-cisgender/non-straight identities), as well as those with a disability.

Table 43. Support for Underrepresented Staff /Faculty (Agree and Strongly Agree/Very Frequently and Always), Part I

	Staff					Faculty				
	All	Women	Men	People of Color	White	All	Women	Men	People of Color	White
My department/unit has actively recruited staff/faculty from underrepresented groups**	49.2% n = 96	46.2% n = 66	62.8% n = 27	58.3% n = 7	49.2% n = 87	39.8% n = 53	30.4% n = 21	46.9% n = 23	*	38.0% n = 41
My department/unit has taken steps to enhance the climate for staff/faculty from underrepresented groups**	55.8% n = 111	54.9% n = 79	62.2% n = 28	57.1% n = 8	56.5% n = 100	40.9% n = 52	32.9% n = 23	46.5% n = 20	*	37.7% n = 40
My department/unit has made an effort to promote staff/faculty from underrepresented groups into leadership positions**	45.6% n = 77	44.3% n = 54	50.0% n = 20	45.5% n = 5	46.1% n = 70	38.3% n = 41	28.6% n = 16	47.4% n = 18	*	36.5% n = 31
My department/unit has developed policies and procedures that support staff/faculty members from underrepresented groups**	50.0% n = 89	50.4% n = 64	50.0% n = 21	*	51.2% n = 82	30.3% n = 36	27.1% n = 19	34.2% n = 13	*	30.0% n = 30
My department/unit actively supports staff/faculty members from underrepresented groups**	64.6% n = 124	65.2% n = 90	68.9% n = 31	61.5% n = 8	65.9% n = 114	49.6% n = 61	43.5% n = 30	57.5% n = 23	*	49.5% n = 49
I spoke up when I noticed a colleague from an underrepresented group being interrupted	14.0% n = 13	15.1% n = 11	*	*	12.3% n = 10	17.6% n = 12	22.5% n = 9	*	0.0% n = 0	19.6% n = 11
I invited colleagues from an underrepresented group to an informal gathering where work-related discussions were likely to occur	25.4% n = 31	21.3% n = 19	37.0% n = 10	45.5% n = 5	23.1% n = 25	40.0% n = 36	41.3% n = 19	40.0% n = 14	*	40.3% n = 29
I talked to a colleague from an underrepresented group about their work/research	43.8% n = 74	44.8% n = 56	41.7% n = 15	46.2% n = 6	43.4% n = 66	61.0% n = 64	63.6% n = 35	53.8% n = 21	62.5% n = 5	60.7% n = 51
I nominated a colleague from an underrepresented group for an award or recognition	12.4% n = 15	10.8% 10	21.7% n = 5	*	13.0% n = 14	25.3% n = 20	30.0% n = 12	15.6% n = 5	*	23.8% n = 15

Note: The term underrepresented in this question refers to individuals who are BIPOC, LGBTQIA+, and/or those with disabilities.

*Data exist, however were not reported for cases where there were one to four respondents

**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

Tables 43 and 44 show ratings regarding support for underrepresented staff and faculty. Similar to earlier tables, the first half of items centered around recruiting, enhancing the climate for, making an effort to promote, and developing policies and procedures that support underrepresented groups on campus. Compared to earlier tables that were focused on support for women, responses across current tables were lower. When looking at staff, responses for perspectives typically averaged between rates of 40-60% who agreed or strongly agreed. Approximately 64.6% of all staff agreed/strongly agreed that their department/unit actively supported staff from underrepresented groups; among subgroups, this value was highest among men (68.9%) and lowest among those who were not U.S. citizens (0.0%). Those with disabilities/chronic conditions also reported lower rates of agreement (56.6%), especially compared to those who did not report having a disability or chronic condition (68.9%). More actionable items were also addressed, which explored how often respondents very frequently or always engaged in behaviors, such as speaking up when an underrepresented colleague was being interrupted or whether they had talked to an underrepresented colleague about their work. Responses for such items were collectively lower. For example, 14.0% of staff reported speaking up when they noticed an underrepresented colleague being interrupted; 25.4% invited colleagues to an informal gathering. Approximately 43.8% reported speaking to an underrepresented colleague about their work, and 12.4% nominated an underrepresented colleague for a reward.

Responses among faculty were slightly lower than those for staff. For example, across all faculty, 39.8% agreed/strongly agreed that their department/unit had actively recruited faculty from underrepresented groups; 30.3% reported their department/unit had developed policies and procedures that supported faculty from underrepresented groups. Roughly half (49.6%) of faculty agreed/strongly agreed that their department/unit strongly supported faculty from

underrepresented groups; this value was highest among men (57.5%) and lowest among women (43.5%). Responses for more actionable items varied. For example, among all faculty, 17.6% very frequently or always spoke up when an underrepresented colleague was interrupted; 40.0% invited them to an informal gathering; and 61.0% spoke to them about their research. About one quarter (25.3%) very frequently/always nominated an underrepresented colleague for an award or recognition.

Table 44. Support for Underrepresented Staff /Faculty (Agree and Strongly Agree/Very Frequently and Always), Part II

	Staff						Faculty					
	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◊	Disability/ Chronic Condition	No Disability/ Chronic Condition	LGB	Non-LGB	Not a U.S. Citizen	U.S. Citizen ◊	Disability/ Chronic Condition	No Disability /Chronic Condition
My department/unit has actively recruited staff/faculty from underrepresented groups**	*	50.8% n = 90	0.0% n = 0	49.2% n = 94	43.6% n = 24	50.8% n = 64	*	38.5% n = 42	*	39.1% n = 45	34.6% n = 9	41.4% n = 41
My department/unit has taken steps to enhance the climate for staff/faculty from underrepresented groups**	50.0% n = 6	56.2% n = 100	0.0% n = 0	55.9% n = 109	51.9% n = 28	57.7% n = 75	*	39.4% n = 41	*	40.0% n = 44	32.1% n = 9	44.0% n = 40
My department/unit has made an effort to promote staff/faculty from underrepresented groups into leadership positions**	*	46.7% n = 71	0.0% n = 0	45.5% n = 75	43.8% n = 21	48.6% n = 52	0.0% n = 0	37.5% n = 33	*	36.3% n = 33	45.5% n = 10	36.4% n = 28
My department/unit has developed policies and procedures that support staff/faculty members from underrepresented groups**	45.5% n = 5	50.0% n = 80	0.0% n = 0	50.0% n = 87	51.0% n = 25	50.0% n = 57	*	30.6% n = 30	*	29.8% n = 31	24.0% n = 6	32.2% n = 28
My department/unit actively supports staff/faculty members from underrepresented groups**	63.6% n = 7	65.9% n = 114	0.0% n = 0	64.9% n = 122	56.6% n = 30	68.8% n = 86	*	50.0% n = 50	*	50.5% n = 54	48.1% n = 13	50.6% n = 45
I spoke up when I noticed a colleague from an underrepresented group being interrupted	*	14.1% n = 12	0.0% n = 0	14.1% n = 13	26.7% n = 8	*	*	14.5% n = 8	0.0% n = 0	19.4% n = 12	50.0% n = 6	11.3% n = 6

I invited colleagues from an underrepresented group to an informal gathering where work-related discussions were likely to occur	*	25.2% n = 28	0.0% n = 0	25.6% n = 31	44.4% n = 16	16.9% n = 13	*	43.1% n = 31	0.0% n = 0	43.8% n = 35	62.5% n = 10	36.2% n = 25
I talked to a colleague from an underrepresented group about their work/research	50.0% n = 5	44.1% n = 67	0.0% n = 0	44.0% n = 74	58.0% n = 29	37.4% n = 40	83.3% n = 5	58.6% n = 51	*	60.2% n = 56	81.0% n = 17	57.0% n = 45
I nominated a colleague from an underrepresented group for an award or recognition	*	11.9% n = 13	0.0% n = 0	12.5% n = 15	26.5% n = 9	6.3% n = 5	*	23.4% n = 15	0.0% n = 0	26.4% n = 19	50.0% n = 9	17.2% n = 10

Note: The term underrepresented in this question refers to individuals who are BIPOC, LGBTQIA+, and/or those with disabilities.

*Data exist, however were not reported for cases where there were one to four respondents

**Staff were asked to respond with regard to staff; faculty were asked to respond with regard to faculty

◇U.S. citizen category includes both U.S. born citizens and naturalized citizens

Promotion, Tenure, and Evaluation Among Faculty

Table 45. Tenure Status and Application for Promotion and/or Tenure

Tenure Status	Have You Applied for Tenure/Promotion in the Past 3 Years?	
	Yes (n = 45)	No (n = 87)
Tenured	37.9% n = 33	62.1% n = 54
Tenure Track	*	88.9% n = 16
Non-Tenure Track	37.0% n = 10	63.0% n = 17

*Data exist, however were not reported for cases where there were one to four respondents

Information and attitudes surrounding the promotion, tenure, and evaluation process were also gathered among faculty respondents. Among tenured faculty, most reported that they had not applied for a promotion in the past three years (62.1%; Table 45). Data was not displayed for the number for tenure track respondents who applied for tenure/promotion, as the number was between one and four respondents. Among non-tenure faculty, 37.0% reported applying for a promotion within the past three years.

Table 46. Satisfaction with Tenure/Promotion Process Among Faculty (Agree and Strongly Agree)

	Faculty					
	All	**Women**	**People of Color**	**LGB**	**Not U.S. Citizens**	**Disability/Chronic Health Condition**
I was satisfied with the tenure/promotion process overall	68.6% n = 24	65.2% n = 15	*	0.0% n = 0	*	71.4% n = 5
I understood the criteria for achieving tenure/promotion	65.7% n = 23	60.9% n = 14	*	0.0% n = 0	*	*
I received feedback on my progress toward tenure/promotion	73.5% n = 25	78.3% n = 18	*	0.0% n = 0	*	71.4% n = 5
I felt supported in my advancement to tenure/promotion	64.7% n = 22	63.6% n = 14	*	0.0% n = 0	*	71.4% n = 5
I received assistance available to pre-tenure/promotion faculty	73.5% n = 25	73.9% n = 17	*	0.0% n = 0	*	85.7% n = 6

*Data exist, however were not reported for cases where there were one to four respondents

Faculty respondents' satisfaction with tenure/promotion is shown in Table 46. These questions were only displayed to faculty who were tenured or on a tenure-track position and had reported applying for promotion and/or tenure at NDSU within the past three years. Slightly over two-thirds of respondents agreed or strongly agreed that they were satisfied with the tenure/promotion process (68.6%). Most were likely to agree that they received feedback on their progress (73.5%) as well as pre-tenure/promotion assistance (73.5%), although fewer reported feeling supported in their advancement (64.7%). No LGB faculty reported agreeing or strongly agreeing to any of the items. Given the smaller sample sizes, limited data was available for people of color and those who were not U.S. citizens. Those with disabilities/chronic conditions generally reported more favorable views on the process than did women.

NDSU Programs Regarding Climate and Work-Life Balance

Table 47. University Programs and Resources to Improve the Working Environment

	Participated		"Quite" or "Very" Valuable (Among Participants)	
	Staff	**Faculty**	**Staff**	**Faculty**
Community of Respect	45.7% n = 121	35.8% n = 58	57.5% n = 69	38.6% n = 22
Safe Zone Training	50.2% n = 133	46.9% n = 76	67.7% n = 86	56.8% n = 42
FORWARD Ally Training	10.2% n = 27	35.0% n = 56	70.8% n = 17	44.4% n = 24
Search Committee Training	40.8% n = 108	74.1% n = 120	52.4% n = 54	47.0% n = 54
Promotion, Tenure, and Evaluation Training+	-	44.7% n = 72	-	47.8% n = 33
NDSU Ombuds+	-	41.6% n = 67	-	25.4% n = 16
New Faculty Orientation/Workshops+	-	58.4% n = 94	-	46.1% n = 41
Commission on the Status of Women Faculty+	-	8.7% n = 14	-	69.2% n = 9
Faculty Conferences/Luncheons+	-	78.9% n = 127	-	42.5% n = 51
Promotion to Professor Sessions+	-	34.0% n = 55	-	39.6% n = 21

+Options only available to faculty

Respondents were also asked to provide feedback with regard to their participation in programs offered on campus to improve working environment. If respondents indicated that they had participated in the program(s), they were subsequently asked to rate the program's value. Table 47 shows both frequencies as well as percentages for those who rated the respective programs as being quite or very valuable.

Participation in programs varied. Staff were most likely to participate in Safe Zone training (50.2%), with 67.7% reporting that it was quite/very valuable. They were least likely to participate in FORWARD Ally training, although among those who did, 70.8% said that the training was particularly valuable. Among faculty, conferences/luncheons were most frequently attended (78.9%), although less than half reported them to be quite/very valuable (42.5%). While very few individuals reported serving on the Commission on the Status of Women Faculty (8.7%), it received the most positive ratings in value (69.2%). Safe Zone training was also more frequently rated as being quite/very valuable (56.8%); this was attended by 46.9% of faculty.

Table 48. Coded Responses to Additional Statements

Staff	Faculty
Climate (27 responses) • Improved/positive department climate • Positive experience • Poor department/unit climate • Bullying in department/fear of retaliation	**Climate** (24 responses) • Positive department/college climate • Worsening climate/change needed • Improved/positive campus climate
Pay/Salary/Benefits (11 responses) • Salary increase needed • Other benefits (remote work, additional holidays, reduced summer hours)	**Administration** (14 responses) • Better leadership needed • Administration out of touch with faculty
Morale (10 responses) • Low morale/motivation • Want to feel recognized/appreciated	**Diversity, Inclusion, and Equity** (11 responses) • Political diversity needed • Lack of efforts and effective change
Diversity, Equity, and Inclusion (10 responses) • Gender bias/inequity • Equality and inclusion resources not fully utilized/implemented • Too much focus on diversity	**Bullying, Policies, and Retaliation** (9 responses) • Lack of policies/action to deal with bullies and toxic workplaces • Bullying in department • Fear of retaliation

Remote Work (7 responses) • Flexibility to work from home • Better climate around remote working	**Address institutional administrative concerns** (14 responses) • Budget issues have led to instability, fear, low morale, stress, conflict • Make informed budget decisions instead of cross the board cuts and reduce uncertainty
Workload and Resources (7 responses) • Increased workload/concerns with burnout • Increased turnover • Lack of resources/support	**Morale** (8 responses) • Low morale

Open-ended responses were also solicited from respondents with regard to the item "Please share any additional comments you have about the climate in your department, college, or at the university." Responses for this question varied over a wide range of topics and are shown in Table 48. Among staff, climate-related factors, such as an improved or poor department climate were noted, as well as bullying. Pay and benefits were frequently mentioned, as was morale. Among faculty, climate again was most frequently listed, with respondents noting both positive and negative trends; this was followed by administration and factors related to diversity, inclusion, and equity.

Summary of Findings

Many of the findings of the current faculty and staff climate survey were consistent with past climate surveys conducted at NDSU. Past surveys suggested that although the overall campus climate was generally supportive, less support was present for underrepresented staff and faculty. In addition, previous survey administrations indicated concerns regarding workload distribution and work-life balance. The results of the current climate survey echo many of these same findings; to some degree, many of the issues cited were magnified by the event of the pandemic and unfolding landscape of higher education. Together, the findings illustrate several different strengths across campus, as well as other areas that require additional attention to ensure that employees within the university feel welcomed and supported at the institution.

Areas of Strength

As a whole, a majority of staff (79.0%) and slightly over half of faculty (54.5%) indicated that the campus was welcoming (Table 7). Many also reported that as a whole they were treated with respect by colleagues in their unit (staff: 80.0%, faculty: 69.4%), their department chair/head/director (staff: 83.7%, faculty: 77.1%), and that they could depend upon their colleagues when they ask for help (staff: 78.8%, faculty: 68.2%; Table 21).

Across both staff and faculty, there were very low levels of sexual harassment – approximately 96.0% of staff and 95.8% of faculty reported that they had not experienced sexual harassment on campus in the past three years (Table 13). The majority also reported that sexual harassment was treated seriously both on campus (staff: 86.5%, faculty: 76.3%) as well as in their department (staff: 97.0%, faculty: 92.2%; Table 14). They were also knowledgeable about what steps to take if it does occur (staff: 80.9%, faculty: 78.0%).

The majority of staff and faculty additionally agreed that their work supported both the mission of NDSU (staff: 91.3%, faculty: 90.8%), as well as the mission of their department (staff: 95.2%, faculty: 94.3%; Table 19). They were proud of the work that they did (staff: 92.2%, faculty: 87.9%), sought out new skills (staff: 92.3%, faculty: 93.6%), and were motivated to complete the work to the best of their abilities (staff: 92.2%, faculty: 84.3%; Table 19). Both staff and faculty appeared motivated to do their best work possible, but as discussed in the next section, frequently requested resources and support in order to help them achieve this.

Areas for Improvement

In addition to strengths, there were a number of areas for improvement that were identified from this survey. As noted above, 79.0% of staff and 54.5% of faculty agreed or strongly agreed that the campus was welcoming, however by extension that implies that there were over 20.0% of staff and 45.0% of faculty who did not feel this way, and notably there is a difference in how faculty and staff see the campus as welcoming (Table 7). Slightly over half of staff (56.3%) and 30.7% of faculty agreed/strongly

agreed that the campus was built upon an inclusive environment, and similar percentages believed that the campus made efforts to increase diversity (staff: 59.9%, faculty: 38.0%; Table 7). Additionally, less than a third of faculty felt that their work was divided equitably; it was even lower among those with a disability or chronic condition (Tables 21 and 22). Such values show that there is still improvement that can be made in making the campus feel comfortable for all employees.

Another area of concern was hostile and intimidating behavior. While many respondents reported that they had never experienced it in the past three years, this was not the case for all. Approximately 9.1% of staff and 10.4% of faculty respondents reported experiencing this behavior six or more times within their department/unit (Table 16). While close to two-thirds of staff agreed/strongly agreed that hostile and intimidating behavior was treated seriously on campus, only 44.0% of faculty shared this same belief (Table 17). These themes were also found frequently among employee comments, where staff and faculty referenced having not only clearly-defined policies and procedures in dealing with hostile/aggressive individuals, but also an emphasis on investigating concerns, fear of retaliation, and holding others accountable (Table 40).

Collectively, factors such as morale, work-life balance, and workload were also frequently cited by respondents. For example, when asked if they received adequate resources to support the mission of NDSU in their work, 58.1% of staff agreed/strongly agreed compared to 33.3% of faculty (Table 19). Similarly, when asked to what degree various aspects of their job resulted in much or extreme levels of stress, 40.2% of staff and 46.3% of faculty said that managing competing demands on their time at work (Table 36). Many also reported that they did a great deal of work that was not formally recognized by their department/unit (44.4% of staff and 57.9% of faculty agreed/strongly agreed; Table 24). These are all issues that surfaced in open-ended questions as well; when respondents were asked what NDSU could do to provide more support in one's career, staff reported professional support most frequently, with morale and issues with workload/staffing also listed in the top five. Among faculty, providing research support and general support were also very important (Table 40).

Disability and Chronic Conditions

For many different items, scores among underrepresented groups were often lower than overall staff or faculty percentages. While there was a great deal of variation across groups, it was noted that respondents with disabilities or chronic conditions frequently scored lower on items than other underrepresented groups on campus. A number of different examples are listed below; please note that all references to staff and faculty in this list refer to those with disabilities/chronic conditions.

- They were least likely to say that hostile or intimidating behavior was treated seriously on campus (staff: 51.6%, faculty: 25.8%), in their department/unit (staff: 58.7%, faculty: 54.5%), and were also most likely to say that such behavior was most common in their department/unit (staff: 15.9%, faculty: 25.8%; Table 18).

- Although their scores were still higher, staff were considerably less likely than the rest of the other underrepresented groups to report being treated with respect by colleagues in their department/unit (68.9%), as well as by their department chair/head/director (77.0%). They were also most likely to report encountering unwritten rules within the department/unit (45.7%) and report feeling excluded from informal networks (15.3%; Table 22).

- They were least likely to agree that their department chair/director was transparent in communicating decisions (staff: 52.1%, faculty: 54.5%), or that decisions regarding resources were solved (staff: 42.5%, faculty: 37.5%) or communicated openly within their department/unit (staff: 46.6%, faculty: 42.4%). Faculty were least likely to report feeling comfortable sharing their thoughts with colleagues within their department/unit (58.8%; Table 27).

- With regard to administration, staff were least likely to say that administrators celebrated their work in formal settings (27.3%), communicated campus decisions transparently (29.0%), and felt comfortable in sharing their thoughts with campus administrators (30.0%). Faculty were least likely to feel comfortable sharing their thoughts with the dean (38.2%), and had the lowest ratings in trusting their dean's ability to make decisions supporting NDSU's mission (45.5%; Table 29).

- They had the lowest responses among those who would strongly recommend their department/unit as a place to work (staff: 43.8%, faculty: 32.4%; Table 30).

- When asked how satisfied they were regarding their work environment at NDSU, both staff (60.3%) and faculty (41.2%) had noticeably lower rates than those in other underrepresented groups. This was also the case when asked if they were satisfied with being a staff/faculty member at NDSU (staff: 59.7%, faculty: 47.1%; Table 31).

- Staff reported the highest rates among all groups when asked if they had considered leaving NDSU (64.8%; Table 32).

- With regard to support for family obligations, staff were least likely to agree that their department/unit was supportive of staff with childcare responsibilities (73.0%); faculty had the lowest ratings across all groups for each item (Table 39).

Gender Differences

Additional differences were also observed between female and male staff and faculty. Several examples illustrating some of the discrepancies are highlighted below.

- Female faculty were more likely to agree/strongly agree that sexual harassment was common in their department/unit (8.5%) compared to males (0.0%). Female faculty were also less likely to know what steps to take in dealing with such a situation, with 73.8% agreeing or strongly agreeing compared to 82.8% of men. The opposite case emerged among staff, with 82.4% of female staff knowing which steps to take compared to 77.8% of male staff (Table 14).

- Female faculty were also more likely to say that hostile or intimidating behavior was common in their department/unit (25.3%) compared to men (12.3%). At the same time, they were less likely to report knowing the steps to take in dealing with it (female faculty: 44.3%, male faculty: 61.7%). This was also the case among staff, where 67.4% of females agreed or strongly agreed that they knew what steps to take, compared to 71.2% of males (Table 17).

- With regard to interactions with others at the university, female staff were more likely to agree/strongly agree they were treated with respect by their department chair/head/director (89.8%) compared to men (72.2%); female staff were also more likely to say they were treated with respect by faculty (77.8%) than male staff members (55.6%). Male staff members were more likely to feel excluded from informal networks (20.0%) compared to females (9.5%). Differences were also seen among faculty members, where women were more likely to say they encountered unwritten rules in their department/unit (40.5%) compared to men (26.7%), and were less likely to say that work was divided equitably (female faculty: 23.8%, male faculty: 38.6%) (Table 21).

- A few gender differences were also seen among decision-making and communication. Table 27 shows a number of different underrepresented identity groups, however additional analyses were conducted in order to assess for potential differences between men and women on the items (not shown). Among staff, women were a little more likely to say that decisions in their unit/department supported the mission of the university (female staff: 89.6%, male staff: 79.6%). For this item, faculty had the exact opposite trend (female faculty: 67.9%, male faculty: 80.7%). Male faculty were also more likely to say they felt like a full and equal participant in problem solving and decision making within their department/unit (61.0%) as compared to women (49.4%), and were more likely to say they felt comfortable sharing their thoughts, ideas, or opinions amongst their colleagues (78.3%; female faculty: 63.4%).

- A number of differences were also seen regarding items assessing campus leadership. While Table 29 shows underrepresented identity groups, additional analyses were again conducted to in order to explore differences between men and women on the items (not shown). Among staff members, women were more likely to strongly agree/agree that campus administrators celebrated the work accomplishments of staff in formal settings (34.6% vs. 23.1% of male staff members). Male staff members were more likely to feel comfortable sharing their thoughts, ideas, or opinions with campus administrators, however (47.3% of male staff members compared to 35.2% of female staff).

- With regard to campus leadership, noticeable differences were also observed among faculty. Male faculty were much more likely to strongly agree/agree that campus administrators celebrated the work accomplishments of faculty in formal settings (44.8%) than female faculty (29.5%). This was also true when asked about celebrating the work accomplishments of staff (male faculty: 39.6%, female faculty: 21.7%). Male faculty were considerably more likely to say they felt comfortable sharing their thoughts, ideas, or opinions with campus administrators (43.9%) compared to female faculty (16.9%); the same was also true of sharing thoughts, ideas, or opinions with one's dean (male faculty: 55.4%, female faculty: 40.8%). Finally, male faculty were more likely to strongly agree/agree that their dean celebrated work accomplishments of faculty in formal settings (61.6%) compared to female (49.3%); the same trend was found regarding celebration of work accomplishments of staff (male faculty: 58.8%, female faculty (39.7%).

- Although there were minimal differences between female (53.2%) and male (52.8%) staff members with regard to who had considered leaving NDSU, female faculty (68.8%) were more likely to report that they had considered leaving as compared to male faculty (52.5%) (Table 32).

Conclusion

The primary purpose of the current report was to assess climate at North Dakota State University, as measured through various questions assessing perceptions and experiences regarding inclusivity, work-life balance, job satisfaction, as well as feelings of support and current stressors, among others. Compared to previous iterations of the survey, the current administration included the addition of several additional questions in order to allow for a more comprehensive assessment of climate. The results subsequently add to the current knowledge base and help to provide a snapshot of experiences and perceptions, both among staff and faculty, as well as a voice to more underrepresented groups on campus. Such results will also aid in providing a framework for implementation of future changes in order to improve climate on campus for all individuals and groups.

Appendix A

Staff Survey

2021 Staff Campus Climate Survey

Q1 This survey was developed to better understand issues related to campus climate, quality of work-life satisfaction, and engagement in the work environment for employees at NDSU. Participation in the survey will assist in evaluating processes, policies, and practices in building an inclusive environment at NDSU. Your feedback is crucial in building an inclusive community in addition to assessing our alignment with the accreditation expectations of the Higher Learning Commission.

Your participation is voluntary. Responses will be kept confidential and information from this survey will be presented in aggregate form so that individual respondents cannot be identified. Participation will not harm your relationship with NDSU.

If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time. You may also choose to bypass questions that you prefer not to answer.

It is expected to take 30 minutes to complete this survey. For optimal visualization of this survey, we recommend using a desktop or laptop.

We do not expect you to experience harm beyond that of daily life; however, the survey will ask questions related to your personal experiences and may cause psychological/emotional stress or discomfort. At any time, you may choose not to answer question(s) or discontinue responding to the survey at any time. NDSU faculty or staff experiencing psychological/emotional stress or discomfort as a result of the survey questions may contact the Employee Assistance Program at 1-(800) 627-8220.

Survey data will be stored on a secure, password protected, server. The Principal Investigators and research team listed on the IRB will have access to survey data.

If you have any questions regarding this survey, please contact Emily Berg, Principal Investigator (PI), at (701) 231-8263/ emily.a.berg@ndsu.edu. If you have questions about your rights as a participant in this survey or to report a complaint, you may contact the Institutional Review Board at (701) 231-8995 or ndsu.irb@ndsu.edu. IRB #0003942.

You are encouraged to print this page for your own records.

You are freely making a decision whether to be in this research study. Agreeing to this page means that:
1. You have read and understood this consent form
2. You have had your questions answered, and
3. You have decided to participate in this study.

Do you agree to participate in this study?

◯ I agree

◯ I disagree

Skip To: End of Survey If This survey was developed to better understand issues related to campus climate, quality of work-... = I disagree

Q2 To which division or college are you primarily assigned?
If you have an appointment in more than one division or college, please answer the following questions using the division/college that you consider to be your primary division/college.

○ Agricultural Affairs (Extension Services, Experiment Station, etc)

○ Athletics

○ College of Agriculture, Food Systems, and Natural Resources

○ College of Arts, Humanities, and Social Sciences

○ College of Business

○ College of Engineering

○ College of Health Professions

○ College of Human Sciences and Education

○ College of Science and Mathematics

○ Finance and Administration (Including Facilities Operations)

○ Information Technology

○ Office of the Provost (Academic Affairs, Student Affairs, Enrollment Management, etc)

○ Research and Creative Activity

○ University Relations

○ Other, please specify _____

Q3 How long have you worked at NDSU?

○ Less than 1 year

○ 1-3 years

○ 4-6 years

○ 7-10 years

○ 11-15 years

○ 16-20 years

○ 21 or more years

Q4 How long have you worked in your current position at NDSU?

   ○ Less than 1 year

   ○ 1-3 years

   ○ 4-6 years

   ○ 7-10 years

   ○ 11-15 years

   ○ 16-20 years

   ○ 21 or more years

Q5 NDSU's mission statement states, "We provide transformational education, create knowledge through innovative research, and share knowledge through community engagement that meets the needs of North Dakota and the world."

Please indicate your level of agreement to the following statements about your work in your primary department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I believe that my work supports the mission of NDSU.	○	○	○	○	○	○	○	○
I believe that my work supports the mission of my department.	○	○	○	○	○	○	○	○
I believe that my work is congruent with the mission of my department.	○	○	○	○	○	○	○	○
I receive adequate resources to support the mission of NDSU in my work.	○	○	○	○	○	○	○	○
I am proud of the work that I do at NDSU.	○	○	○	○	○	○	○	○
I seek out new skills to improve my work.	○	○	○	○	○	○	○	○

I am motivated to complete my work to the best of my abilities.	○	○	○	○	○	○	○	○
I am motivated to go "above and beyond" in my position.	○	○	○	○	○	○	○	○
I feel happy when I am working.	○	○	○	○	○	○	○	○
Time seems to "fly by" when I'm working.	○	○	○	○	○	○	○	○

Q6 Please indicate your level of agreement with the following statements about your interactions with colleagues in your primary department/unit.

	Strongly disagree	Disagree	Somewhat Disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I am treated with respect by colleagues in my unit.	○	○	○	○	○	○	○	○
I am treated with respect by my department chair/head/director.	○	○	○	○	○	○	○	○
I am treated with respect by faculty in my department/unit.	○	○	○	○	○	○	○	○
I am treated with respect by staff in my department/unit.	○	○	○	○	○	○	○	○
I can depend on my colleagues within my department to do their share of the work.	○	○	○	○	○	○	○	○
I can depend on my colleagues within my department when I ask for help.	○	○	○	○	○	○	○	○
I feel excluded from the informal networks in my department/unit.	○	○	○	○	○	○	○	○
I consider my colleagues as part of a team.	○	○	○	○	○	○	○	○
I encounter unwritten rules within my department/unit.	○	○	○	○	○	○	○	○

The work is divided equitably within my department.

○　○　○　○　○　○　○　○

Q7 Please indicate your level of agreement with the following statements about your department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department chair/head/director encourages me to grow within my position.	○	○	○	○	○	○	○	○
My department chair/head/director acknowledges my work accomplishments in formal settings.	○	○	○	○	○	○	○	○
Colleagues within my unit/department celebrate the work accomplishments of our unit in formal settings.	○	○	○	○	○	○	○	○
I do a great deal of work that is not formally recognized by my department/unit.	○	○	○	○	○	○	○	○
My department chair/head/director is transparent in communicating decisions.	○	○	○	○	○	○	○	○
Expectations are clear in meetings with my department chair/head/director.	○	○	○	○	○	○	○	○
Decisions within my unit/department support the mission of the university.	○	○	○	○	○	○	○	○

Q8 Please indicate your level of agreement with the following statements about your participation in the decision-making process in your primary department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I feel like a full and equal participant in problem solving and decision making within my department/unit.	○	○	○	○	○	○	○	○
My department chair/head/director includes me in decision making.	○	○	○	○	○	○	○	○
I feel comfortable sharing my thoughts, ideas, or opinions with my department/division chair.	○	○	○	○	○	○	○	○
I feel comfortable sharing my thoughts, ideas, or opinions amongst my colleagues within my unit/department.	○	○	○	○	○	○	○	○
I believe that decisions regarding resources are solved openly within my department/unit.	○	○	○	○	○	○	○	○
I believe that decisions regarding resources are communicated openly within my department/unit.	○	○	○	○	○	○	○	○

Q9 Please indicate your level of agreement with the following statements about campus leadership.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
Campus administrators celebrate work accomplishments of faculty in formal settings.	○	○	○	○	○	○	○	○

Campus administrators celebrate work accomplishments of <u>staff</u> in formal settings.	○	○	○	○	○	○	○	○
Campus administrators communicate campus decisions transparently.	○	○	○	○	○	○	○	○
I feel comfortable sharing my thoughts, ideas, or opinions with campus administrators when necessary.	○	○	○	○	○	○	○	○
I trust NDSU campus administrators' ability to make decisions that support NDSU's mission.	○	○	○	○	○	○	○	○

Q10 At NDSU, climate is defined by the Campus Climate Network Group (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."

Please indicate your level of agreement with the following statements about the campus climate.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
The campus is welcoming.	○	○	○	○	○	○	○	○
The campus has a positive atmosphere.	○	○	○	○	○	○	○	○
The campus is built upon an inclusive environment.	○	○	○	○	○	○	○	○
Diversity is important to the campus community.	○	○	○	○	○	○	○	○

The campus is sensitive to issues of accessibility, equity, and inclusion.	○	○	○	○	○	○	○	○
The campus makes efforts to increase diversity within staff.	○	○	○	○	○	○	○	○

Q11 Please indicate your level of agreement with the following statements about the climate within your department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department/unit takes action to enhance the climate for staff.	○	○	○	○	○	○	○	○
My department/unit actively supports staff.	○	○	○	○	○	○	○	○
My department/unit makes efforts to promote staff into leadership positions.	○	○	○	○	○	○	○	○
My department/unit has developed policies and procedures that support staff members.	○	○	○	○	○	○	○	○

Q12 Please choose the response that best completes the following statements about diversity within your department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
Diversity within my department/unit is abundant.	○	○	○	○	○	○	○	○

My department/unit has taken action to enhance the climate for **diverse** staff.	○	○	○	○	○	○	○	○
My department/unit actively recruits **diverse** staff.	○	○	○	○	○	○	○	○
My department/unit actively supports **diverse** staff.	○	○	○	○	○	○	○	○
My department/unit makes effort to promote **diverse** staff into leadership positions.	○	○	○	○	○	○	○	○
My department/unit has developed policies and procedures that support **diverse** staff members.	○	○	○	○	○	○	○	○

Q13 If a candidate for a position similar to yours asked you about your department or unit as a place to work, would you...

○ Not recommend your department or unit as a place to work.

○ Recommend your department or unit with reservations.

○ Strongly recommend your department or unit as a place to work.

○ Prefer not to answer.

○ N/A

Q14 **The next two questions are about hostile and intimidating work environments. A hostile or intimidating work environment is present when "unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the university's academic or operational interests." Behaviors can take the form of abusive expression, intimidating physical contact or gestures, conspicuous exclusion or isolation, sabotage of a person's work, or abuse of authority.**

Thinking about hostile or intimidating behavior…

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	I don't know	Prefer not to respond
Hostile or intimidating behavior is treated seriously on campus.	○	○	○	○	○	○	○	○

Hostile or intimidating behavior is treated seriously in my department/unit.	○	○	○	○	○	○	○	○
Hostile or intimidating behavior is common in my department/unit.	○	○	○	○	○	○	○	○
I know the steps to take if a person comes to me with a problem with hostile or intimidating behavior.	○	○	○	○	○	○	○	○

Q15 Within the *last three years*, how often have you…

	Never	1-2 times	3-5 times	6 or more times	Prefer not to respond
Personally experienced hostile or intimidating behavior on the NDSU campus?	○	○	○	○	○
Personally experienced hostile or intimidating behavior in your department/unit?	○	○	○	○	○
Personally witnessed hostile or intimidating behavior directed at someone else?	○	○	○	○	○

Q16 At NDSU, sexual harassment is defined as including "unwelcome sexual advances, requests for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, written, graphic, physical or otherwise" that is sufficiently severe, pervasive, or persistent so as to interfere with one's employment. Please use this definition as you answer the next two questions.

Thinking about sexual harassment…

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	I don't know	Prefer not to respond
Sexual harassment is treated seriously on campus.	○	○	○	○	○	○	○	○

Sexual harassment is treated seriously in my department/unit.	○	○	○	○	○	○	○	○
Sexual harassment is common in my department/unit.	○	○	○	○	○	○	○	○
I know the steps to take if a person comes to me with a report of sexual harassment.	○	○	○	○	○	○	○	○

Q17 Within the *last three years*, how often have you…

	Never	1-2 times	3-5 times	6 or more times	Prefer not to respond
Personally experienced sexual harassment on the NDSU campus?	○	○	○	○	○
Personally experienced sexual harassment in your department/unit?	○	○	○	○	○
Personally witnessed sexual harassment directed at someone else?	○	○	○	○	○

Q18 How satisfied are you with...

	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied	Prefer not to answer	N/A
Working in a university setting?	○	○	○	○	○	○	○	○
Your work environment at NDSU?	○	○	○	○	○	○	○	○
Being a staff member at NDSU?	○	○	○	○	○	○	○	○
Your career progression at NDSU?	○	○	○	○	○	○	○	○
Your salary?	○	○	○	○	○	○	○	○

Q19 Have you ever considered leaving NDSU based on your work environment?

○ Yes

○ No

○ Prefer not to answer

Display This Question:
If Have you ever considered leaving NDSU based on your work environment? = Yes

Q20 What steps have you taken to leave? (please check all that apply to you)

☐ Thought about it

☐ Searched for open positions

☐ Made inquiries about available positions

☐ Applied for a position

☐ Interviewed for a position

☐ Received an offer for a new position

☐   Other, please specify: _____

Q21 What factors contributed to your consideration *for leaving*? Check the top three reasons.

☐   Salary and benefits

☐   Workload allocation

☐   Climate of department/unit/lab

☐   Colleagues in department/unit/lab

☐   Work/life satisfaction

☐   Lack of opportunities for promotion

☐   Professional relationship with supervisor

☐   Quality of administrators

☐   Quality of NDSU personnel

☐   Quality of students

☐   Opportunities available elsewhere

☐   Climate for diversity

☐   FM Community

☐   Availability of community resources (including childcare)

☐   Other, please explain: _____

Q22 What factors contributed to your consideration *for staying*? Check the top three reasons.

☐   Salary and benefits

☐   Workload allocation

☐   Climate of department/unit/lab

☐   Colleagues in department/unit/lab

☐   Work/life satisfaction

☐   Opportunities for promotion

☐   Professional relationship with supervisor

☐   Quality of administrators

☐   Quality of NDSU personnel

☐   Quality of students

☐   Climate for diversity

☐   FM community

☐   Availability of community resources (including childcare)

☐   Other, please explain: _____

Q23   Please indicate the extent to which each of the following aspects of work has been a **source of stress** for you within the past academic year.

	Stress level						
	None	Mild	Moderate	Much	Extreme	Prefer not to answer	N/A
Managing competing demands on your time at work.	○	○	○	○	○	○	○
Concern about the security of	○	○	○	○	○	○	○

your position at NDSU.							
Annual performance evaluation process.	○	○	○	○	○	○	○
Departmental/unit politics	○	○	○	○	○	○	○
Campus politics	○	○	○	○	○	○	○
Discrimination, subtle or overt (e.g., prejudice, racism, sexism, etc).	○	○	○	○	○	○	○
Other aspects of your work (please describe).	○	○	○	○	○	○	○

Q24 What could NDSU do to provide you with more support in your career?

_____
_____
_____
_____
_____

Q25 Please indicate your level of agreement with the following statements about balancing your personal and professional life.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I am usually satisfied with the way in which I balance my professional and personal life.	○	○	○	○	○	○	○	○
I often have to prioritize personal responsibilities over professional activities (e.g., developmental leave, conferences).	○	○	○	○	○	○	○	○
I often have to prioritize professional responsibilities over family or personal activities.	○	○	○	○	○	○	○	○

Q26 Please indicate your level of agreement with the following statements regarding your primary department/unit's support for family obligations.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
Most staff in my department/unit are supportive of colleagues balancing their family and career lives.	○	○	○	○	○	○	○	○
My department/unit is supportive of staff with childcare responsibilities.	○	○	○	○	○	○	○	○
My department/unit is supportive of staff with elder or disabled adult care responsibilities.	○	○	○	○	○	○	○	○

My department/unit is supportive of staff with neither child nor adult care responsibilities.	○	○	○	○	○	○	○	○
My department/unit is supportive of staff using Family Medical Leave (FMLA).	○	○	○	○	○	○	○	○

Q27 Please indicate your level of agreement with the following statements about support for women staff in your primary department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department/unit has actively recruited women staff.	○	○	○	○	○	○	○	○
My department/unit has taken steps to enhance the climate for women staff.	○	○	○	○	○	○	○	○
My department/unit has made an effort to promote women staff into leadership positions.	○	○	○	○	○	○	○	○
My department/unit has developed policies and procedures that support women staff members.	○	○	○	○	○	○	○	○
My department/unit actively supports women staff members.	○	○	○	○	○	○	○	○

Q28 With respect to women, indicate the frequency with which you did the following actions within the past academic year.

	Never	Very rarely	Rarely	Occasionally	Very frequently	Always	Prefer not to answer	N/A
I spoke up when I noticed a woman colleague being interrupted.	○	○	○	○	○	○	○	○
I invited women colleagues to an informal gathering where work-related discussions were likely to occur.	○	○	○	○	○	○	○	○
I talked to a woman colleague about her work.	○	○	○	○	○	○	○	○
I nominated a woman colleague for an award or recognition.	○	○	○	○	○	○	○	○

Q29 BIPOC is an acronym for Black, Indigenous and people of color, encompassing those who are Black or African American, Indigenous, Asian, Middle Eastern, Pacific Islander, and/or of Latin descent, among others.

LGBTQIA+ is an acronym representing individuals who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Agender, and other non-cisgender/non-straight identities.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 defines disability as "a physical or mental impairment that substantially limits one or more of the major life activities." Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, sleeping, and mental/emotional processes such as thinking, concentrating, and interacting with others.

Please indicate your level of agreement with the following statements about support for underrepresented staff in your primary department/unit at NDSU during the past academic year, such as BIPOC, LGBTQIA+, and those with disabilities.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department/unit has actively recruited staff from underrepresented groups.	○	○	○	○	○	○	○	○

My department/unit has taken steps to enhance the climate for staff from underrepresented groups.

○　○　○　○　○　○　○　○

My department/unit has made an effort to promote staff from underrepresented groups into leadership positions.

○　○　○　○　○　○　○　○

My department/unit has developed policies and procedures that support staff members from underrepresented groups.

○　○　○　○　○　○　○　○

My department/unit actively supports staff members from underrepresented groups.

○　○　○　○　○　○　○　○

Q30 With respect to staff who are BIPOC, LGBTQIA+, or who have disabilities, indicate the frequency with which you did the following actions within the past academic year.

	Never	Very rarely	Rarely	Occasionally	Very frequently	Always	Prefer not to answer	N/A
I spoke up when I noticed a colleague from an underrepresented group being interrupted.	○	○	○	○	○	○	○	○
I invited colleagues from an underrepresented group to an informal gathering where work-related discussions were likely to occur.	○	○	○	○	○	○	○	○
I talked to a colleague from an underrepresented group about their work.	○	○	○	○	○	○	○	○
I nominated a colleague from an underrepresented group for an award or recognition.	○	○	○	○	○	○	○	○

Q34 NDSU has implemented a number of programs and resources designed to improve the working environments of staff on campus.

For each program, please indicate if you have participated in the program and your perception of the value of the program for these purposes.

	Participation Status		How valuable was the program?			
	Yes, I have participated in this program	No, I have not participated in this program	Not valuable	Somewhat valuable	Quite valuable	Very valuable
Community of Respect (four modules: culture and cultural diversity, redefining diversity, microaggressions, confronting bias)	○	○	○	○	○	○
Safe Zone Training (3 levels offered addressing sexual orientation, gender identity/expression, and confronting bias)	○	○	○	○	○	○
FORWARD Ally Training (90-minute training on gender equity)	○	○	○	○	○	○
Search Committee training (mandatory training prior to search; includes implicit bias, strategies for balance/fairness in search process)	○	○	○	○	○	○

Q35_Staff As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form so that individual respondents cannot be identified.

As per NDSU Policy 156, North Dakota State University (NDSU) prohibits discrimination in its employment decisions and educational programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationships to current employee, status as a U.S. veteran, or participation in lawful activity off NDSU's premises during nonworking hours which is not in direct conflict with the essential business-related interests of NDSU, or other protected classes as defined by federal, state, or local law.

For more information, please visit https://www.ndsu.edu/fileadmin/policy/156.pdf

What is your current position/broadband?

○ Executive/Administrative (0000)

○ Administrative/Managerial (1000)

○ Academic (2000)

○ Professional (3000)

○ Technical and Paraprofessional (4000)

○ Office Support (5000)

○ Crafts/Trades (6000)

○ Services (7000)

○ Other (please specify): _____

Q36_Staff What is your highest degree attained?

○ Doctorate degree (Ph.D., Ed.D., J.D., or other doctorate)

○ Master's Degree

○ Bachelor's Degree

○ Associate's Degree

○ High School diploma/GED

○ Less than High School Diploma

○ Other, please list: _____

Q37 How do you describe your gender identity?

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of gender identity or expression.

○ Male

○ Female

○ Transgender/Non-binary/Third gender/Gender fluid/Gender queer

○ Prefer to self-describe _____

○ Prefer not to answer

Q38 How do you describe your sexual identity?

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of sexual orientation.

○ Straight/Heterosexual

○ Gay/Lesbian

○ Bisexual

○ Prefer to self-describe _____

○ Prefer not to answer

Q39 With which racial and/or ethnic group(s) do you identify? Select all that apply.

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of race.

☐ Asian or Asian American

☐ Black or African American

☐ White

☐ Indigenous or Aboriginal (Native American, First Nations, Aboriginal Australian, Indigenous, etc)

☐ Native Hawaiian or other Pacific Islander

☐ Hispanic, Latino, or Spanish origin

☐ Middle Eastern or North African

☐   Another race or ethnicity not listed:

☐   Prefer not to answer

Q40 What is your U.S. citizenship status?

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of citizenship.

○ U.S. born citizen

○ Naturalized citizen

○ Not a U.S. citizen

○ Prefer not to answer

Q41 What is your current relationship status?

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of marital status.

○ Married/partnered

○ Not married/not partnered

○ Prefer not to answer

Q42 Are you currently caring for dependent minor children?

○ Yes

○ No

○ Prefer not to answer

Q43 Are you currently providing care or managing affairs for an adult (e.g., aging, disabled, chronically ill)?

○ Yes

○ No

○ Prefer to not answer

Q44 NDSU does not discriminate on the basis of physical or mental disability.

With respect to a potential disability:

	Yes	No	Prefer not to answer
Do you identify as a person with a disability?	○	○	○
Do you have a chronic physical or mental health condition?	○	○	○
If you answered "yes" to either of these, have you requested an accommodation at NDSU?	○	○	○
Have you ever been denied an accommodation at NDSU?	○	○	○

Q45 Please share any additional comments you have about the climate in your department, college, or at the university.

_____

Appendix B

Faculty Survey

2021 Faculty Campus Climate Survey

Q1 This survey was developed to better understand issues related to campus climate, quality of work-life satisfaction, and engagement in the work environment for employees at NDSU. Participation in the survey will assist in evaluating processes, policies, and practices in building an inclusive environment at NDSU. Your feedback is crucial in building an inclusive community in addition to assessing our alignment with the accreditation expectations of the Higher Learning Commission.

Your participation is voluntary. Responses will be kept confidential and information from this survey will be presented in aggregate form so that individual respondents cannot be identified. Participation will not harm your relationship with NDSU.

If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time. You may also choose to bypass questions that you prefer not to answer.

It is expected to take 30 minutes to complete this survey. For optimal visualization of this survey, we recommend using a desktop or laptop.

We do not expect you to experience harm beyond that of daily life; however, the survey will ask questions related to your personal experiences and may cause psychological/emotional stress or discomfort. At any time, you may choose not to answer question(s) or discontinue responding to the survey at any time. NDSU faculty or staff experiencing psychological/emotional stress or discomfort as a result of the survey questions may contact the Employee Assistance Program at 1-(800) 627-8220.

Survey data will be stored on a secure, password protected, server. The Principal Investigators and research team listed on the IRB will have access to survey data. If you have any questions regarding this survey, please contact Emily Berg, Principal Investigator (PI), at (701) 231-8263/ emily.a.berg@ndsu.edu.

If you have questions about your rights as a participant in this survey or to report a complaint, you may contact the Institutional Review Board at (701) 231-8995 or ndsu.irb@ndsu.edu. IRB #0003942. You are encouraged to print this page for your own records.

You are freely making a decision whether to be in this research study. Agreeing to this page means that:
1. You have read and understood this consent form
2. You have had your questions answered, and
3.You have decided to participate in this study. Do you agree to participate in this study?

○ I agree

○ I disagree

Skip To: End of Survey If This survey was developed to better understand issues related to campus climate, quality of work-... = I disagree

Q2 To which college are you primarily assigned? If you have an appointment in more than one academic college, please answer the following questions using the academic college that you consider to be your primary academic college.

○ College of Agriculture, Food Systems, and Natural Resources

○ College of Arts, Humanities, and Social Sciences

○ College of Business

○ College of Engineering

○ College of Health Professions

○ College of Human Sciences and Education

○ College of Science and Mathematics

○ Agricultural Affairs (Extension Services, Experiment Station, etc)

○ Other _____

Q3 How long have you worked at NDSU?

○ Less than 1 year

○ 1-3 years

○ 4-6 years

○ 7-10 years

○ 11-15 years

○ 16-20 years

○ 21 or more years

Q4 How long have you worked in your current position at NDSU?

○ Less than 1 year

○ 1-3 years

○ 4-6 years

○ 7-10 years

○ 11-15 years

○ 16-20 years

○ 21 or more years

Q5 **NDSU's mission statement states, "We provide transformational education, create knowledge through innovative research, and share knowledge through community engagement that meets the needs of North Dakota and the world."**

Please indicate your level of agreement to the following statements about your work in your primary department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I believe that my work supports the mission of NDSU.	○	○	○	○	○	○	○	○
I believe that my work supports the mission of my department.	○	○	○	○	○	○	○	○
I believe that my work is congruent with the mission of my department.	○	○	○	○	○	○	○	○
I receive adequate resources to support the mission of NDSU in my work.	○	○	○	○	○	○	○	○
I am proud of the work that I do at NDSU.	○	○	○	○	○	○	○	○
I seek out new skills to improve my work.	○	○	○	○	○	○	○	○
I am motivated to complete my work to the best of my abilities.	○	○	○	○	○	○	○	○
I am motivated to go "above and beyond" in my position.	○	○	○	○	○	○	○	○
I feel happy when I am working.	○	○	○	○	○	○	○	○
Time seems to "fly by" when I'm working.	○	○	○	○	○	○	○	○

Q6 Please indicate your level of agreement with the following statements about your interactions with colleagues in your primary department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I am treated with respect by colleagues in my unit.	○	○	○	○	○	○	○	○
I am treated with respect by my department chair/head/director.	○	○	○	○	○	○	○	○
I am treated with respect by faculty in my department/unit.	○	○	○	○	○	○	○	○
I am treated with respect by staff in my department/unit.	○	○	○	○	○	○	○	○
I can depend on my colleagues within my department to do their share of the work.	○	○	○	○	○	○	○	○
I can depend on my colleagues within my department when I ask for help.	○	○	○	○	○	○	○	○
I feel excluded from the informal networks in my department/unit.	○	○	○	○	○	○	○	○
I consider my colleagues as part of a team.	○	○	○	○	○	○	○	○
I encounter unwritten rules within my department/unit.	○	○	○	○	○	○	○	○
The work is divided equitably within my department.	○	○	○	○	○	○	○	○

Q7 Please indicate your level of agreement with the following statements about your department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department chair/head/director encourages me to grow within my position.	○	○	○	○	○	○	○	○
My department chair/head/director acknowledges my work accomplishments in formal settings.	○	○	○	○	○	○	○	○
Colleagues within my unit/department celebrate the work accomplishments of our unit in formal settings.	○	○	○	○	○	○	○	○
I do a great deal of work that is not formally recognized by my department/unit.	○	○	○	○	○	○	○	○
My department chair/head/director is transparent in communicating decisions.	○	○	○	○	○	○	○	○
Expectations are clear in meetings with my department chair/head/director.	○	○	○	○	○	○	○	○
Decisions within my unit/department support the mission of the university.	○	○	○	○	○	○	○	○

Q8 Please indicate your level of agreement with the following statements about your participation in the decision-making process in your primary department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I feel like a full and equal participant in problem solving and decision making within my department/unit.	○	○	○	○	○	○	○	○
My department chair/head/director includes me in decision making.	○	○	○	○	○	○	○	○
I feel comfortable sharing my thoughts, ideas, or opinions with my department/division chair.	○	○	○	○	○	○	○	○
I feel comfortable sharing my thoughts, ideas, or opinions amongst my colleagues within my unit/department.	○	○	○	○	○	○	○	○
I believe that decisions regarding resources are solved openly within my department/unit.	○	○	○	○	○	○	○	○
I believe that decisions regarding resources are communicated openly within my department/unit.	○	○	○	○	○	○	○	○

Q9 Please indicate your level of agreement with the following statements about campus leadership.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
Campus administrators celebrate work accomplishments of <u>faculty</u> in formal settings.	○	○	○	○	○	○	○	○
Campus administrators celebrate work accomplishments of <u>staff</u> in formal settings.	○	○	○	○	○	○	○	○
Campus administrators communicate campus decisions transparently.	○	○	○	○	○	○	○	○
I feel comfortable sharing my thoughts, ideas, or opinions with campus administrators when necessary.	○	○	○	○	○	○	○	○
I trust NDSU campus administrators' ability to make decisions that support NDSU's mission.	○	○	○	○	○	○	○	○
My dean celebrates work accomplishments of <u>faculty</u> in formal settings.	○	○	○	○	○	○	○	○
My dean celebrates work accomplishments of <u>staff</u> in formal settings.	○	○	○	○	○	○	○	○

I feel comfortable sharing my thoughts, ideas, or opinions with my dean when necessary.	○	○	○	○	○	○	○ ○
I trust my dean's ability to make decisions that support NDSU's mission.	○	○	○	○	○	○	○ ○

Q10 At NDSU, climate is defined by the Campus Climate Network Group (2002) as "Behaviors within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect."

Please indicate your level of agreement with the following statements about the campus climate.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
The campus is welcoming.	○	○	○	○	○	○	○	○
The campus has a positive atmosphere.	○	○	○	○	○	○	○	○
The campus is built upon an inclusive environment.	○	○	○	○	○	○	○	○
Diversity is important to the campus community.	○	○	○	○	○	○	○	○
The campus is sensitive to issues of accessibility, equity, and inclusion.	○	○	○	○	○	○	○	○
The campus makes efforts to increase diversity within faculty.	○	○	○	○	○	○	○	○

Q11 Please indicate your level of agreement with the following statements about the climate within your department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department/unit takes action to enhance the climate for faculty.	○	○	○	○	○	○	○	○
My department/unit actively supports faculty.	○	○	○	○	○	○	○	○
My department/unit makes efforts to promote faculty into leadership positions.	○	○	○	○	○	○	○	○
My department/unit has developed policies and procedures that support faculty members.	○	○	○	○	○	○	○	○

Q12 Please indicate your level of agreement with the following statements about diversity within your department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
Diversity within my department/unit is abundant.	○	○	○	○	○	○	○	○
My department/unit has taken action to enhance the climate for **diverse** faculty.	○	○	○	○	○	○	○	○
My department/unit actively recruits **diverse** faculty.	○	○	○	○	○	○	○	○
My department/unit actively supports **diverse** faculty.	○	○	○	○	○	○	○	○
My department/unit makes effort to promote **diverse** faculty into leadership positions.	○	○	○	○	○	○	○	○

My department/unit has developed policies and procedures that support **diverse** faculty members.	○	○	○	○	○	○	○	○

Q13 If a candidate for a position similar to yours asked you about your department or unit as a place to work, would you...

○ Not recommend your department or unit as a place to work.

○ Recommend your department or unit with reservations.

○ Strongly recommend your department or unit as a place to work.

○ Prefer not to answer.

○ N/A

Q14 **The next two questions are about hostile and intimidating work environments. A hostile or intimidating work environment is present when "unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the university's academic or operational interests." Behaviors can take the form of abusive expression, intimidating physical contact or gestures, conspicuous exclusion or isolation, sabotage of a person's work, or abuse of authority.**

Thinking about hostile or intimidating behavior…

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	I don't know	Prefer not to respond
Hostile or intimidating behavior is treated seriously on campus.	○	○	○	○	○	○	○	○
Hostile or intimidating behavior is treated seriously in my department/unit.	○	○	○	○	○	○	○	○
Hostile or intimidating behavior is common in my department/unit.	○	○	○	○	○	○	○	○
I know the steps to take if a person comes to me with a problem with hostile or intimidating behavior.	○	○	○	○	○	○	○	○

Q15 Within the *last three years*, how often have you…

	Never	1-2 times	3-5 times	6 or more times	Prefer not to respond
Personally experienced hostile or intimidating behavior on the NDSU campus?	○	○	○	○	○
Personally experienced hostile or intimidating behavior in your department/unit?	○	○	○	○	○
Personally witnessed hostile or intimidating behavior directed at someone else?	○	○	○	○	○

Q16 **At NDSU, sexual harassment is defined as including "unwelcome sexual advances, requests for sexual favors, or other unwanted conduct of a sexual nature, whether verbal, written, graphic, physical or otherwise" that is sufficiently severe, pervasive, or persistent so as to interfere with one's employment. Please use this definition as you answer the next two questions.**

Thinking about sexual harassment…

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	I don't know	Prefer not to respond
Sexual harassment is treated seriously on campus.	○	○	○	○	○	○	○	○
Sexual harassment is treated seriously in my department/unit.	○	○	○	○	○	○	○	○
Sexual harassment is common in my department/unit.	○	○	○	○	○	○	○	○
I know the steps to take if a person comes to me with a report of sexual harassment.	○	○	○	○	○	○	○	○

Q17 Within the *last three years*, how often have you…

	Never	1-2 times	3-5 times	6 or more times	Prefer not to respond
Personally experienced sexual harassment on the NDSU campus?	○	○	○	○	○
Personally experienced sexual harassment in your department/unit?	○	○	○	○	○
Personally witnessed sexual harassment directed at someone else?	○	○	○	○	○

Q18 How satisfied are you with...

	Extremely dissatisfied	Moderately dissatisfied	Slightly dissatisfied	Slightly satisfied	Moderately satisfied	Extremely satisfied	Prefer not to answer	N/A
Working in academia?	○	○	○	○	○	○	○	○
Your work environment at NDSU?	○	○	○	○	○	○	○	○
Being a faculty member at NDSU?	○	○	○	○	○	○	○	○
Your career progression at NDSU?	○	○	○	○	○	○	○	○
Your salary?	○	○	○	○	○	○	○	○

Q19 Have you ever considered leaving NDSU based on your work environment?

○ Yes

○ No

○ Prefer not to answer

Q20 What steps have you taken to leave? (please check all that apply to you)

☐ Thought about it

☐ Searched for open positions

☐ Made inquiries about available positions

☐ Applied for a position

☐ Interviewed for a position

☐ Received an offer for a new position

☐ Other, please specify: _____

Q21 What factors contributed to your consideration *for leaving*? Check the top three reasons.

☐ Salary and benefits

☐ Workload allocation

☐ Level of support for research at NDSU

☐ Climate of department/unit/lab

☐ Colleagues in department/unit/lab

☐ Work/life satisfaction

☐ Promotion/Tenure standards at NDSU

☐ Professional relationship with supervisor

☐ Quality of administrators

☐ Quality of NDSU personnel

☐ Quality of students

☐   Opportunities available elsewhere

☐   Climate for diversity

☐   FM Community

☐   Availability of community resources (including childcare)

☐   Other, please explain: _____

Q22 What factors contributed to your consideration *for staying*? Check the top three reasons.

☐   Salary and benefits

☐   Workload allocation

☐   Level of support for research at NDSU

☐   Climate of department/unit/lab

☐   Colleagues in department/unit/lab

☐   Work/life satisfaction

☐   Promotion/Tenure standards at NDSU

☐   Professional relationship with supervisor

☐   Quality of administrators

☐   Quality of NDSU personnel

☐   Quality of students

☐   Climate for diversity

☐   FM community

☐   Availability of community resources (including childcare)

☐   Other, please explain: _____

Q23   Please indicate the extent to which each of the following aspects of work has been a **source of stress** for you within the past academic year.

	None	Mild	Moderate	Much	Extreme	Prefer not to answer	N/A
Teaching responsibilities.	○	○	○	○	○	○	○
Advising responsibilities.	○	○	○	○	○	○	○
Service responsibilities.	○	○	○	○	○	○	○
Administrative roles/responsibilities.	○	○	○	○	○	○	○
Timing of departmental meetings and functions.	○	○	○	○	○	○	○
Scholarly or creative productivity.	○	○	○	○	○	○	○
Securing external funding for research or creative work.	○	○	○	○	○	○	○
Managing a research group or grant (e.g., finances, personnel).	○	○	○	○	○	○	○
Managing competing demands on your time at work.	○	○	○	○	○	○	○
Concern about the security of your position at NDSU.	○	○	○	○	○	○	○
Tenure review/promotion process.	○	○	○	○	○	○	○
Annual performance evaluation process.	○	○	○	○	○	○	○
Departmental/unit politics.	○	○	○	○	○	○	○
Campus politics.	○	○	○	○	○	○	○

The heading "Stress level" spans the columns None through Extreme.

Discrimination, subtle or overt (e.g., age, prejudice, racism, sexism, etc).	◯	◯	◯	◯	◯	◯	◯
Other aspects of your work (please describe).	◯	◯	◯	◯	◯	◯	◯

Q24 What could NDSU do to provide you with more support in your career?

_____
_____
_____
_____
_____

Q25 Please indicate your level of agreement with the following statements about balancing your personal and professional life.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
I am usually satisfied with the way in which I balance my professional and personal life.	◯	◯	◯	◯	◯	◯	◯	◯
I often have to prioritize personal responsibilities over professional activities (e.g., developmental leave, conferences).	◯	◯	◯	◯	◯	◯	◯	◯
I often have to prioritize professional responsibilities over family or personal activities.	◯	◯	◯	◯	◯	◯	◯	◯

Q26 Please indicate your level of agreement with the following statements regarding your primary department/unit's support for family obligations.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
Most faculty in my department/unit are supportive of colleagues balancing their family and career lives.	○	○	○	○	○	○	○	○
My department/unit is supportive of faculty with childcare responsibilities.	○	○	○	○	○	○	○	○
My department/unit is supportive of faculty with elder or disabled adult care responsibilities.	○	○	○	○	○	○	○	○
My department/unit is supportive of faculty with neither child nor adult care responsibilities.	○	○	○	○	○	○	○	○
My department/unit is supportive of faculty using Family Medical Leave (FMLA).	○	○	○	○	○	○	○	○

Q27 Please indicate your level of agreement with the following statements about support for women faculty in your primary department/unit.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department/unit has actively recruited women faculty.	○	○	○	○	○	○	○	○
My department/unit has taken steps to enhance the climate for women faculty.	○	○	○	○	○	○	○	○

My department/unit has made an effort to promote women faculty into leadership positions.	○	○	○	○	○	○	○	○
My department/unit has developed policies and procedures that support women faculty members.	○	○	○	○	○	○	○	○
My department/unit actively supports women faculty members.	○	○	○	○	○	○	○	○

Q28 With respect to women faculty, indicate the frequency with which you did the following actions within the past academic year.

	Never	Very rarely	Rarely	Occasionally	Very frequently	Always	Prefer not to answer	N/A
I spoke up when I noticed a woman colleague being interrupted.	○	○	○	○	○	○	○	○
I invited women colleagues to an informal gathering where work-related discussions were likely to occur.	○	○	○	○	○	○	○	○
I talked to a woman colleague about her research.	○	○	○	○	○	○	○	○
I nominated a woman colleague for an award or recognition.	○	○	○	○	○	○	○	○

Q29 BIPOC is an acronym for Black, Indigenous and people of color, encompassing those who are Black or African American, Indigenous, Asian, Middle Eastern, Pacific Islander, and/or of Latin descent, among others.

LGBTQIA+ is an acronym representing individuals who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual/Agender, and other non-cisgender/non-straight identities.

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990 defines disability as "a physical or mental impairment that substantially limits one or more of the major life activities." Major life activities include, but are not limited to, caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, working, sitting, standing, lifting, reaching, sleeping, and mental/emotional processes such as thinking, concentrating, and interacting with others.

Please indicate your level of agreement with the following statements about support for underrepresented faculty in your primary department/unit at NDSU during the past academic year, such as BIPOC, LGBTQIA+, and those with disabilities.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
My department/unit has actively recruited faculty from underrepresented groups.	○	○	○	○	○	○	○	○
My department/unit has taken steps to enhance the climate for faculty from underrepresented groups.	○	○	○	○	○	○	○	○
My department/unit has made an effort to promote faculty from underrepresented groups into leadership positions.	○	○	○	○	○	○	○	○
My department/unit has developed policies and procedures that support faculty members from underrepresented groups.	○	○	○	○	○	○	○	○
My department/unit actively supports faculty members from underrepresented groups.	○	○	○	○	○	○	○	○

Q30 With respect to faculty who are BIPOC, LGBTQIA+, or who have disabilities, indicate the frequency with which you did the following actions within the past academic year.

	Never	Very rarely	Rarely	Occasionally	Very frequently	Always	Prefer not to answer	N/A
I spoke up when I noticed a colleague from an underrepresented group being interrupted.	○	○	○	○	○	○	○	○
I invited colleagues from an underrepresented group to an informal gathering where work-related discussions were likely to occur.	○	○	○	○	○	○	○	○
I talked to a colleague from an underrepresented group about their research.	○	○	○	○	○	○	○	○
I nominated a colleague from an underrepresented group for an award or recognition.	○	○	○	○	○	○	○	○

Q31 Faculty Promotion, Tenure, and Evaluation

With respect to institutional policies and support, please answer the following questions with regard to promotion, tenure, and evaluation.

What is your tenure status?

○ Tenured

○ Tenure-track (not yet tenured)

○ Non-tenure track

Q32 Have you applied for promotion and/or tenure at NDSU in the past 3 years?

○ Yes

○ No

○ Prefer not to respond

○ Not Applicable

Q33 Please indicate your level of agreement with the following statements regarding your experience with the promotion, tenure, and evaluation process in your primary department/unit at NDSU.

	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree	Prefer not to answer	N/A
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.	○	○	○	○	○	○	○	○
I feel/felt supported in my advancement to tenure/promotion.	○	○	○	○	○	○	○	○
I receive/d assistance available to pre-tenure/promotion faculty (e.g., workshops, mentoring).	○	○	○	○	○	○	○	○

Q34 NDSU has implemented a number of programs and resources designed to improve the working environments of faculty on campus.

For each program, please indicate if you have participated in the program and your perception of the value of the program.

	Participation Status		How valuable was the program?			
	Yes, I have participated in this program	No, I have not participated in this program	Not valuable	Somewhat valuable	Quite valuable	Very valuable
Community of Respect (four modules: culture and cultural diversity, redefining diversity, microaggressions, confronting bias)	○	○	○	○	○	○

Safe Zone Training (3 levels offered addressing sexual orientation, gender identity/expression, and confronting bias)	○	○	○	○	○	○
FORWARD Ally Training (90-minute training on gender equity)	○	○	○	○	○	○
Search Committee training (mandatory training prior to search; includes implicit bias, strategies for balance/fairness in search process)	○	○	○	○	○	○
Promotion, Tenure, and Evaluation Training (trains members of PTE committees on how to avoid bias when evaluating others)	○	○	○	○	○	○
NDSU Ombuds	○	○	○	○	○	○
New Faculty Orientation/Workshops	○	○	○	○	○	○
Commission on the Status of Women Faculty	○	○	○	○	○	○
Faculty Conferences/Luncheons	○	○	○	○	○	○
Promotion to Professor Sessions (provides advice on when/how to apply for promotion to full professor)	○	○	○	○	○	○

Q35_Faculty As always, responses to the following questions will be kept confidential. Information from this survey will be presented in aggregate form so that individual respondents cannot be identified.

As per NDSU Policy 156, North Dakota State University (NDSU) prohibits discrimination in its employment decisions and educational programs and activities on the basis of age, color, gender expression/identity, genetic information, marital status, national origin, physical or mental disability, pregnancy, public assistance status, race, religion, sex, sexual orientation, spousal relationships to current employee, status as a U.S. veteran, or participation in lawful activity off NDSU's premises during nonworking hours which is not in direct conflict with the essential business-related interests of NDSU, or other protected classes as defined by federal, state, or local law.

For more information, please visit https://www.ndsu.edu/fileadmin/policy/156.pdf

What is your current academic rank?

○ Assistant Professor

○ Associate Professor

○ Full Professor

○ Assist./Assoc./Full Professor of Practice

○ Assist./Assoc./Full Research Professor

○ Lecturer, Senior Lecturer, or Instructor

○ Other (please specify): _____

Q36_Faculty Do you currently hold an administrative position?

○ Yes, I hold a full-time administrative position

○ Yes, I hold a part-time administrative position

○ No, I do not hold an administrative position

Q37 How do you describe your gender identity?

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of gender identity or expression.

○ Male

○ Female

○ Transgender/Non-binary/Third gender/Gender fluid/Gender queer

○ Prefer to self-describe _____

○ Prefer not to answer

Q38 How do you describe your sexual identity?

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of sexual orientation.

○ Straight/Heterosexual

○ Gay/Lesbian

○ Bisexual

○ Prefer to self-describe _____

○ Prefer not to answer

Q39 With which racial and/or ethnic group(s) do you identify? Select all that apply.

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of race.

☐ Asian or Asian American

☐ Black or African American

☐ White

☐ Indigenous or Aboriginal (Native American, First Nations, Aboriginal Australian, Indigenous, etc)

☐ Native Hawaiian or other Pacific Islander

☐ Hispanic, Latin, or Spanish Origin

☐ Middle Eastern or North African

☐ Another race or ethnicity not listed:

☐ Prefer not to answer

Q40 What is your U.S. citizenship status? The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of citizenship.

○ U.S. born citizen

○ Naturalized citizen

○ Not a U.S. citizen

○ Prefer not to answer

Q41 What is your current relationship status?

The following is displayed in randomized order to minimize perception hierarchy. NDSU does not discriminate on the basis of marital status.

○ Married/partnered

○ Not married/not partnered

○ Prefer not to answer

Q42 Are you currently caring for dependent minor children?

○ Yes

○ No

○ Prefer not to answer

Q43 Are you currently providing care or managing affairs for an adult (e.g., aging, disabled, chronically ill)?

○ Yes

○ No

○ Prefer to not answer

Q44 NDSU does not discriminate on the basis of physical or mental disability.

With respect to a potential disability:

	Yes	No	Prefer not to answer
Do you identify as a person with a disability?	○	○	○
Do you have a chronic physical or mental health condition?	○	○	○
If you answered "yes" to either of these, have you requested an accommodation at NDSU?	○	○	○
Have you ever been denied an accommodation at NDSU?	○	○	○

Q45 Please share any additional comments you have about the climate in your department, college, or at the university.

_____