

Comment report '18 Y!JXYbhZjYX'A UfW '&\$%&

Lists all the questions in the survey and displays all the comments made to these questions, if applicable.

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Report info

Report date:

Tuesday, December 27, 2011 1:00:50 PM CST

Start date:

Monday, September 26, 2011 9:20:00 AM CDT

Stop date:

Tuesday, December 27, 2011 12:00:00 PM CST

Stored responses:

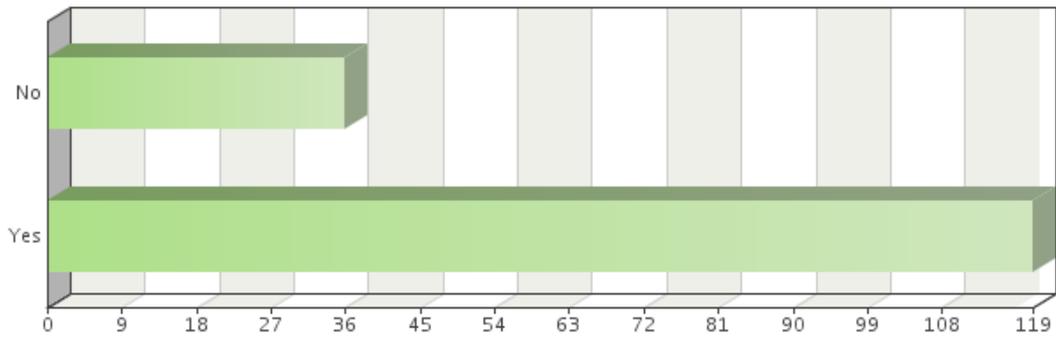
163

Number of completed responses:

111

Question 1

Are you currently in a tenure track or tenured position?



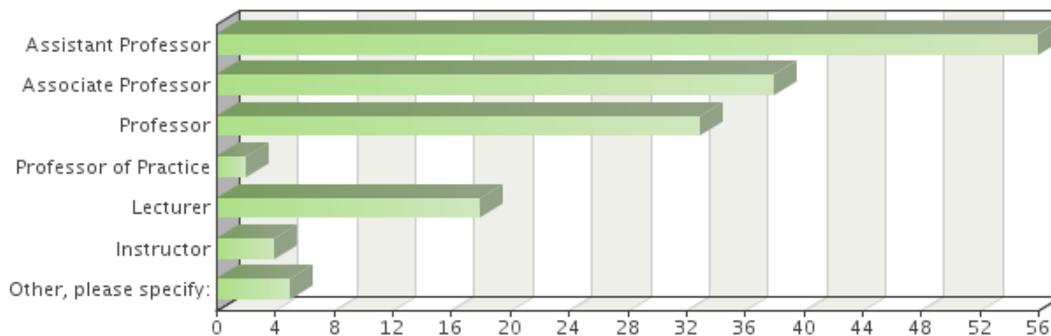
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
No	36	36	22.09%	22.09%	23.23%	23.23%
Yes	119	155	73.01%	95.09%	76.77%	100%
Not answered:	8	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.77	Minimum:	1	Variance:	0.18	
Median:	2	Maximum:	2	Std. deviation:	0.42	

Total answered: 155

Question 2

What is your position at NDSU?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Assistant Professor	56	56	34.36%	34.36%	35.9%	35.9%
Associate Professor	38	94	23.31%	57.67%	24.36%	60.26%
Professor	33	127	20.25%	77.91%	21.15%	81.41%
Professor of Practice	2	129	1.23%	79.14%	1.28%	82.69%
Lecturer	18	147	11.04%	90.18%	11.54%	94.23%
Instructor	4	151	2.45%	92.64%	2.56%	96.79%
Other, please specify:	5	156	3.07%	95.71%	3.21%	100%
Not answered:	7	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.49	Minimum:	1	Variance:	2.65	
Median:	2	Maximum:	7	Std. deviation:	1.63	

Total answered: 156

Text input

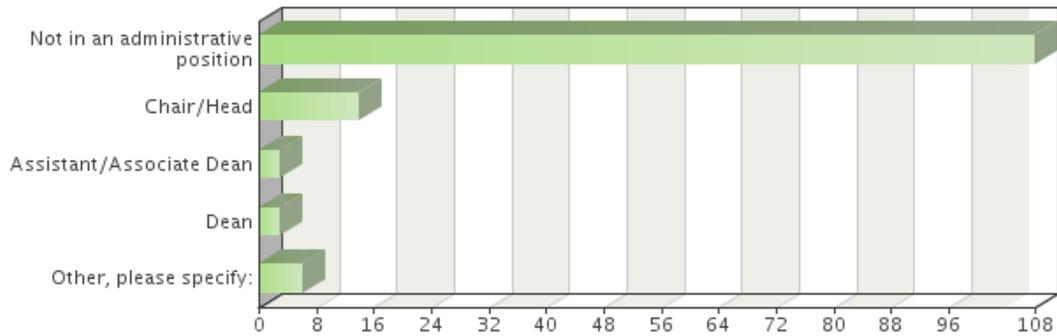
Director

adjunct

adjunct/former administration

Question 3

If you are in an academic administrative position, please indicate the highest administrative position you currently occupy.



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Not in an administrative position	108	108	66.26%	66.26%	80.6%	80.6%
Chair/Head	14	122	8.59%	74.85%	10.45%	91.04%
Assistant/Associate Dean	3	125	1.84%	76.69%	2.24%	93.28%
Dean	3	128	1.84%	78.53%	2.24%	95.52%
Other, please specify:	6	134	3.68%	82.21%	4.48%	100%
Not answered:	29	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.44	Minimum:	1	Variance:	1.33	
Median:	1	Maximum:	6	Std. deviation:	1.15	

Total answered: 134

Text input

Pgm Director

Director

Chair, University Committee

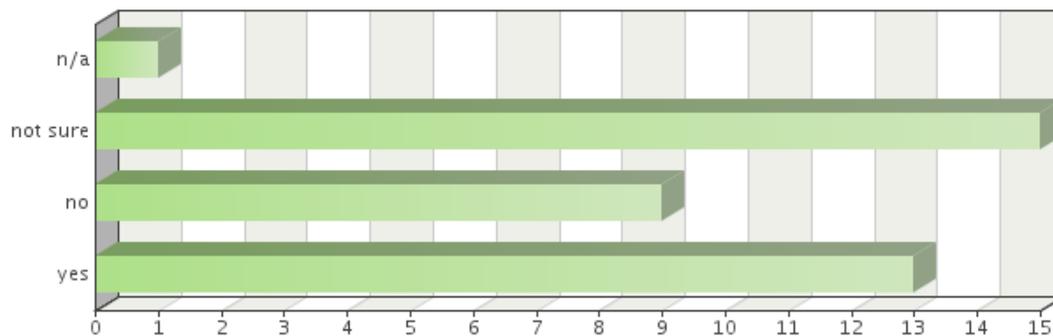
Director

Center Director

Director

Question 4

Do you know what procedures/policies to follow if a faculty member requests an accommodation/adjustment for a disability?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
n/a	1	1	0.61%	0.61%	2.63%	2.63%
not sure	15	16	9.2%	9.82%	39.47%	42.11%
no	9	25	5.52%	15.34%	23.68%	65.79%
yes	13	38	7.98%	23.31%	34.21%	100%
Not answered:	125	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.89	Minimum:	1	Variance:	0.85	
Median:	3	Maximum:	4	Std. deviation:	0.92	

Total answered: 38

Text input

I have not needed to look up the university policy on this issue yet so I am not familiar with the procedures.

I would try to look it up, but don't know off the top of my head.

I would have no idea where to turn. Disab Services only deals with students. Provost?

Would look up the policy.

We have had a recent request for accomodation

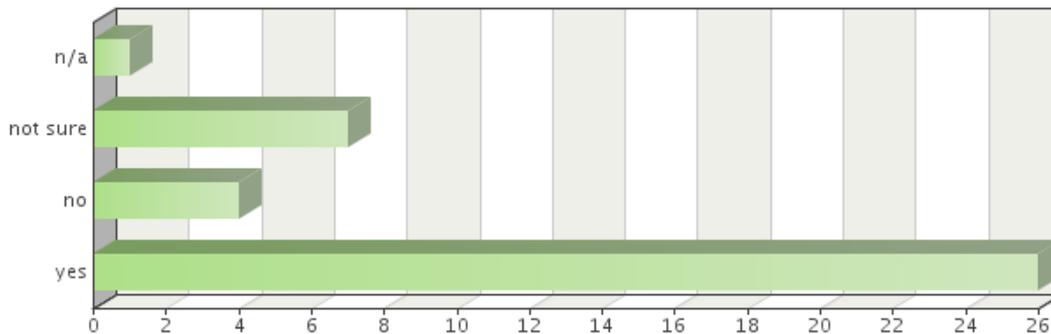
The accommodation depends of the disability

I don't remember from when I read the manual, but I know where to find it.

make every effort to meet their needs based on gov't regulations/laws

Question 5

Do you know where to get information about NDSU procedures/policies if a faculty member requests an accommodation/adjustment for a disability?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
n/a	1	1	0.61%	0.61%	2.63%	2.63%
not sure	7	8	4.29%	4.91%	18.42%	21.05%
no	4	12	2.45%	7.36%	10.53%	31.58%
yes	26	38	15.95%	23.31%	68.42%	100%
Not answered:	125	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	3.45	Minimum:	1	Variance:	0.79	
Median:	4	Maximum:	4	Std. deviation:	0.89	

Total answered: 38

Text input

I would go to the Policy Manual but would also consult with Counseling and Disability Services.

I'm think I could find some information or ask the right people.

I would try to look it up, but don't know off the top of my head.

Somewhere on the website

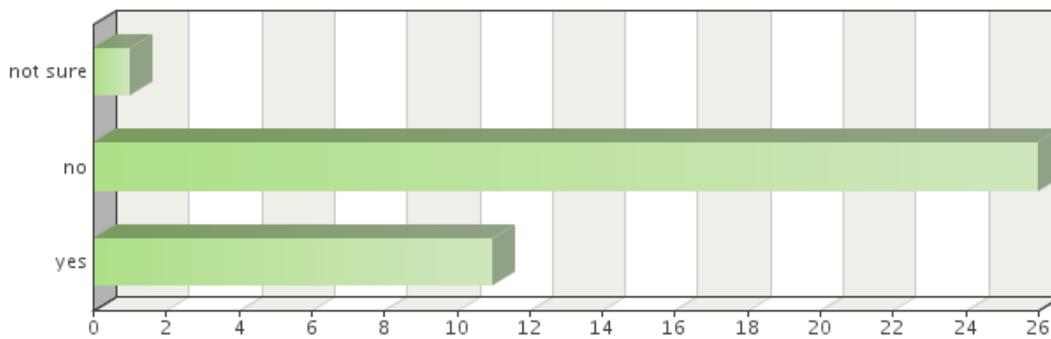
Policy manual

disability services provides us w/ what to do and who to talk to based on needs.

I'd probably be able to find it online.

Question 6

Do you have any experience working with faculty with disabilities or conditions that required accommodation/adjustment?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
not sure	1	1	0.61%	0.61%	2.63%	2.63%
no	26	27	15.95%	16.56%	68.42%	71.05%
yes	11	38	6.75%	23.31%	28.95%	100%
Not answered:	125	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	3.26	Minimum:	2	Variance:	0.25	
Median:	3	Maximum:	4	Std. deviation:	0.5	

Total answered: 38

Question 7

Please elaborate on your response to the previous question. What is the nature of the disabilities or conditions? What accommodation/adjustment did you make? Was the accommodation/adjustment helpful? Why or why not? Remember that this survey is completely anonymous. We ask these questions to better understand NDSUs climate toward faculty with disabilities.

Text input

Most of my experience has been with mental health issues that emerge while teaching is occurring and has in these two cases, led to the teacher not meeting her classes.

Instance 1: As a teaching supervisor, I stepped in and taught some classes for a graduate student who had 2 sections of her own to teach when she was having panic attacks. I hoped she'd be able to get medication and counseling to manage it quickly. When that didn't happen, we found someone to take her class (but didn't reduce her pay) for the remainder of the semester. Because she was also struggling with her studies, she did not end up coming back after that semester.

Instance 2: this student has shown and talked about mental health struggles in both her course work and her teaching. She did not meet her class for much of the semester, so eventually we didn't feel we could offer her sections of teaching anymore. She is still in the graduate program, however.

I think in both cases the intervention protected the undergraduate students. In the first case, there was an opportunity for the graduate student to complete the semester with a lessened burden, but it was clearly not enough for overall success. In instance two, the student is continuing her degree, so there might be some limited success there.

A fellow lecturer was dying of cancer. She could not afford to lose her health insurance, so she lay on a sleeping bag and had a bucket nearby in her office in case she got sick. She collapsed outside a building, and a student carried her indoors. She died days later.

I have not had experience working with faculty with disabilities, only students with disabilities.

I only have experience, as far as I know, with students with learning disabilities/testing anxiety. I don't know of any "out" faculty with disabilities.

Physical disability somewhat limited ability to move around

n/a

Deaf.
Seating and mechanical devices.

Health concerns and the environment she worked in which was producing symptoms--had to make accommodations

Being non administrative, other faculty have little need to ask me to accommodate them.

Changing lighting and shades to accommodate extensive migraine condition.

Adjustments of scheduling of courses taught.
Adjustments to classroom and equipment.

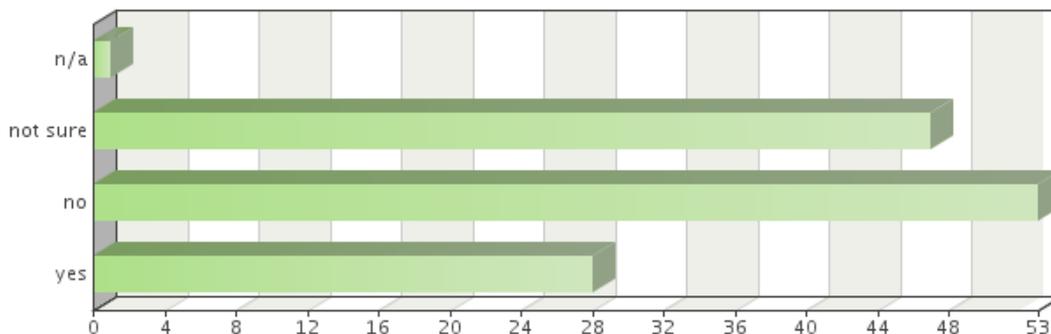
A faculty member made a request for accommodations based on a disability to which the department responded with remedial measures. I would rather not disclose the details.

new chairs for back issues; evaluation of work stations

Two examples--faculty members requested special furniture because of back and leg conditions. We bought the special furniture and the problems were solved.

Question 8

Do you know what procedures/policies to follow to request accommodation/adjustment for yourself in case you were diagnosed with a disability?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
n/a	1	1	0.61%	0.61%	0.78%	0.78%
not sure	47	48	28.83%	29.45%	36.43%	37.21%
no	53	101	32.52%	61.96%	41.09%	78.29%
yes	28	129	17.18%	79.14%	21.71%	100%
Not answered:	34	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.84	Minimum:	1	Variance:	0.59	
Median:	3	Maximum:	4	Std. deviation:	0.77	

Total answered: 129

Text input

<http://www.ndsu.edu/disabilityservices/>

I would assume I would talk with by department head/chair and s/he would know the policies.

I assume I would have to inform my chair and then inform Disability Services.

Without looking at the manual I couldn't cite the numbers but I know FMLA applies and that we do have some accommodations in policy.

Could likely find in policy but do not know otherwise

I think I could figure it out if needed.

I haven't had to use this, but I know that NDSU is an equal opportunity employer.

I am familiar with the process for assisting students with disbailliteis but not for staff/faculty.

I don't know off the top of my head, but I would be able to find out.

I've followed the procedures for students with disabilities and have accommodated several in my classes over the past several years. I think that similar procedures would be in place for faculty.

Disability Services.

Would first talk to department head, then perhaps Disability Services, or the Safety Office

I don't know at this time, but would find out quickly.

I don't exactly know, but I would contact HR and I expect they would help.

I assume I would find it all at <http://www.ndsu.edu/disabilityservices/>

I know we have an office of disability services, but I assume that like most other services on campus, it is only for students.

but I would soon figure out

I would start looking on the NDSU website.

I think I figured it out through trial. It took a few months.

I imagine I would start poking around the policy handbook if this became a necessity, but I honestly haven't thought about it.

I would begin by informing my supervisor.

Haven't thought about the possibility.

I would inquire at the Office for disabilities at the University

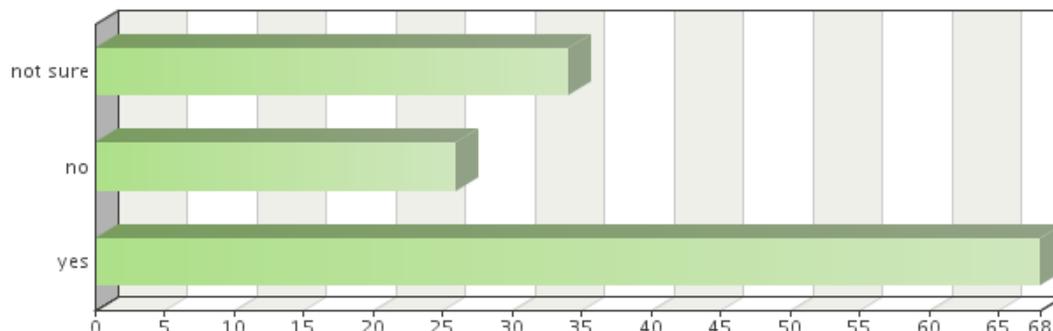
No. I don't know the procedures, but I know where to find them.

I think that I could probably find it on the Disability Services website.

May be ask Human Resource

Question 9

Do you know where to get information about NDSU procedures/policies to request accommodation/adjustment for yourself in case you were diagnosed with a disability?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
not sure	34	34	20.86%	20.86%	26.56%	26.56%
no	26	60	15.95%	36.81%	20.31%	46.88%
yes	68	128	41.72%	78.53%	53.12%	100%
Not answered:	35	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	3.27	Minimum:	2	Variance:	0.73	
Median:	4	Maximum:	4	Std. deviation:	0.86	

Total answered: 128

Text input

<http://www.ndsu.edu/disabilityservices/>

I would assume I would talk with by department head/chair and s/he would know the policies.

Policy Handbook on line.

I think I could figure it out if needed.

I would check the NDSU Policy Manual and work with my department head and dean.

on NDSU website

policies on web?

The NDSU Policy Manual is pretty well organized for access and search.

Disability Services.

Websites of Disability Services and Safety Office

I assume it is the HR department.

No, but I would contact ADVANCE/FORWARD or VP Myers to find out. This is after typing in 'disability' into the search field on the NDSU website did not yield anything.

I'd probably contact HR for advice

I don't exactly know, but I would contact HR and I expect they would help.

check ndsu website for resources for faculty?

<http://www.ndsu.edu/disabilityservices/>

I would start with disability services, hoping that they could point me in the right direction.

I do know where the policies and procedures manual for faculty is and I assume those procedures would be listed within.

May be through NDSU policy?

Not precisely -- I figure I would start with the policy handbook online, then move to the disabilities office, but don't know if that would be right.

I would find out

I don't know the "correct" place to go, but I know where to start...

The information is easy to find on NDSU's website.

Policy manual

I think that I could probably find it on the Disability Services website.

But I think that I probably could find out by asking our Administrative Assistant, dean, etc.

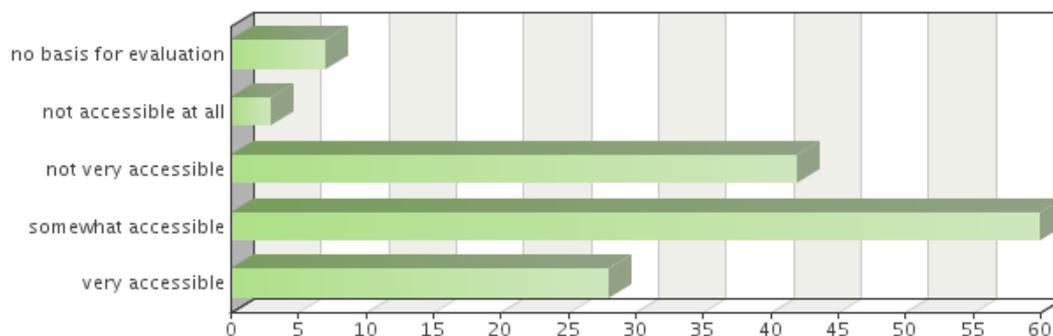
NDSU policies website

May be ask Human Resource

I'd probably be able to find it online.

Question 10

How accessible is your department or unit for faculty with disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	7	7	4.29%	4.29%	5%	5%
not accessible at all	3	10	1.84%	6.13%	2.14%	7.14%
not very accessible	42	52	25.77%	31.9%	30%	37.14%
somewhat accessible	60	112	36.81%	68.71%	42.86%	80%
very accessible	28	140	17.18%	85.89%	20%	100%
Not answered:	23	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	3.71	Minimum:	1	Variance:	0.96	
Median:	4	Maximum:	5	Std. deviation:	0.98	

Total answered: 140

Text input

Sometimes the large button for the automatic door that I enter every day does not work. I sometimes use it because my hands are full of books and about every 2 weeks it isn't working. The bathroom nearest my office has lock/door problems with the handicap stall.

Our Dept is on an upper floor of Minard hall and is not served by an elevator at the current time. This makes it impossible for persons with a physical disability impairing their stair climbing abilities from reaching us.

I'm not entirely sure what this question means. As a body of faculty, we are certainly sympathetic to faculty with disabilities, and work collectively to ensure a fair and equal work environment.

Accessibility is a problem in the winter because of the way the snow accumulates on the lower level. Also, one of the heavy fire doors does not have a push button to open the door automatically.

Building is under construction. Elevators often have "out of order" sign on them. Problem will be solved once construction ends (hopefully)

We do not have adequate restrooms on every floor and the elevator is not handicapped accessible. It is more like a service elevator.

When the elevator doesn't work, it's a problem, and not just for people in wheelchairs. I've had several knee surgeries, am planning on knee replacement, and I'm not supposed to take the stairs. In the past, there have been problems finding rooms to teach in that are accessible without taking stairs.

not sure doors are right size - we do have an elevator but it does not take us to all floors

Elevator works, sometimes. Doorways too narrow to accommodate physical disabilities requiring wheelchair access.

The elevator is frequently broken down. Still, there is a connecting building to go to when the elevator is broken (a hassle but not an absolute obstacle).

Renovation of Minard Hall affects accessibility.

Wheelchair access to Morrill Hall seems to be very challenging. Skywalk from Hultz has narrow door with no automatic opener. Wheelchair accessible in the back only. Elevator has been on the fritz.

We have a 2nd floor but no elevator - nothing is being done. I am not certain what one would do if they had a class on the 2nd floor.

Two of the three entrances to the building have stairs and no ramp. In addition, the elevator is rickety.

Universal design is a concern in our department. Door handles are being changed to levers rather than knobs, the elevator is open 24 hours, but the building was built before these requirements were in place, so adaptation needs to be done.

Minard Hall is under construction.

new building, no stairs to enter, large open walkways, wide doors (but most with no automatic openers), nice elevators.

For instance...Facilities-wise there is one door that is handicap accessible, but it is not by the parking lot. All doors near the parking lot have ~4 steps to navigate. Interior doors are all manual. Most lab chairs are height adjustable, but maneuvering in research labs would be difficult. Our building is on one level, which helps.

Front entrance without stairs, bathroom stalls seem accommodating,

Classrooms and labs have flat entrances for easy access. However, in keeping with the rest of the campus, both classrooms and labs tend to be crowded, with narrow and awkward interior passages. Also, second floor access is through a slow elevator in a slightly removed location.

Getting to the second floor is hell if you are in a wheelchair.

No stairs, room for wheel chairs and automatic doors

There is an elevator to access the second floor, but the doors to the main office area are not handicap accessible.

Minard is a mess. Maybe in a decade it'll be easier. We do nothing for invisible disabilities.

All classrooms and office in Barry Hall appear to be accessible.

That may depend on the disability. The back door (which is where the parking lot is) has stairs, so wheel chairs would not get up there. I don't think we have bathrooms for people with wheel chairs either. For anybody who is blind or deaf, we may need specialized computer software.

I really have no idea- the building does not seem especially accessible.

Recent remodel made Sudro quite accessible.

Morrill Hall only has back access. In the winter, that means having to take the car to get to other buildings on campus.

we have small doorways and an elevator that is often broken (and we are in a nicer building than we were in before). Students once had to carry a woman in a wheelchair downstairs.

Has an elevator in the building

My outside view is probably useless. The view of a disabled faculty would be much more insightful.

One way in, and door is not automatic. Putnam lower floor.

Barry Hall is new and it seems to be accessible.

restrooms on second level are not wheel chair accessible

Due to construction, getting to my office from, say, the Union, would require someone to go all the way around two buildings to reach an accessible entrance and/or elevator.

If elevator is down (which has been often) those with needs struggle to go up stairs--there is no other alternative

My department chair will accommodate men who are not disabled before providing the same 'accommodations' for a woman who is.

We are officially in an inaccessible building -- offices can only be accessed by going up stairs. I've heard in the past that, in order to meet with students with disabilities, they have to meet somewhere other than the faculty member's office. Similarly, we have had faculty who can no longer negotiate the steps, and they are required to set up a temporary office elsewhere.

Stevens Hall is terribly inaccessible. HA entrances are needed.

We have a ramp and elevator. The doors and hallways seem narrow.

Access is possible but difficult with only one elevator in a complex of 2 story buildings. Some buildings that predate ADA requirements are deficient and noted in a recent accreditation team visiting report. Their observation has not been reviewed by facilities.

My office is, but my lab in Widakas bldg. is not at all.

Again it depends on the type of disability, wheelchair, blindness??

There are 2 entrances to our building neither of which have accessible (automatic) doors. Even if the outside doors were automatic, there are 2-3 additional doors an individual must pass through to get to the main offices. So install automatic doors. There is an elevator in our building which was fixed this fall so was out of service for about 2 weeks; however individuals could access the building through the neighboring building and skywalk. Elevators are not well marked. Braille is found only on the bathroom signs.

While it might not be convenient there are elevators in the building and different things. Some offices are not very large and it may be difficult to move around if needed. But I think things could be adapted if needed.

It looks pretty accessible. Two passenger elevators are available. Use of stairs is unnecessary. I can't really say more than that because I'm not disabled.

Stairs only. No elevator, no ground-level offices.

The building overall is good but the parking to handicap access could be better

there is one freight elevator to move between floors; while bathrooms have railings for stability, there is no way to open the door in wheelchair; lights are in hallway to restrooms so if you don't know that you make two difficult journeys into/our of restroom; other than outside entrance, no automatic doors, including into classrooms;

Regarding physical disabilities, some of our offices are located buildings with no elevator thus non-ADA compliant for any floor above the first one.

We do not know what disabilities we have to deal with in our accommodations, in terms of planning for them, as prior disclosure is not required at time of employment of a faculty member.

For people with physical disabilities, our Department is not very accessible. We have a 3 story building and the only elevator is an old freight elevator that often does not stop so that it is level with the floor. You have to either step up or step down to get into the elevator. Similarly, all of the main doors to get into the building lead immediately to stairs. If someone cannot navigate stairs, they would need to come through the freight door where there is a ramp, but then they would have to get on the freight elevator (which doesn't work well, as previously explained).

braille signs, elevators; classrooms are ok, not great; depends on disability

They recently renovated the CM&E Auditorium, and I am not sure how I could get in front of the class if I am on a wheel chair.

A person on a wheel chair cannot conduct a lecture because the teaching station (computer and the document camera) are mounted too high (to suit a person standing), and cannot be lowered.

Elevators to access upper floors are few and far between. Life on wheel chair can be extremely challenging having to go long distances looking for an elevator ... imagine doing it in the winter.

Once 911 crew who came to evacuate a colleague who was taken ill had to ask us: "Where is the elevator?" Disabled access instructions and signs need to be more clearly and prominently posted.

Where are the guidance trails for the blind (we see such in better developed campuses) indicating the path all the way along main walking corridors. Where are the campus maps for the blind? Nice and illuminated campus maps that were erected a few years back can be read only by those with eyesight. Beside them there should be maps that can be read in braille with music that will direct a blind person to it.

This list is long if you look around!

Automatic doors, elevators, etc.

Doorways, hallways and bathrooms are all assessable. Playground area is also assessable. NDSU has policies and procedures to follow regarding this matter. Interview questions around accommodations needed are also encouraged.

There are wheel chair ramps available and an elevator so that one should be able to access all parts of the building.

The engineering building (4-5 departments) has only 1 (yes, one) elevator - old one!!

The space is a bit diminished after the remodeling that was done this past summer. This would be especially constraining for faculty with physical disabilities.

Wheelchair accessible bathroom. Some doors have buttons to open and others do not. There is no discussion regarding faculty with invisible disabilities. I would like to know how to better support faculty with mental health diagnosis. There seems to be a culture that makes situations more difficult for faculty who may struggle.

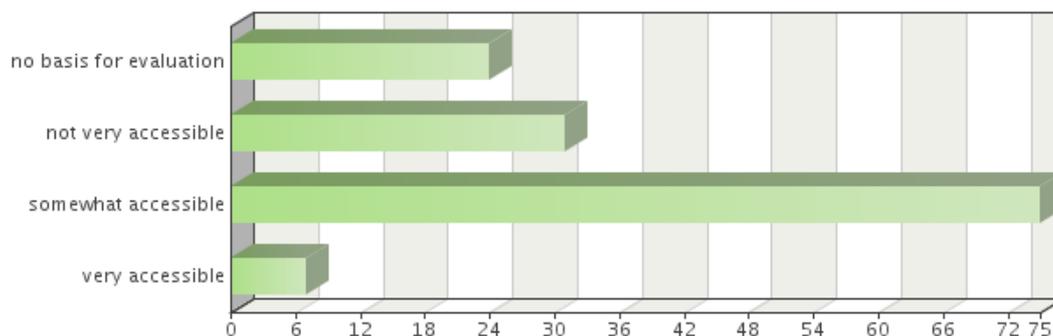
Building work is making this very difficult right now

Minard Hall reconstruction makes accessibility challenging

Accessible to building but not second floor

Question 11

How accessible is NDSU as a whole for faculty with disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	24	24	14.72%	14.72%	17.52%	17.52%
not very accessible	31	55	19.02%	33.74%	22.63%	40.15%
somewhat accessible	75	130	46.01%	79.75%	54.74%	94.89%
very accessible	7	137	4.29%	84.05%	5.11%	100%
Not answered:	26	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	3.3	Minimum:	1	Variance:	1.37	
Median:	4	Maximum:	5	Std. deviation:	1.17	

Total answered: 137

Text input

With the old buildings, it seems to me that the accommodations for accessibility were added in the cheapest way possible. Often they require that the disabled person make a detour. The indicators below are partially met.

We meet the letter of the law, but older facilities that are retroactively "fitted" to meet the ADA's guidelines do not really create a climate and physical infrastructure conducive to accommodating people with disabilities.

Again, there are sometimes problems with elevators - not running or non-existent. This situation has really improved over the years.

Also, in the bathrooms, the stalls that are wheelchair accessible should open OUT, not IN.

Some of the older buildings are more difficult to access. Elevators in some are extremely old and slow.

I cannot imagine trying to traverse the campus when there is snow and ice on the ground. It is frequently not very clear. I recognize that that's a big job, but it definitely would affect accessibility.

I have heard and observed that snow removal is inconsistent and that causes problems for people with limited mobility.

We should have more handicap accessible doors for people who need them, especially due to our winter weather.

My sense is that many buildings do not have elevators - we need some major upgrades or new buildings.

The outside public areas are being updated, but many buildings are not accessible to people with disabilities due to age of building, poor state of repairs, etc.

I lecture in FLC 122, and the computer monitor is fairly tall, so I can see over it at a few of the students in the first row. I can't imagine what it would be like for a person in a wheel chair to give a lecture in this room. In EML 370, the computer is on a dais, so you need to step up to get to the computer, which would be impossible for someone in a wheelchair.

I'm sure it would be more accessible if we didn't get so much snow! But...not sure what can be done about that.

For those with physical disabilities, the department is quite accessible (well, at least on those days when the elevator works). For those with disabilities such as blindness or deafness, departmental documents are for all practical purposes out of reach.

old buildings, stairs to enter, narrow halls, crowded rooms, tacked on elevators, some which don't really work

Small, slow elevators in some of the older buildings.

Many of the buildings have issues that would be difficult for a person with physical disability.

I've not looked at the overall campus through this lens, but the general perception is of fairly accessible public spaces. No gauge for building in other colleges.

Lots and lots of spaces that are not fully accessible. The Wellness Center and the new Residence Halls are an exception.

I wouldn't want to maneuver a wheel chair here in the winter on the icy and snow packed sidewalks. I don't know that all the NDSU websites have alternative forms for people with vision challenges.

Plenty of curb cutouts, but we need more elevators.

I don't think we talk about it. We rarely address # 1, 2, 3, 4. 5 -- not at all. 6 -- maybe a little. 7 and 8-- better. 9 -- no. And that's w/o snow!!!

The buildings that I am familiar with seem to have a reasonable level of accessibility but in some case the accessibility is not convenient with most of the inconveniences occur in older buildings.

I believe it is not all to accessible. Most of the building are old and were not build to acomodate disabilities. I personally never received any training in how to help people with disabilities

I am not very familiar with this area.

s.a. is true for many buildings on campus

Few braille signs, old buildings w/ no ramps, broken elevators or ramps too steep to negotiate. We sure have money for televisions though. I believe we just avoid hiring people with disability as we avoid hiring women and people of color.

I am too new to the institution to have an accurate perception of the campus as a whole.

Minard does not have an elevator for people in wheelchairs.

Done well- we have elevators in most buildings.

Not well- Administration is hesitant to make accommodations. They meet together, with HR & the university lawyer to figure out how to *avoid* making accommodations for a disability. (WTF?!)

I spend a fair amount of time negotiating a stroller, so I notice things like elevators. I haven't necessarily identified a problem anywhere but my own building. And beyond wheelchair access, I haven't paid enough attention to know.

In regard to some of the indicators below, this issue has largely been absent from any sort of discussions of diversity I've been privy to (although, to be fair, there have been...probably zero discussions about diversity in my department, aside from the random snide comment.)

I have heard people complain about the location of those push buttons to open doors on some buildings.

See above.

It depends of the disability

Thinking from the perspective of individuals who are in wheelchairs, improving visibility of elevators (the union for example - it is a maze to find the elevator), ensuring all buildings are accessible (auto doors and that they work), having food and service (post office, bison connection) counters at the union at accessible height or at least an option for accessibility for someone who is in a wheelchair, grounds in the wintertime (a challenge for everyone, but especially individuals in wheelchairs).

I think the university does a good job trying to reach all audiences.

I think it's pretty accessible. There are some building that are less so than others.

There are many older buildings where access is not very good. e.g., Putnam Hall

Newer buildings have accommodations, retrofits are not in all other buildings.

Regarding physical disabilities, some buildings have no elevators to upper floor offices (where in some buildings there are also the only restrooms for certain sexes) and extremely poor winter clearance of snow, ice, and mud from wheelchair ramps and key sidewalks. I see far too much non-compliance with ADA in terms of structures and maintenance.

There is no budget for ADA accommodations in any of the divisions or departments on campus. This alone should be telling!

My answer to the question (not very accessible) is based solely on my perception of how accessible facilities and spaces are on campus to people with disabilities that make navigating stairs and tight spaces difficult. I think that this campus contains a lot of old buildings that haven't been remodeled to make the buildings and the classrooms accessible to faculty and students with disabilities (i.e. lots of stairs, few elevators, no space in classrooms for wheelchairs or for people that use crutches or some other device to assist with movement, no handicap bathrooms). I think that NDSU has been very poor in addressing these types of infrastructure needs. I have no knowledge of whether our campus publications, websites etc. meet accessibility standards.

See my comments on the Department.

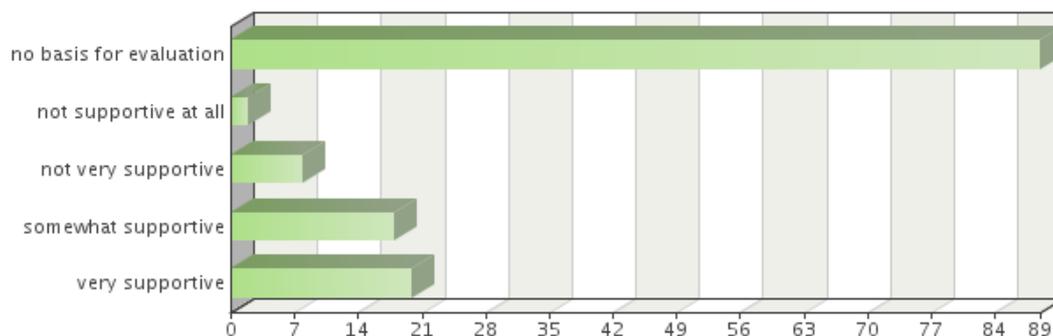
I have seen few faculty with disability, so I am not really sure about this. I don't know how a blind or deaf faculty would be accommodated, and I have to admit to never having met one in my career.

This issue is not discussed at all. We are silent.

Purely a perception from observing how people are treated across campus--faculty or staff.

Question 12

How supportive is your department or unit for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	89	89	54.6%	54.6%	64.96%	64.96%
not supportive at all	2	91	1.23%	55.83%	1.46%	66.42%
not very supportive	8	99	4.91%	60.74%	5.84%	72.26%
somewhat supportive	18	117	11.04%	71.78%	13.14%	85.4%
very supportive	20	137	12.27%	84.05%	14.6%	100%
Not answered:	26	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.11	Minimum:	1	Variance:	2.55	
Median:	1	Maximum:	5	Std. deviation:	1.6	

Total answered: 137

Text input

No discussion takes place. Individual but not institutional (department) discussion or support.

try to make accommodation and help out individual with such situation; policies seem unclear; chair gets put in uncomfortable position

I am in Visual Arts, where we have a lot of right-brain studio artists, whose left-brain cognitive skills are often absent or unrecognized. We work hard to give individual attention to these students and to test them according to their needs and disabilities.

Broad faculty appreciation for awareness and accommodation of people of all stripes. I have never observed a case of non-accommodation within our department. No special policies or procedures, as this is not a problem here.

Working hand in hand with disability services.

Not a topic of discussion.

I would not know that as we never had the problem (as far as I am aware of). I am trying to help a student with a disability right now and have a hard time finding out what to do as well.

We offer online teaching but not much more.

I'm not sure what this means.

I'm basing my opinion on the basis of how well the department has worked with us in the past.

I cant imagine trying to work in my department with a cognitive disability, but instead imagine considerable ridicule for same.

I have to admit, I'm not even sure what would qualify as such.

Recent incidences with a graduate student have demonstrated this. Not sure of past history

Difficult to teach our subject matter with cognitive disability.

This would not be compatible to teaching and performing research

I feel that we have a very student oriented department who very willingly accomdates students with cognitive disabilities.

We have been very supportive once the disability has been disclosed and assistance has been sought. Our support is limited by the extent to which we have had resources to address accommodations. For instance, is an ADA facilities accommodation the responsibility of the Divisions of Facilities Management and Human Resources, or the department as a unit?

Never been discussed in our department.

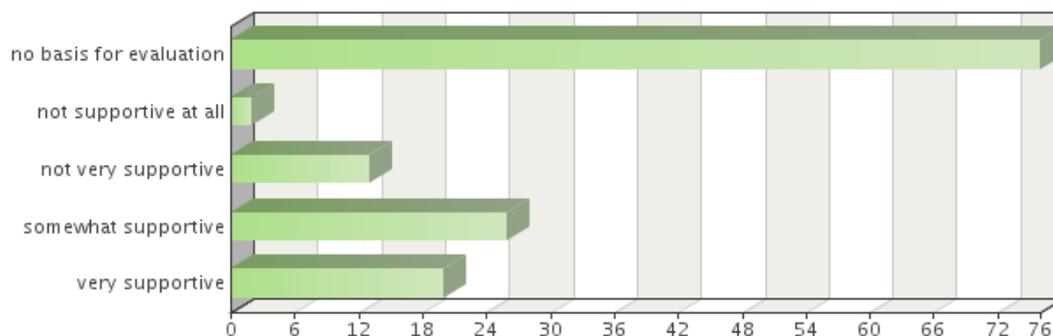
Such will not be hired and will not get tenured.

I am afraid that I don't even know what a cognitive disability is. I presume that it is different from a developmental disability which would, in all likelihood prevent a person from becoming faculty.

Nothing being done to my knowledge

Question 13

How supportive is your department or unit for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	76	76	46.63%	46.63%	55.47%	55.47%
not supportive at all	2	78	1.23%	47.85%	1.46%	56.93%
not very supportive	13	91	7.98%	55.83%	9.49%	66.42%
somewhat supportive	26	117	15.95%	71.78%	18.98%	85.4%
very supportive	20	137	12.27%	84.05%	14.6%	100%
Not answered:	26	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.36	Minimum:	1	Variance:	2.61	
Median:	1	Maximum:	5	Std. deviation:	1.62	

Total answered: 137

Text input

Same as above.

There is definitely some consternation when other faculty members cry in their office all day or when graduate students act out in class because of their psychological disabilities, but most people try to be supportive as others work to find the right care so that they can continue to do their jobs.

The chair of my department has made special efforts to help a staff person with hoarding issues.

Village family services was available for help. Now it is a new provider.

This department is supportive to a fault (namely in trying to accommodate pathological behavior longer than it should, when earlier intervention can be seen as more appropriate in hindsight).

same as above; in both cases faculty are sympathetic yet everyone needs to do their job as everyone is working at high levels of effort

Again, with sensitive art students, we see a lot of emotional problems, and in general we cope easily with them because of the type of students we tend to see.

See question 8.

Still a mystery to me.

Recent events would indicate that some education is needed

Again, don't ask, don't tell.

It would certainly help if senior faculty would not cause psychological problems among junior faculty. We have too many road blockers.

This is difficult to assess and to address, but efforts are being made.

We love mentally ill people; we hire them at a high rate and allow them to bully everyone else.

At least two faculty members with known substance abuse and mental health problems continued to work (and in some cases become disruptive) without receiving any care, support or accommodation that I was aware of.

This entirely depends on who needs accommodation.

No experience in this area.

We have had faculty working with counselors for various psychological challenges that often involve chemical or alcohol dependencies. This applies to staff as well.

My chairman is supportive, but I don't think most faculty or staff understand the needs and accommodation of a person with depression. Lack of information. Depression is not seen as a health problem but a behavioral problem.

There is a lot of stress and pressure related to our job, this would be difficult for a faculty with psy. disabilities

I feel that we have a very student oriented department who very willingly accommodates students with psychological disabilities.

We are very supportive once the disability has been disclosed and assistance has been sought.

Never been discussed in our department.

Such will not be hired and will not get tenured.

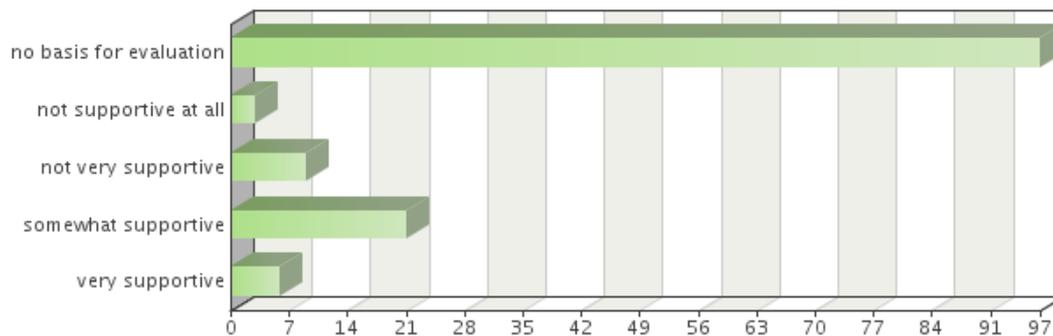
I don't think we have run into this issue.

Support faculty when they are dealing with emotional hardship rather than talk about them behind their backs, which prevents other faculty from seeking support when they need it.

The replacement of our interim chair will probably improve this situation.

Question 14

How supportive is NDSU as a whole for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	97	97	59.51%	59.51%	71.32%	71.32%
not supportive at all	3	100	1.84%	61.35%	2.21%	73.53%
not very supportive	9	109	5.52%	66.87%	6.62%	80.15%
somewhat supportive	21	130	12.88%	79.75%	15.44%	95.59%
very supportive	6	136	3.68%	83.44%	4.41%	100%
Not answered:	27	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.79	Minimum:	1	Variance:	1.76	
Median:	1	Maximum:	5	Std. deviation:	1.33	

Total answered: 136

Text input

same as prior

I am not aware of what is done for faculty with cognitive disabilities.

Answer to question 8 applied to my perceptions of the overall campus.

I say this b/c it's not addressed outwardly at all.

I would not know that. This in itself could be a starting point. IT would help if the University would let people know what is being done.

I have never seen a policy on this issue.

You wouldn't want anyone in my college to know if you had a cognitive disability let alone ask for accommodation for it.

I haven't paid much attention to this

No experience in this area.

cannot answer

depends on what it is and how it effects work place

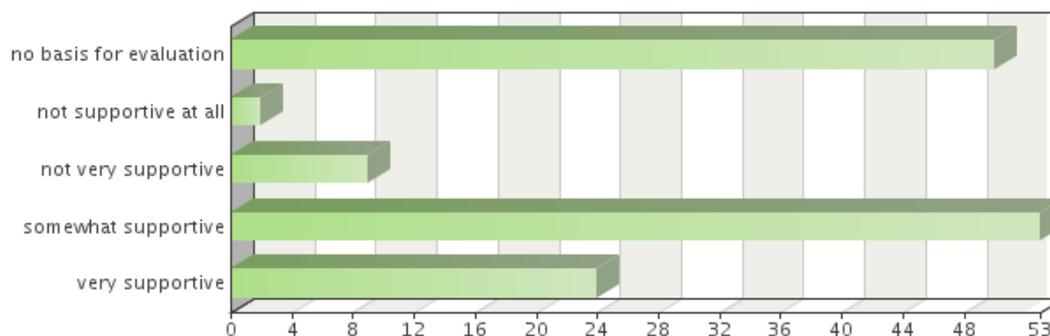
Such will not be hired and will not get tenured.

No idea.

We need to acknowledge and address this issue.

Question 15

How supportive is NDSU as a whole for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	50	50	30.67%	30.67%	36.23%	36.23%
not supportive at all	2	52	1.23%	31.9%	1.45%	37.68%
not very supportive	9	61	5.52%	37.42%	6.52%	44.2%
somewhat supportive	53	114	32.52%	69.94%	38.41%	82.61%
very supportive	24	138	14.72%	84.66%	17.39%	100%
Not answered:	25	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.99	Minimum:	1	Variance:	2.56	
Median:	4	Maximum:	5	Std. deviation:	1.6	

Total answered: 138

Text input

I believe that faculty with physical disabilities receive accommodation with class room access and needs.

One of my colleagues was in a wheelchair. To access her classroom it was necessary to go through a door in another department. This situation caused some tension (the other department didn't want the "increased traffic").

Also, when the fire alarm went off and everyone was supposed to leave the building, a member of the support staff wanted to stay with a faculty member who was in a wheelchair. She was told to leave the guy in the chair behind.

As someone who tries to pay attention to these issues, even I don't really know the paths for supporting faculty with disabilities. I know these much better for helping and supporting students but hear little about faculty accommodations for disability.

same as prior

We need more support staff--personal assistants, etc.

Answer to question 8 applied to my perceptions of the overall campus.

Have not witnessed a hire of anyone with a known disability.

We do try to get these faculty into accessible, close classrooms.

Same as above.

I really don't know. I am not disabled, and do not (to my knowledge) know anyone who is, so I cannot say. Should I be more aware of this? Probably. But there are so many things I should probably be aware of, along with performing my research and teaching and service duties and trying to have time with family, too. Fact is, there are only so many hours in a day, and this is not at the top of the list. Heck, even Michael J Fox didn't care about Parkinson's disease...until he got it.

If we hired some people with physical disabilities and let them evaluate the facilities and policies that would be useful.

This depends entirely on who need the accommodation and whether their unit administrator supports them. In my observation, it is often up to the unit administrator whether accommodations will be made. This should not be.

Our physical infrastructure is challenging for many forms of physical disability.

I think that they are doing a good job but one should ask a person with physical disabilities.

Trying to be proactive I think.

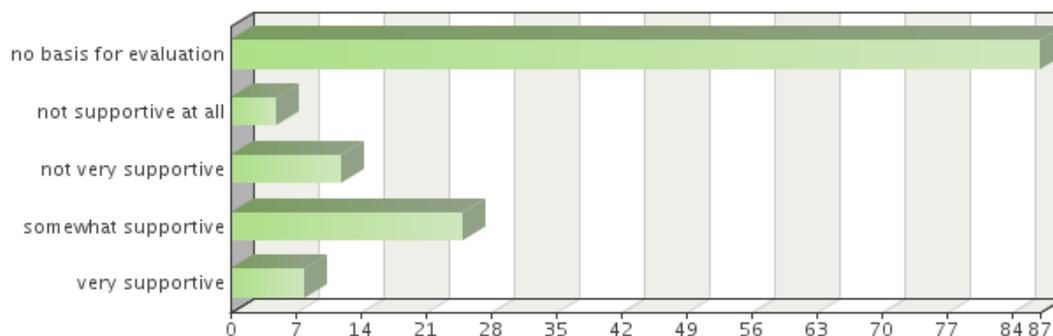
hard to change the weather;physical disabilities and getting around campus in the winter is very difficult.

I don't know a faculty with disabilities at NDSU.

Physical space is discussed. I hear about this.

Question 16

How supportive is NDSU as a whole for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	87	87	53.37%	53.37%	63.5%	63.5%
not supportive at all	5	92	3.07%	56.44%	3.65%	67.15%
not very supportive	12	104	7.36%	63.8%	8.76%	75.91%
somewhat supportive	25	129	15.34%	79.14%	18.25%	94.16%
very supportive	8	137	4.91%	84.05%	5.84%	100%
Not answered:	26	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.99	Minimum:	1	Variance:	1.99	
Median:	1	Maximum:	5	Std. deviation:	1.41	

Total answered: 137

Text input

Our counseling center does try to help. I understand our new provider that replaces the Village is not very good. Perhaps we should switch back?

I know we can have free counseling.

same as prior

It depends, in my opinion, on where someone is in the hierarchy, and on whether or not they are perceived as a problem or an asset with a need for help.

Answer to question 8 applied to my perceptions of the overall campus.

We don't talk about it, so we can't be very supportive. Perhaps this is done one-on-one.

Same as above. There is an employer assistance program, but my guess is that most people would not know that.

Hard to say.

NDSU is full of mentally ill people.

If you made it known that you had one, administration would find a way to get rid of you, either by exacerbating the problem (so you would quit) or by refusing tenure for tenure track people.

Don't know.

At least NDSU has The Employee Assistant Program with Deer Oaks that has been helpful for me anyway.

I am not sure about that

The insurance coverage is really good.

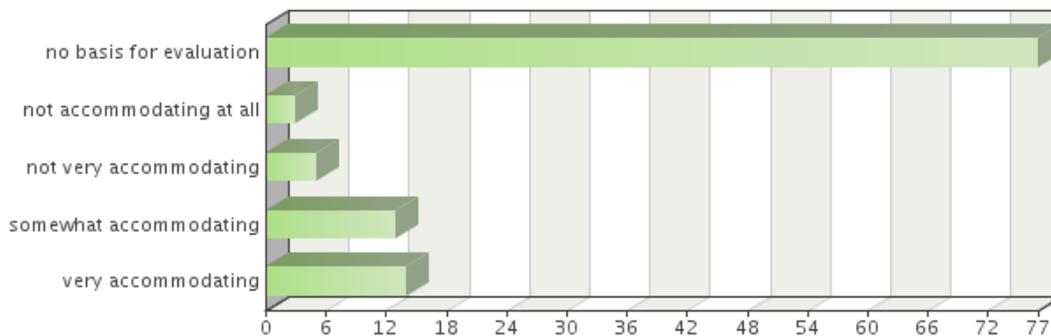
I know that as faculty we have access to psychological services as one of our benefits, but I have no knowledge of how good those services are or how easy they are to access.

I don't know a faculty with psychological disabilities.

I am unaware of any support for faculty aside from EAP referrals for counseling. this issue is not addressed in tenure and promotion. Faculty are not encouraged to seek support for these issues, and feel marginalized when they do. Mental health diagnosis is viewed as a weakness that prevents productivity. I am diagnosed but fear telling this to my department head or dean. I don't want to be viewed as incompetent.

Question 17

How accommodating is your Head/Chair for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	77	77	47.24%	47.24%	68.75%	68.75%
not accommodating at all	3	80	1.84%	49.08%	2.68%	71.43%
not very accommodating	5	85	3.07%	52.15%	4.46%	75.89%
somewhat accommodating	13	98	7.98%	60.12%	11.61%	87.5%
very accommodating	14	112	8.59%	68.71%	12.5%	100%
Not answered:	51	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.96	Minimum:	1	Variance:	2.34	
Median:	1	Maximum:	5	Std. deviation:	1.53	

Total answered: 112

Text input

does what can do in view of policy and resource limitations

See answer to question 8.

Since I never had any, I would not know that.

The head of my department is the best I've seen.

It would be disastrous to inform him.

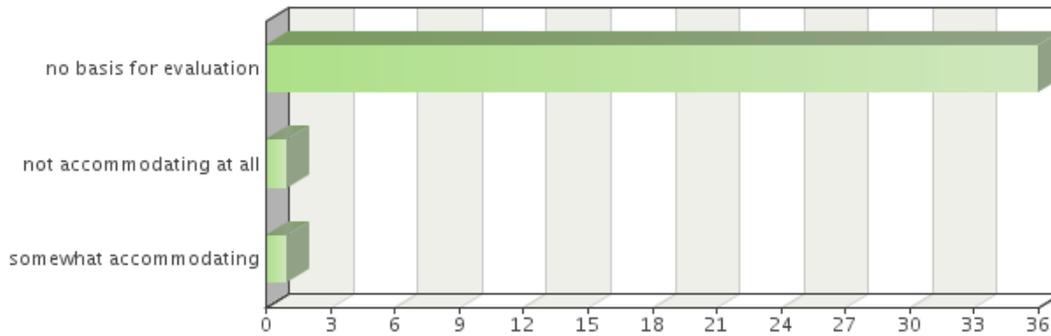
Same problem here. For our job, this would be difficult

I believe he would be accomodating in this regard.

Such will not be hired and will not get tenured.

Question 18

How accommodating is your Dean for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	36	36	22.09%	22.09%	94.74%	94.74%
not accommodating at all	1	37	0.61%	22.7%	2.63%	97.37%
somewhat accommodating	1	38	0.61%	23.31%	2.63%	100%
Not answered:	125	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.11	Minimum:	1	Variance:	0.26	
Median:	1	Maximum:	4	Std. deviation:	0.51	

Total answered: 38

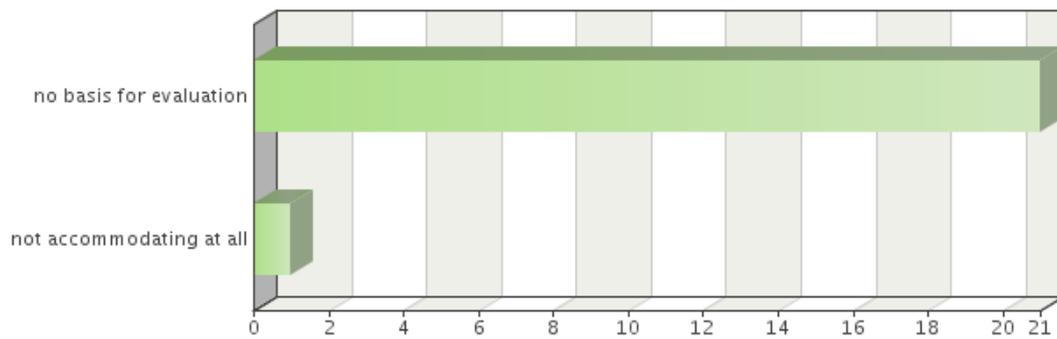
Text input

The dean of my college does not accommodate these.

Both Dean and Head are amazing and suspect they would be more than very accommodating, I just have no basis for such knowledge.

Question 19

How accommodating is the Provost/VPAA for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	21	21	12.88%	12.88%	95.45%	95.45%
not accommodating at all	1	22	0.61%	13.5%	4.55%	100%
Not answered:	141	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.05	Minimum:	1	Variance:	0.05	
Median:	1	Maximum:	2	Std. deviation:	0.21	

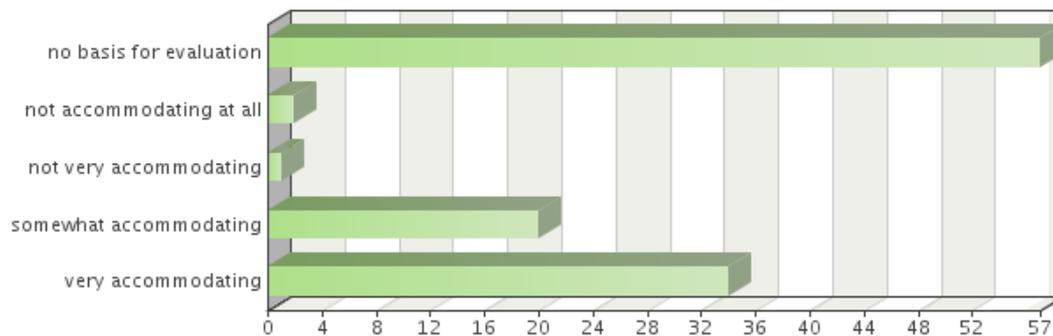
Total answered: 22

Text input

The previous provost went out of his way to ensure that accommodation was not made. Who knows about this provost?

Question 20

How accommodating is your Head/Chair for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	57	57	34.97%	34.97%	50%	50%
not accommodating at all	2	59	1.23%	36.2%	1.75%	51.75%
not very accommodating	1	60	0.61%	36.81%	0.88%	52.63%
somewhat accommodating	20	80	12.27%	49.08%	17.54%	70.18%
very accommodating	34	114	20.86%	69.94%	29.82%	100%
Not answered:	49	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.75	Minimum:	1	Variance:	3.36	
Median:	1.5	Maximum:	5	Std. deviation:	1.83	

Total answered: 114

Text input

Our chair does everything possible to accomodate our needs.

same as above

See answer to question 8.

Same as above.

My guess is that our head/chair would be accommodating given the opportunity.

This depends upon who does the asking and for which accommodations. He could be accommodating if he wanted to be.

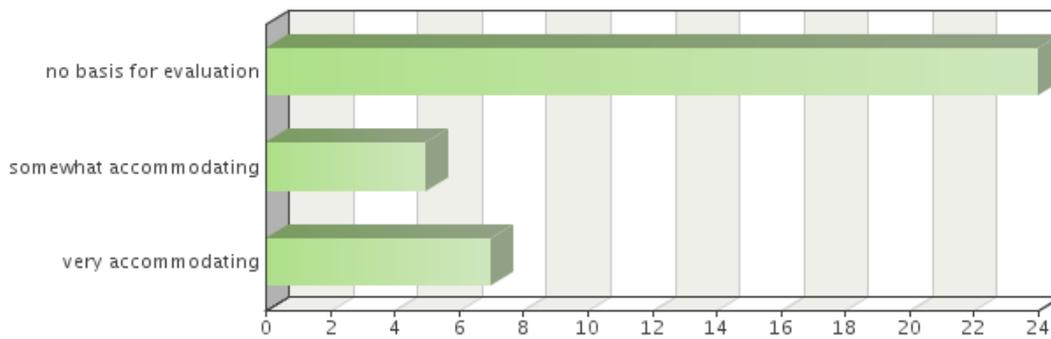
I would say accommodating to the extent that he is able. I mentioned the temporary offices, which in no universe is an ideal situation. BUT I know my head is constrained budgetarily.

We do not have a person with physical dis. in our dept.

I believe he would be accomodating in this regard.

Question 21

How accommodating is your Dean for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	24	24	14.72%	14.72%	66.67%	66.67%
somewhat accommodating	5	29	3.07%	17.79%	13.89%	80.56%
very accommodating	7	36	4.29%	22.09%	19.44%	100%
Not answered:	127	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.19	Minimum:	1	Variance:	3.02	
Median:	1	Maximum:	5	Std. deviation:	1.74	

Total answered: 36

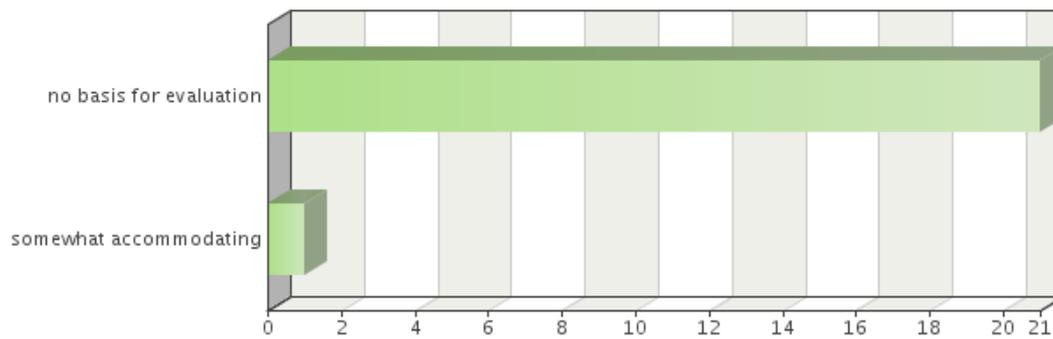
Text input

depends on the disability.

Both Dean and Head are amazing and suspect they would be more than very accommodating, I just have no basis for such knowledge.

Question 22

How accommodating is the Provost/VPAA for faculty with physical disabilities?

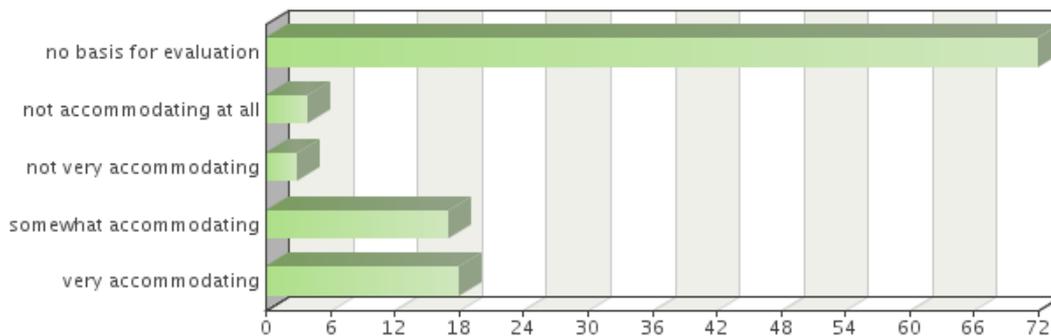


Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	21	21	12.88%	12.88%	95.45%	95.45%
somewhat accommodating	1	22	0.61%	13.5%	4.55%	100%
Not answered:	141	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.14	Minimum:	1	Variance:	0.41	
Median:	1	Maximum:	4	Std. deviation:	0.64	
Total answered: 22						

Question 23

How accommodating is your Head/Chair for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	72	72	44.17%	44.17%	63.16%	63.16%
not accommodating at all	4	76	2.45%	46.63%	3.51%	66.67%
not very accommodating	3	79	1.84%	48.47%	2.63%	69.3%
somewhat accommodating	17	96	10.43%	58.9%	14.91%	84.21%
very accommodating	18	114	11.04%	69.94%	15.79%	100%
Not answered:	49	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.17	Minimum:	1	Variance:	2.67	
Median:	1	Maximum:	5	Std. deviation:	1.63	

Total answered: 114

Text input

same as above

See answer to question 8.

Same as above.

See earlier comments.

My chair? No chance. Not for anyone in any circumstance.

At least with my experience he has been very supportive. But I am not sure if he is trained to deal with problems like this.

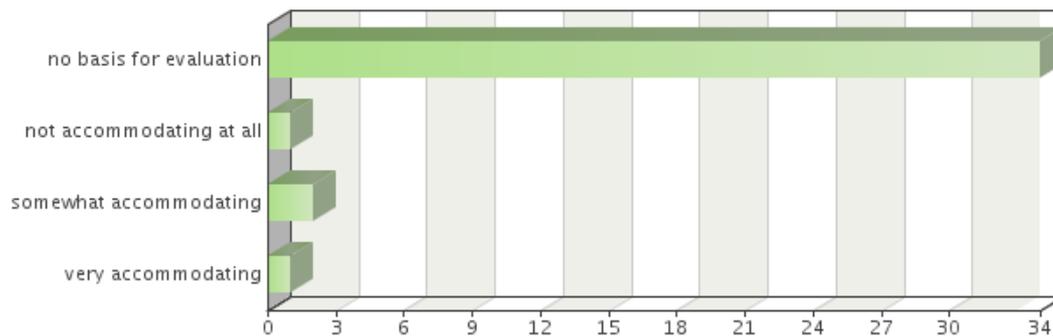
Not very compatible with the stress and pressure of our job

I believe he would be accomodating in this regard.

Such will not be hired and will not get tenured.

Question 24

How accommodating is your Dean for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	34	34	20.86%	20.86%	89.47%	89.47%
not accommodating at all	1	35	0.61%	21.47%	2.63%	92.11%
somewhat accommodating	2	37	1.23%	22.7%	5.26%	97.37%
very accommodating	1	38	0.61%	23.31%	2.63%	100%
Not answered:	125	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.29	Minimum:	1	Variance:	0.86	
Median:	1	Maximum:	5	Std. deviation:	0.93	

Total answered: 38

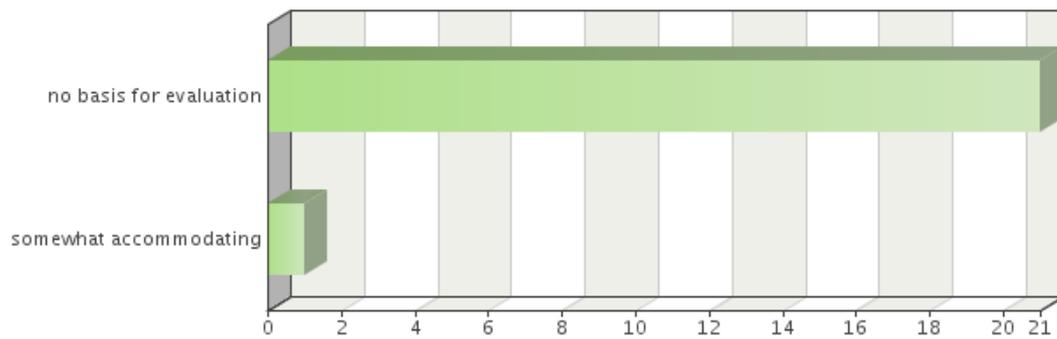
Text input

same comment as above

Both Dean and Head are amazing and suspect they would be more than very accommodating, I just have no basis for such knowledge.

Question 25

How accommodating is the Provost/VPAA for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	21	21	12.88%	12.88%	95.45%	95.45%
somewhat accommodating	1	22	0.61%	13.5%	4.55%	100%
Not answered:	141	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.14	Minimum:	1	Variance:	0.41	
Median:	1	Maximum:	4	Std. deviation:	0.64	

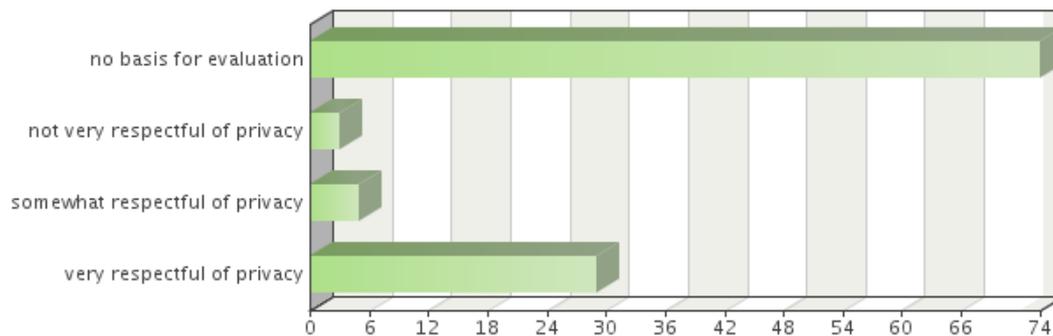
Total answered: 22

Text input

Previous one- not accommodating at all. This one? Who knows?

Question 26

How respectful of privacy is your Head/Chair with respect to accommodation/adjustment for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	74	74	45.4%	45.4%	66.67%	66.67%
not very respectful of privacy	3	77	1.84%	47.24%	2.7%	69.37%
somewhat respectful of privacy	5	82	3.07%	50.31%	4.5%	73.87%
very respectful of privacy	29	111	17.79%	68.1%	26.13%	100%
Not answered:	52	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.23	Minimum:	1	Variance:	3.2	
Median:	1	Maximum:	5	Std. deviation:	1.79	

Total answered: 111

Text input

Not very respectful of privacy in general.

The chair of our department is respectful of privacy regardless of the situation.

Chair is extremely respectful of privacy of everyone regarding any personal issues

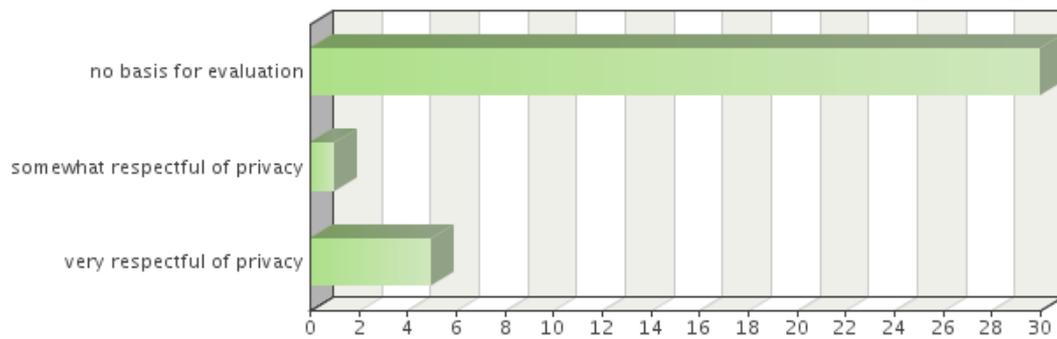
See answer to question 8.

That is hard to tell. There is the possibility that he helped some faculty and I am not aware of it. This would mean he is respectful of privacy. There is also the possibility that nobody ever had that problem. I would not be able to tell the difference.

I believe he would be respectful of privacy in this regard.

Question 27

How respectful of privacy is your Dean with respect to accommodation/adjustment for faculty with cognitive disabilities?



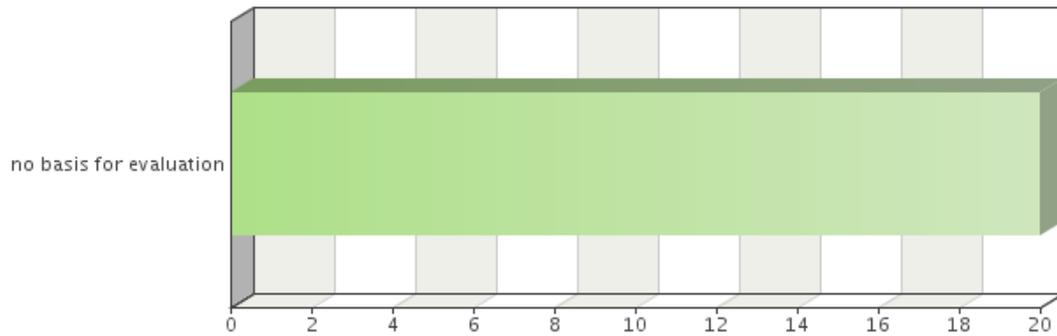
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	30	30	18.4%	18.4%	83.33%	83.33%
somewhat respectful of privacy	1	31	0.61%	19.02%	2.78%	86.11%
very respectful of privacy	5	36	3.07%	22.09%	13.89%	100%
Not answered:	127	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.64	Minimum:	1	Variance:	2.12	
Median:	1	Maximum:	5	Std. deviation:	1.46	

Total answered: 36

Question 28

How respectful of privacy is the Provost/VPAA with respect to accommodation/adjustment for faculty with cognitive disabilities?

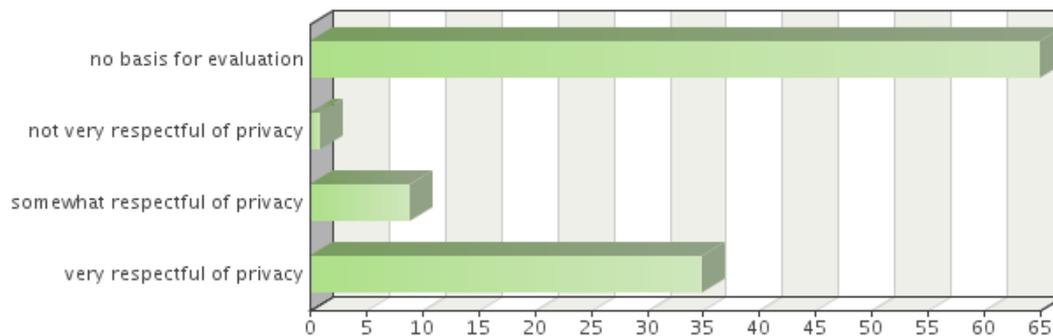


Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	20	20	12.27%	12.27%	100%	100%
Not answered:	143	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1	Minimum:	1	Variance:	0	
Median:	1	Maximum:	1	Std. deviation:	0	
Total answered: 20						

Question 29

How respectful of privacy is your Head/Chair with respect to accommodation/adjustment for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	65	65	39.88%	39.88%	59.09%	59.09%
not very respectful of privacy	1	66	0.61%	40.49%	0.91%	60%
somewhat respectful of privacy	9	75	5.52%	46.01%	8.18%	68.18%
very respectful of privacy	35	110	21.47%	67.48%	31.82%	100%
Not answered:	53	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.54	Minimum:	1	Variance:	3.54	
Median:	1	Maximum:	5	Std. deviation:	1.88	

Total answered: 110

Text input

I've never heard about the problems of others, even when a colleague was in a wheelchair.
My own ailments are not broadcast to the department.

The chair of our department is respectful of privacy regardless of the situation.

same as above

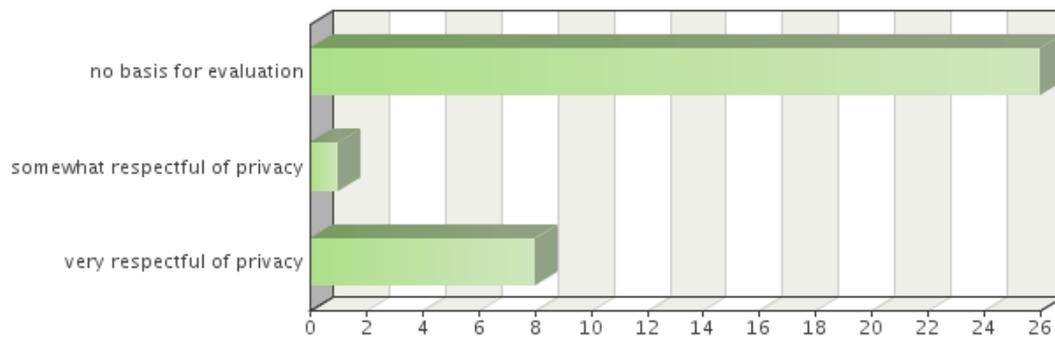
See answer to question 8.

Same as above.

I believe he would be respectful of privacy in this regard.

Question 30

How respectful of privacy is your Dean with respect to accommodation/adjustment for faculty with physical disabilities?



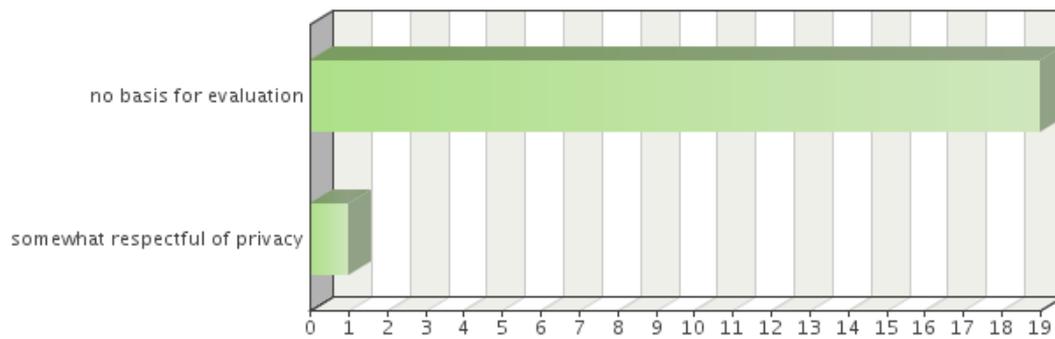
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	26	26	15.95%	15.95%	74.29%	74.29%
somewhat respectful of privacy	1	27	0.61%	16.56%	2.86%	77.14%
very respectful of privacy	8	35	4.91%	21.47%	22.86%	100%
Not answered:	128	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2	Minimum:	1	Variance:	3	
Median:	1	Maximum:	5	Std. deviation:	1.73	

Total answered: 35

Question 31

How respectful of privacy is the Provost/VPAA with respect to accommodation/adjustment for faculty with physical disabilities?



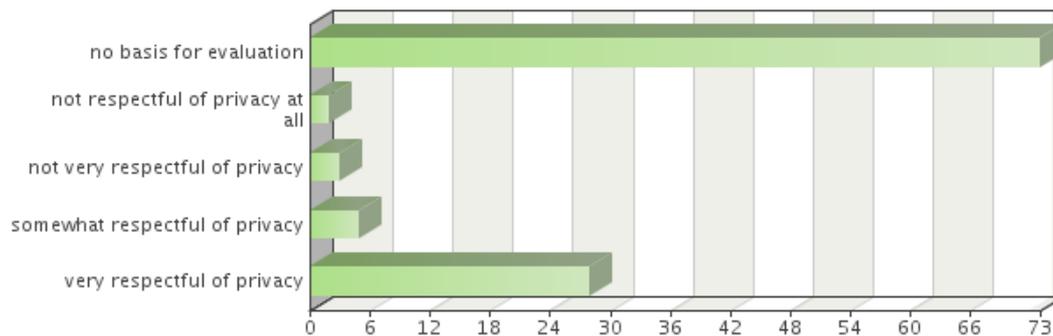
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	19	19	11.66%	11.66%	95%	95%
somewhat respectful of privacy	1	20	0.61%	12.27%	5%	100%
Not answered:	143	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.15	Minimum:	1	Variance:	0.45	
Median:	1	Maximum:	4	Std. deviation:	0.67	

Total answered: 20

Question 32

How respectful of privacy is your Head/Chair with respect to accommodation/adjustment for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	73	73	44.79%	44.79%	65.77%	65.77%
not respectful of privacy at all	2	75	1.23%	46.01%	1.8%	67.57%
not very respectful of privacy	3	78	1.84%	47.85%	2.7%	70.27%
somewhat respectful of privacy	5	83	3.07%	50.92%	4.5%	74.77%
very respectful of privacy	28	111	17.18%	68.1%	25.23%	100%
Not answered:	52	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.22	Minimum:	1	Variance:	3.12	
Median:	1	Maximum:	5	Std. deviation:	1.77	

Total answered: 111

Text input

The chair of our department is respectful of privacy regardless of the situation.

same as above

See answer to question 8.

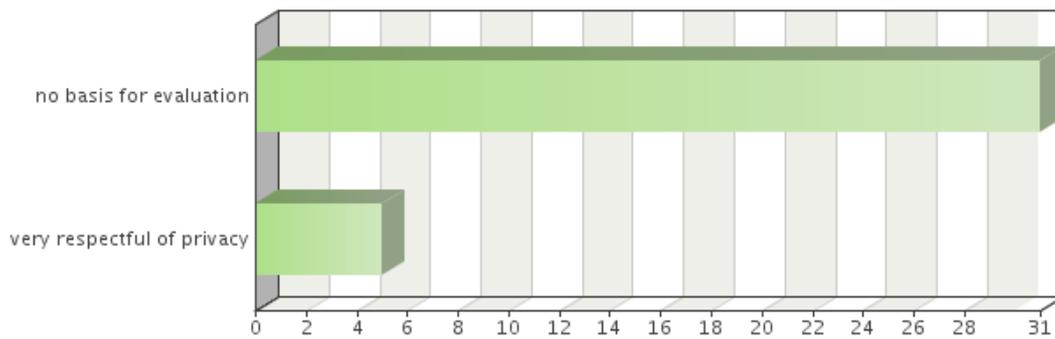
For 16, 17, and 18 I have not observed any interactions but I feel the my Dept. Head is very respectful of privacy for all faculty members.

Same as above

I believe he would be respectful of privacy in this regard.

Question 33

How respectful of privacy is your Dean with respect to accommodation/adjustment for faculty with psychological disabilities?



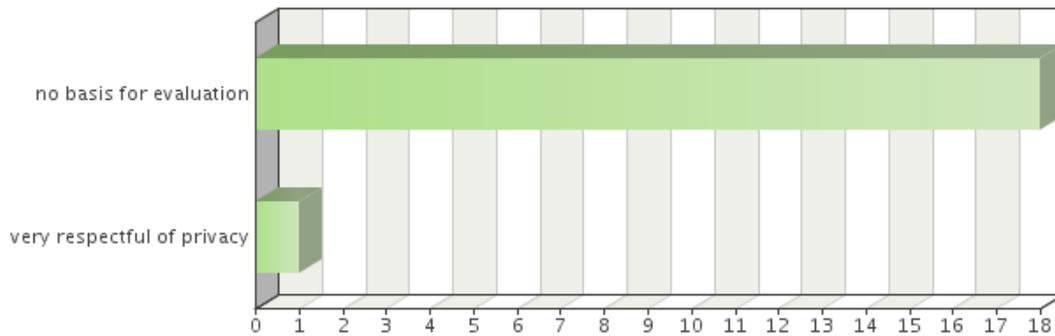
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	31	31	19.02%	19.02%	86.11%	86.11%
very respectful of privacy	5	36	3.07%	22.09%	13.89%	100%
Not answered:	127	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.56	Minimum:	1	Variance:	1.97	
Median:	1	Maximum:	5	Std. deviation:	1.4	

Total answered: 36

Question 34

How respectful of privacy is the Provost/VPAA with respect to accommodation/adjustment for faculty with psychological disabilities?



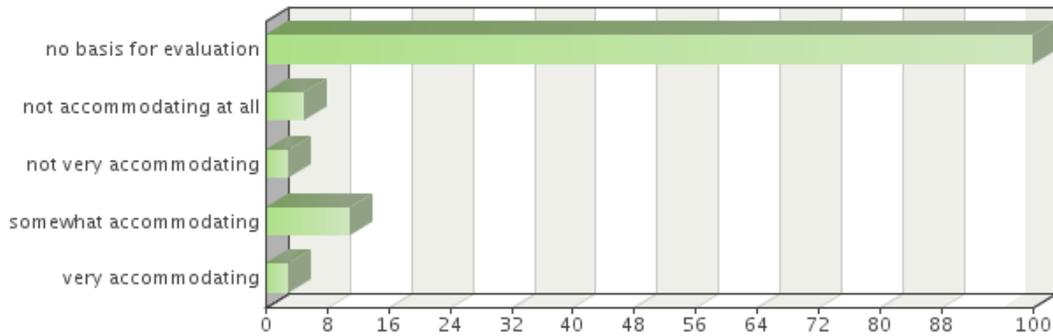
Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	18	18	11.04%	11.04%	94.74%	94.74%
very respectful of privacy	1	19	0.61%	11.66%	5.26%	100%
Not answered:	144	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.21	Minimum:	1	Variance:	0.84	
Median:	1	Maximum:	5	Std. deviation:	0.92	

Total answered: 19

Question 35

How accommodating is NDSU administration for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	100	100	61.35%	61.35%	81.97%	81.97%
not accommodating at all	5	105	3.07%	64.42%	4.1%	86.07%
not very accommodating	3	108	1.84%	66.26%	2.46%	88.52%
somewhat accommodating	11	119	6.75%	73.01%	9.02%	97.54%
very accommodating	3	122	1.84%	74.85%	2.46%	100%
Not answered:	41	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.46	Minimum:	1	Variance:	1.14	
Median:	1	Maximum:	5	Std. deviation:	1.07	

Total answered: 122

Text input

I can't comment on this.

I am not aware of any situations where this has come up. I think this would be a very personal situation. That, if it were me, I'd be uncomfortable discussing.

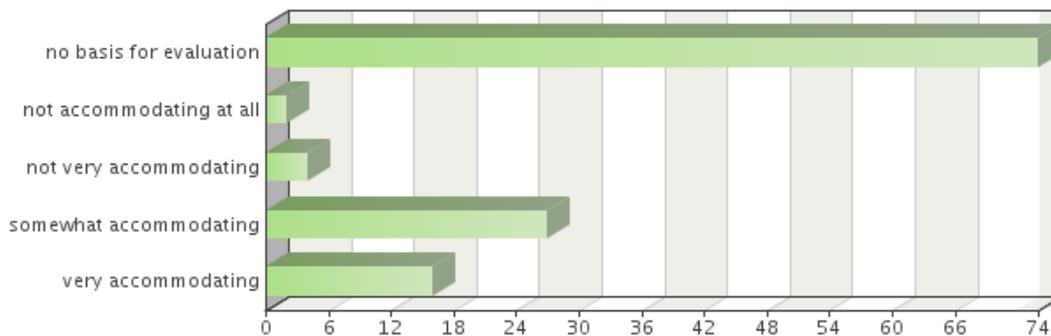
Apply answer to question 8 to the entire campus.

Same as for the previous page.

They could start accommodating for this.

Question 36

How accommodating is NDSU administration for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	74	74	45.4%	45.4%	60.16%	60.16%
not accommodating at all	2	76	1.23%	46.63%	1.63%	61.79%
not very accommodating	4	80	2.45%	49.08%	3.25%	65.04%
somewhat accommodating	27	107	16.56%	65.64%	21.95%	86.99%
very accommodating	16	123	9.82%	75.46%	13.01%	100%
Not answered:	40	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.26	Minimum:	1	Variance:	2.64	
Median:	1	Maximum:	5	Std. deviation:	1.62	

Total answered: 123

Text input

Either they're very good and the accommodation is working so well that I don't know about it...or I don't know about any situations like this.

Apply answer to question 8 to the entire campus.

Same as last question.

There don't seem to be any- is that a clue?

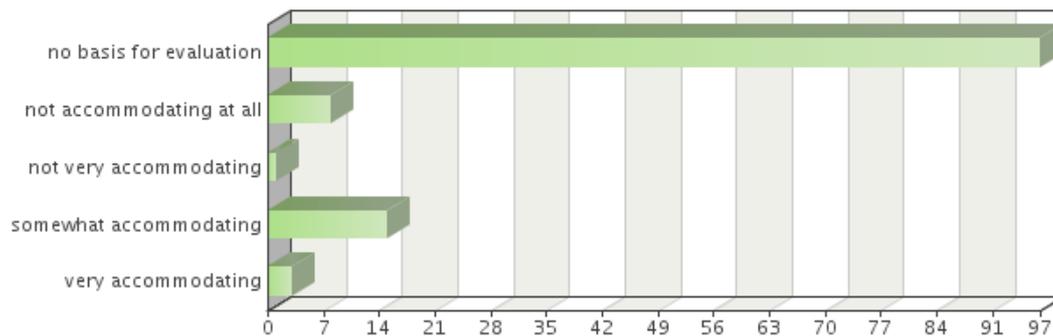
at least there's some talk

This depends on the disability and in my college, who does the asking.

Many classrooms are not set up to accommodate disabled faculty

Question 37

How accommodating is NDSU administration for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	97	97	59.51%	59.51%	78.23%	78.23%
not accommodating at all	8	105	4.91%	64.42%	6.45%	84.68%
not very accommodating	1	106	0.61%	65.03%	0.81%	85.48%
somewhat accommodating	15	121	9.2%	74.23%	12.1%	97.58%
very accommodating	3	124	1.84%	76.07%	2.42%	100%
Not answered:	39	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.54	Minimum:	1	Variance:	1.29	
Median:	1	Maximum:	5	Std. deviation:	1.14	

Total answered: 124

Text input

I think this would be a very personal issue that I would be uncomfortable having others know. I assume that if there are instances of this in the faculty ranks that it is kept very confidential.

Apply answer to question 8 to the entire campus.

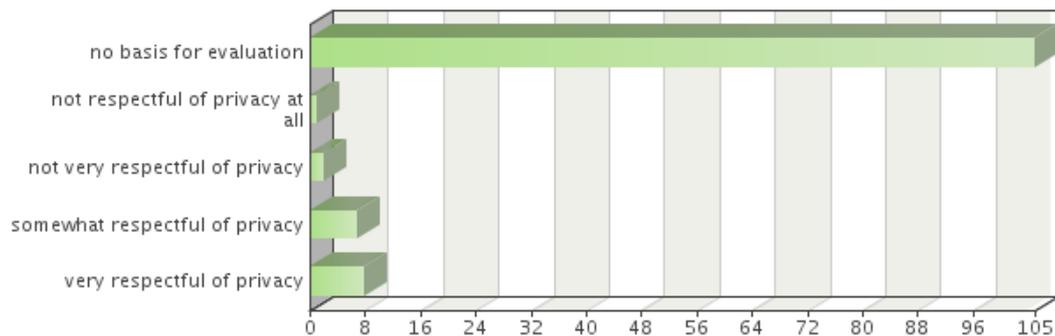
Same as last question.

I really don't see this ever being accommodated in my college.

No policies or procedures in place to support faculty through promotion and tenure

Question 38

How respectful of privacy is NDSU administration with respect to accommodation/adjustment for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	105	105	64.42%	64.42%	85.37%	85.37%
not respectful of privacy at all	1	106	0.61%	65.03%	0.81%	86.18%
not very respectful of privacy	2	108	1.23%	66.26%	1.63%	87.8%
somewhat respectful of privacy	7	115	4.29%	70.55%	5.69%	93.5%
very respectful of privacy	8	123	4.91%	75.46%	6.5%	100%
Not answered:	40	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.47	Minimum:	1	Variance:	1.42	
Median:	1	Maximum:	5	Std. deviation:	1.19	

Total answered: 123

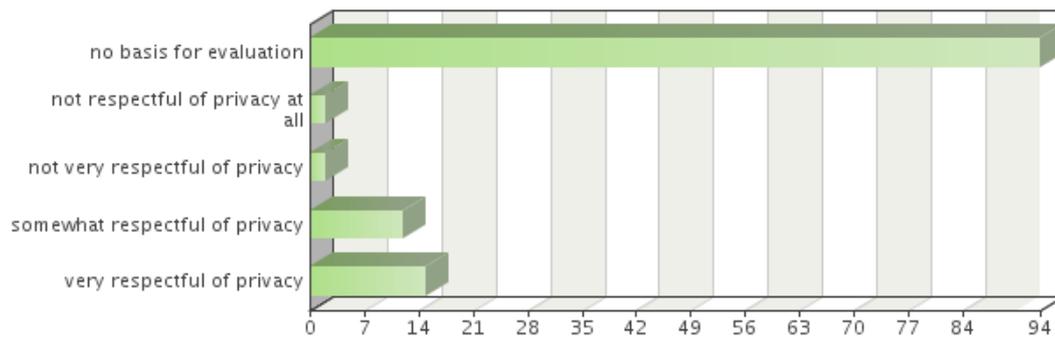
Text input

This would be a big issue if I had a cognitive disability.

Apply answer to question 8 to the entire campus.

Question 39

How respectful of privacy is NDSU administration with respect to accommodation/adjustment for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	94	94	57.67%	57.67%	75.2%	75.2%
not respectful of privacy at all	2	96	1.23%	58.9%	1.6%	76.8%
not very respectful of privacy	2	98	1.23%	60.12%	1.6%	78.4%
somewhat respectful of privacy	12	110	7.36%	67.48%	9.6%	88%
very respectful of privacy	15	125	9.2%	76.69%	12%	100%
Not answered:	38	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.82	Minimum:	1	Variance:	2.22	
Median:	1	Maximum:	5	Std. deviation:	1.49	

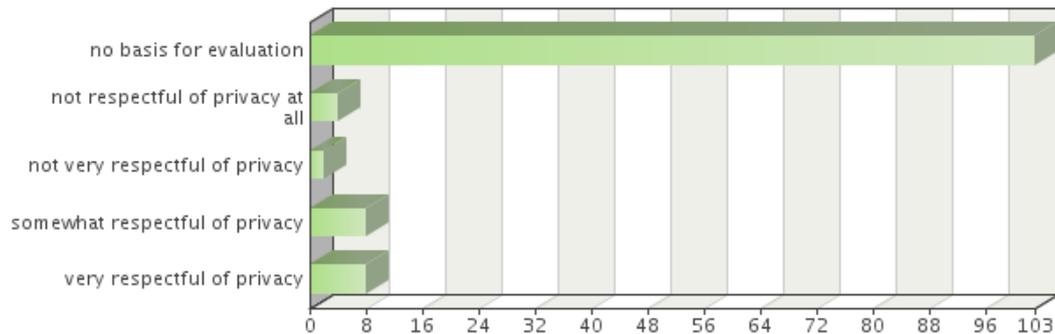
Total answered: 125

Text input

Apply answer to question 8 to the entire campus.

Question 40

How respectful of privacy is NDSU administration with respect to accommodation/adjustment for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	103	103	63.19%	63.19%	82.4%	82.4%
not respectful of privacy at all	4	107	2.45%	65.64%	3.2%	85.6%
not very respectful of privacy	2	109	1.23%	66.87%	1.6%	87.2%
somewhat respectful of privacy	8	117	4.91%	71.78%	6.4%	93.6%
very respectful of privacy	8	125	4.91%	76.69%	6.4%	100%
Not answered:	38	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.51	Minimum:	1	Variance:	1.45	
Median:	1	Maximum:	5	Std. deviation:	1.2	

Total answered: 125

Text input

Again, it depends on whether or not one is perceived as a problem or an asset in need of assistance.

Again, this would be a very touchy point for me as a faculty member if I had a psychological disability. Privacy would be one of the most important factors in who and what I would disclose.

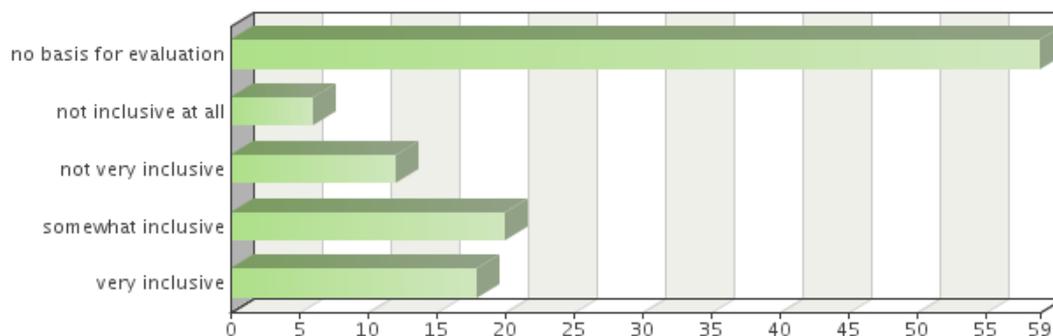
Apply answer to question 8 to the entire campus.

I don't know of any faculty with disabilities, maybe this is an indication that NDSU handles privacy of these individuals very well?

I have heard administrators use the term "crazy" to describe struggling faculty

Question 41

How inclusive are NDSU policies and procedures for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	59	59	36.2%	36.2%	51.3%	51.3%
not inclusive at all	6	65	3.68%	39.88%	5.22%	56.52%
not very inclusive	12	77	7.36%	47.24%	10.43%	66.96%
somewhat inclusive	20	97	12.27%	59.51%	17.39%	84.35%
very inclusive	18	115	11.04%	70.55%	15.65%	100%
Not answered:	48	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.41	Minimum:	1	Variance:	2.58	
Median:	1	Maximum:	5	Std. deviation:	1.61	

Total answered: 115

Text input

Policy 352 does not address questions 25 through 27, as far as I know. Policy 100 provides as much protection as the law requires, nothing more. However, what the policy means in practice is totally unclear. Policy 168 was written by a lawyer, "reasonable accommodations," and "as required by law." What that means is entirely unclear. Both documents are legalese and lack a human touch.

NDSU works hard to be compliant with law to AVOID law suit. This campus is not very interested in diversity, equity or responding to disability beyond that, in a way that would/could make us top 20 national leaders in best practices on these issues. We are a minimal compliance campus.

everyone needs to follow the standard and do their job

Disabilities are not mentioned in PTE policies and procedures, and committees focus on faculty achievements in PT&E deliberations. I have never observed a hint of bias or inconsideration in this regard.

Policy is very broad -- I assume these disabilities are covered.

Would have to read the policy for this and I have never done that.

I am sorry, I do not have time to read these things.

These policies just state that NDSU will obey the law regarding cognitive disabilities. Its not actually going to *do* that, unless the policy is rewritten to state that the decision adhere to ADA is NOT up to administration. (I recommend putting the responsibility for adherence with HR.)

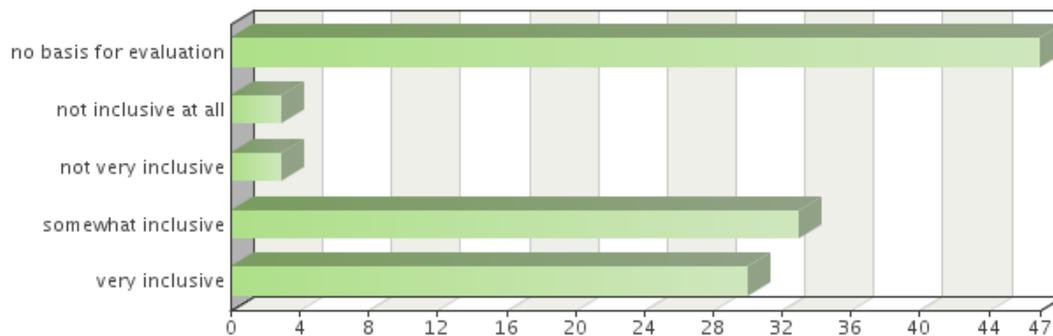
The policy refers to 'disability' as defined by the ADA therefore it is inherently inclusive.

I believe that policies are there. However, who is there to get things done?

A search of PT&E doc for "disability" or "disabilities" didn't have any hits. I did not read the document thoroughly to check. The other documents seem appropriately detailed.

Question 42

How inclusive are NDSU policies and procedures for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	47	47	28.83%	28.83%	40.52%	40.52%
not inclusive at all	3	50	1.84%	30.67%	2.59%	43.1%
not very inclusive	3	53	1.84%	32.52%	2.59%	45.69%
somewhat inclusive	33	86	20.25%	52.76%	28.45%	74.14%
very inclusive	30	116	18.4%	71.17%	25.86%	100%
Not answered:	47	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.97	Minimum:	1	Variance:	2.99	
Median:	4	Maximum:	5	Std. deviation:	1.73	

Total answered: 116

Text input

See response to #25

NDSU works hard to be compliant with law to AVOID law suit. This campus is not very interested in diversity, equity or responding to disability beyond that, in a way that would/could make us top 20 national leaders in best practices on these issues. We are a minimal compliance campus.

accommodations are to be made

See answer to question 25.

Same as last question

I am sorry, I do not have time to read these things.

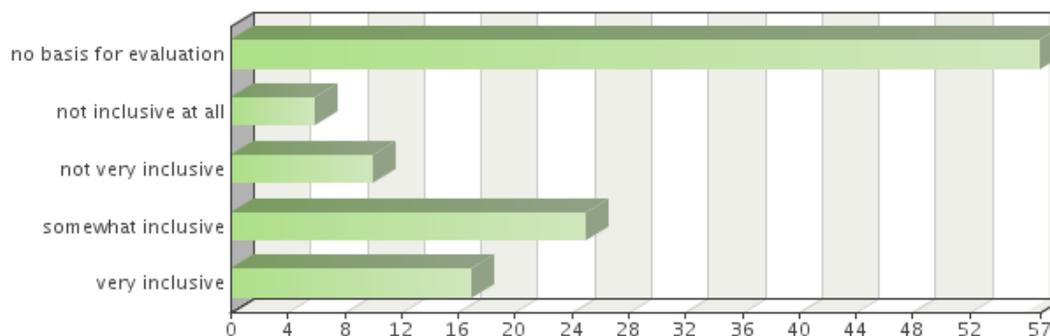
These policies just state that NDSU will obey the law regarding psychological disabilities. It may or may not *do* that, unless the policy is rewritten to state that the decision to adhere to ADA is NOT up to administration. (I recommend putting the responsibility for adherence with HR.)

The policy refers to 'disability' as defined by the ADA therefore it is inherently inclusive.

I believe that policies are there. However, who is there to get things done?

Question 43

How inclusive are NDSU policies and procedures for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	57	57	34.97%	34.97%	49.57%	49.57%
not inclusive at all	6	63	3.68%	38.65%	5.22%	54.78%
not very inclusive	10	73	6.13%	44.79%	8.7%	63.48%
somewhat inclusive	25	98	15.34%	60.12%	21.74%	85.22%
very inclusive	17	115	10.43%	70.55%	14.78%	100%
Not answered:	48	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.47	Minimum:	1	Variance:	2.58	
Median:	2	Maximum:	5	Std. deviation:	1.61	

Total answered: 115

Text input

See response to #25

NDSU works hard to be compliant with law to AVOID law suit. This campus is not very interested in diversity, equity or responding to disability beyond that, in a way that would/could make us top 20 national leaders in best practices on these issues. We are a minimal compliance campus.

physical disabilities are more identifiable and acceptable

Policies are one thing, how they are carried out is quite another thing.

See answer to question 25.

Again, not sure -- policy is overbroad.

Same as last question

I am sorry, I do not have time to read these things.

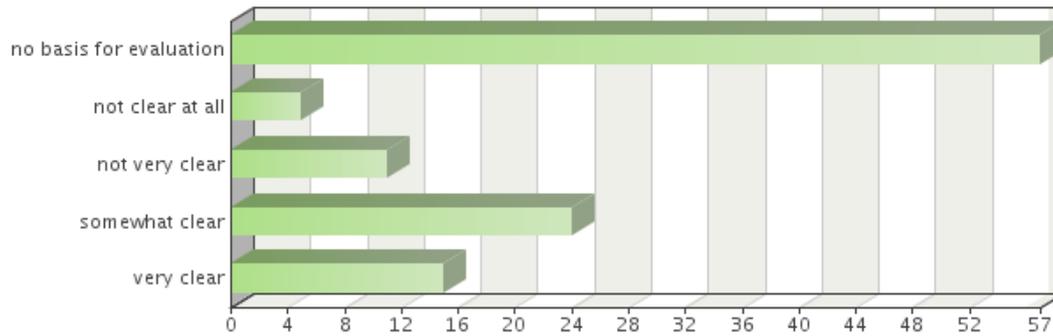
These policies just state that NDSU will obey the law regarding psychological disabilities. Its not actually going to *do* that, unless the policy is rewritten to state that the decision adhere to ADA is NOT up to administration. (I recommend putting the responsibility for adherence with HR.)

The policy refers to 'disability' as defined by the ADA therefore it is inherently inclusive.

I believe that policies are there. However, who is there to get things done?

Question 44

How clear are NDSU policies and procedures for faculty with cognitive disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	57	57	34.97%	34.97%	50.89%	50.89%
not clear at all	5	62	3.07%	38.04%	4.46%	55.36%
not very clear	11	73	6.75%	44.79%	9.82%	65.18%
somewhat clear	24	97	14.72%	59.51%	21.43%	86.61%
very clear	15	112	9.2%	68.71%	13.39%	100%
Not answered:	51	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.42	Minimum:	1	Variance:	2.52	
Median:	1	Maximum:	5	Std. deviation:	1.59	

Total answered: 112

Text input

Do not let lawyers write policy. Write policy in a clear way, explain terms, give examples, drop the convenient legal terms. The supreme court has defined what "reasonable" means. Explain what this actually means. Go beyond the reasonable to provide accommodations.

To my knowledge, PTE or evaluation after tenure are not addressed regarding cognitive disabilities.

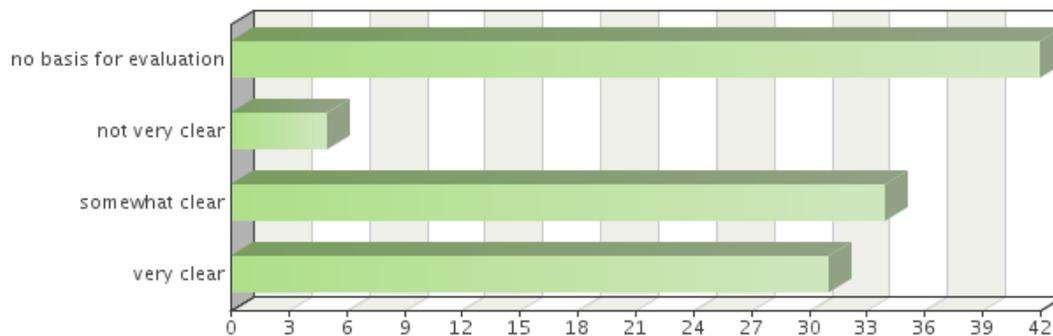
I am sorry, I do not have time to read these things.

The policy does not specifically address cognitive disabilities. It should.

I believe that policies are there. However, who is there to get things done?

Question 45

How clear are NDSU policies and procedures for faculty with physical disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	42	42	25.77%	25.77%	37.5%	37.5%
not very clear	5	47	3.07%	28.83%	4.46%	41.96%
somewhat clear	34	81	20.86%	49.69%	30.36%	72.32%
very clear	31	112	19.02%	68.71%	27.68%	100%
Not answered:	51	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	3.11	Minimum:	1	Variance:	2.93	
Median:	4	Maximum:	5	Std. deviation:	1.71	

Total answered: 112

Text input

See above

Accommodations through HR mostly deal with physical disability, to my knowledge. From that standpoint, we have a baseline for procedures. I don't know how that translates to tenure and evaluation, though.

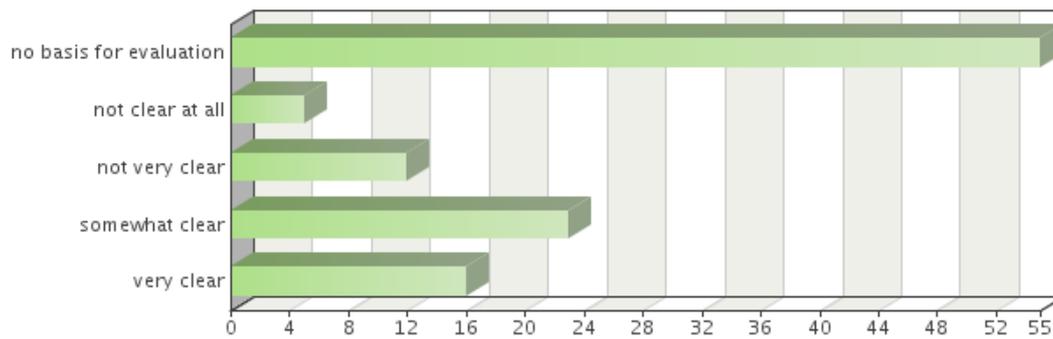
I am sorry, I do not have time to read these things.

The policy clearly pertains to physical disabilities.

I believe that policies are there. However, who is there to get things done?

Question 46

How clear are NDSU policies and procedures for faculty with psychological disabilities?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
no basis for evaluation	55	55	33.74%	33.74%	49.55%	49.55%
not clear at all	5	60	3.07%	36.81%	4.5%	54.05%
not very clear	12	72	7.36%	44.17%	10.81%	64.86%
somewhat clear	23	95	14.11%	58.28%	20.72%	85.59%
very clear	16	111	9.82%	68.1%	14.41%	100%
Not answered:	52	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.46	Minimum:	1	Variance:	2.54	
Median:	2	Maximum:	5	Std. deviation:	1.59	

Total answered: 111

Text input

See above

Administrators call faculty with psychological disabilities crazy and discount them.

To my knowledge, PTE or evaluation after tenure are not addressed regarding psychological disabilities.

I am sorry, I do not have time to read these things.

The policy does not specifically address psychological disabilities. It should.

I believe that policies are there. However, who is there to get things done?

Question 47

What could NDSU be doing to better recruit faculty with cognitive, physical, and/or psychological disabilities?

Text input

Make an effort to create a community in which faculty will feel welcome and want to stay. Showcase accomplishments (research, teaching, service, other) by such faculty. Have such faculty share their story. They may be excellent motivational speakers.

Have a welcoming campus that tempts to develop best practices including PT tenure track, etc. Offer support and help!

I don't know.

I have no experience with faculty with disabilities on campus. If there are faculty with disabilities I am not aware of the disabilities and can not comment on their accommodation.

something! do we do anything?

\$\$

Make it clear that NDSU is an inclusive community.

Nothing. The focus of recruiting ought to be on intellectual quality, rather than on providing special consideration for secondary (and tertiary) matters.

Recruit more than white guys in ties

Include links to policies in recruitment information.

First, we need to be more clear about the policies we have and what we do. I think if faculty have disabilities that are invisible, they are not encouraged to disclose. We have to be more proactive. Second, once, we have some things in place, we need to promote those policies on the web, in advertising, etc. Articles should be written about how advanced we are.

Probably

Consider it.

Bridges for snow

No idea.

I don't know.

no opinion

Start by accommodating the disabilities of your existent faculty. If the university cant do that, the question about recruiting is moot.

Good question. I am pretty new here, but I don't feel like people with disabilities are very visible on campus. For instance, all these questions, I never even really thought about them. And it's a Catch-22 that, in order to attract MORE faculty with disabilities that we need to have....more faculty with disabilities. And I honestly don't know if it's a matter of not having faculty with disabilities OR of these faculty just being invisible.

Faculty could be more aware of the policies.

I guess you could more clear that anyone no matter the disability is welcome to apply to any of the positions open at NDSU.

We are teaching and doing rearch in our department. Can a person with cognitive and psy. diabilities do a good job at these tasks? it will depend of the disability. Our research labs are very small and no wheelchair could go through the lab.

The best people for the position should be recruited. I would not want to get a job because I am a woman and to fill some sort of a quota that makes a campus 'more diverse'. I would want to get a job because I was the most qualified person (woman, man, gay, lesbian, in a wheelchair, white, black...).

Not sure

I am not sure that recruiting is the issue - the issue is a) non-discrimination when hiring and b) retaining through support and accommodation.

First, have a mechanism for disclosure at time of hire. We may be already doing this and not knowing it!

For physical disabilities, my earlier comments indicate that we need to look around and we will see many many problems. For cognitive ans psychological disabilites, I cannot comment offhand, by need to look around.

This doesn't seem like an appropriate initiative

?

To be honest I find it difficult to envisage a search committee that will put particular effort on specifically recruiting a faculty with disabilities.

Improve communication of procedures/accommodations to general faculty. Recruitment is best when done by direct referral, and knowing about these procedures might lead to faculty with disabilities to apply here due to good accommodations (provided we have those, which I have not really any understanding of.)

Question 48

What could NDSU be doing to better retain faculty with cognitive, physical, and/or psychological disabilities?

Text input

Surveys like this are a part of the process.

Have a welcoming campus that tempts to develop best practices including PT tenure track, etc.

Improve technology and desk arrangements in all classrooms

Have partial pay leaves and support for hiring temporary replacements.

Not sure.

same as above

\$\$

See answer to question 31.

Support them

Publicize efforts for accommodation and inclusion. This survey is actually the first time I'm hearing about this issue.

see above

Make information better accessible. Everybody should know whether there is help available or not and where to go.

Listen to their needs

No idea.

I don't know.

no opinion

Administration does not adhere to the policy or the ADA. for instance, where the policy states "As soon as possible after the employee's notification of the need for accommodation to the supervisor, the employee and supervisor should engage in a discussion to clarify what the employee needs and identify appropriate reasonable accommodation" this simply does not happen. The university administration meets *without consult with the employees* (in every instance which I have evaluated) and independently decides how to proceed. The solution could be wholly inappropriate but it will be implemented without consult with the employee. Where the policy reads "Such requests may initially be made orally, and the supervisor will address the request in a timely fashion." I have waited for three years for a request to be addressed. What part of that is timely?

Faculty could be more aware of the policies.

Make campus more accessible.

Not sure

Non-discrimination in the workplace and real action when it does happen.

Have a budget for accommodations at the appropriate levels (divisions or units)!

For physical disabilities, my earlier comments indicate that we need to look around and we will see many many problems. For cognitive and psychological disabilities, I cannot comment offhand, by need to look around.

Be aware of and implement appropriate policies and procedures for accommodation

Making sure that each faculty and staff have a current position description.

Question 49

What could NDSU be doing to better promote/advance faculty with cognitive, physical, and/or psychological disabilities?

Text input

Have a welcoming campus that tempts to develop best practices including PT tenure track, etc.

Maybe if head/chairs were aware of these exceptional situations and could make an extra effort to make sure people with disabilities are getting the help they need to be successful.

same as above

\$\$

Update policies on PTE and evaluation after tenure to reflect what is expected and what a faculty member can expect. The language should reflect that cognitive, physical, and psychological disabilities are things that may require accommodation and that extension of the tenure time could be requested. I also think that a timeline for disability requests should be in place and used whenever possible so the policy isn't abused (or isn't assumed to be abused).

See answer to question 31.

Support them

Expand mentoring / networking opportunities for ALL faculty, making sure that these events are inclusive.

I don't think I have enough data to know whether or not these faculty have been short changed. If they don't come forward, and haven't received reasonable accommodation, then we may not be promoting/advancing them. So I guess my answer is that we need data.

Increase awareness

Promoting the rights of all helps promote the rights of individuals.

I don't know.

no opinion

Simply stating that the university does not discriminate (in general) gives the university the flexibility to discriminate. Be specific about HOW applicants, recruits, and existent employees will be accommodated and in which time frame. Specifically identify cognitive and psychological disabilities as requiring accommodation in the policy. The teaching staff/faculty do a fine job accommodating students but where employees are concerned, the university considers "disabilities" to be synonymous with "performance problems".

Faculty could be more aware of the policies.

Consider this issue on the tenure evaluation. A person with a disability might take more time to accomplish certain task or goals expected for tenure/promotion this should be given consideration.

Qualified individuals, regardless of disability (or sex, or sexual orientation or age or ethnic origin), should be advanced.

Not sure

Non-discrimination in the workplace and real action when it does happen.

By making public through an information campaign that NDSU provides support for such faculty members.

For physical disabilities, my earlier comments indicate that we need to look around and we will see many many problems. For cognitive and psychological disabilities, I cannot comment offhand, by need to look around.

as above in 34

?

Break the silence about these issues. Provide support for faculty and promote these efforts. Acknowledge that some faculty may demonstrate productivity in different ways.

Question 50

Currently, faculty disability accommodations/adjustments are handled by an office separate from Student Disability Services. In your opinion, how and where should faculty accommodations/adjustments be handled? Please explain the reasons for your response.

Text input

My initial reaction is HR. Although it may be useful to have a one-stop-shop with experts in disabilities, some faculty may not be comfortable going to the same office used by students. In addition, I got NO help from Student Disability Services for a student that I advise who is quadriplegic. They said that they are only required to provide access to the class -- not to make it helpful or useable.

I believe that student disability services does an excellent job. Add a distinct faculty disability component with resources to their services and showcase it.

A central facility. Individual departments may not have resources to accommodate requests.

Good question! For my own needs, I've worked with the person who schedules the classrooms. Could the office for students be expanded to work with faculty? It seems logical to have people with physical problems handled in the same building or office. I can understand how faculty with cognitive or psychological problems might not want to be seen at the same place as their students. For everyone with disabilities, the Wellness center seems a logical place to help people, but maybe it's only for the well.

I think this works just fine - I have had no experience in working with faculty with these disabilities

None of the offices is given the POWER to do the right thing, as opposed to meeting the minimum legal requirements. We need to rethink how we think about these issues. ANY office could be good. We have GREAT people (Bunnie, Jenn) who don't have the authority to do more than restate what is necessary for legal compliance. We need to give the right people the authority to do better, to develop policies and practices that really are "about people."

It is appropriate to have separation

I would have gone to disability services for a consult, so it should probably be in the same office.

Different units; the challenges to overcome are different for faculty than they are for students.

I don't know. It does seem like a different matter than student disabilities though.

Not by Student Disability Services. Students' needs and faculty needs are not the same.

Seems like the office of Equity and Diversity is most appropriate, the charge of that office is to make sure all students staff and faculty are treated fairly....

HR - seat of other HR issues

Adjustments should be handled in a separate office, as they are, but then forwarded through each department as needed.

I think a separate office is appropriate. In my understanding, a certified provider needs to make any determinations of physical, cognitive, or psychological disability, so the HR staff would administer that.

No change.

Dean's office

I think that both faculty and student accommodations/adjustments could be handled by the same office. They seem very competent and professional in Student Disability Services. I don't see much of a reason for maintaining two separate offices.

It doesn't matter as long as there is a place and faculty know about it.

I have not heard of any concerns about how these issues are handled so I assume that what the Univeristy is currently doing is sufficient.

I think it is okay to have a separate office, but a combined one would do as well.

I would think they would be handled through HR, and that would make sense to me.

More important question is by whom such requests should be handled -- how about by people who understand issues affecting performance of faculty with disabilities, have training, can maintain the information they are provided with confidential, whose primary focus is to ensure the success of the faculty they are working with

I would think a separate office would be better. But I understand there could be cost considerations.

Separately from students. I think this would maintain privacy for faculty and for students (i.e., if a student with a learning disability is in the office at the same time as his/her instructor with a psychological problem.)

Take the question and responsibility for accommodation away from administrators (chairs, deans, provost)!!! There is far too much freedom for them to engage in BIAS regrading WHO will be accommodated, HOW, and WHEN. Put the accommodation with HR and university facilities management. The department chairs, deans and provost should not have a say in the matter. They are simply too biased.

The present arrangement makes sense to me.

Yes they should be kept separated from SDS. Needs and goals are completely different.

It seems to be reasonable that these accomodations are handled by the same office to ensure consistency and pooling of resources.

I think separate from students is good as it helps maintain the faculty members privacy.

Not sure

Separate offices is best since Student Disability Services is understaffed and overbooked and the needs/accommodations, while overlapping, are different. There could be a joint committee between the 2 offices that address or oversee overlapping issues.

Maybe there should be a separate division for Disability Services (for faculty, students and staff, all in one) WITH A BUDGET for accommodations, otherwise you would be just providing lip service.

More sections, more walls, more fortresses around people, more funds that could be used to provide facilities are wasted.

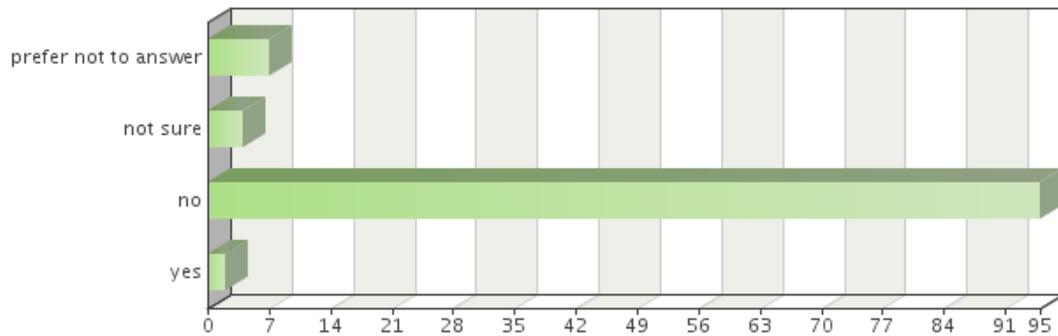
Seems appropriate; faculty and staff issues would seem to be handled more effectively if different for employees than students

Student Disability Services as they have specialized training.

I don't know where they are handled.

Question 51

Do you have (or have you had) a cognitive disability or condition that requires accommodation/adjustment? Please select one response only.



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
prefer not to answer	7	7	4.29%	4.29%	6.48%	6.48%
not sure	4	11	2.45%	6.75%	3.7%	10.19%
no	95	106	58.28%	65.03%	87.96%	98.15%
yes	2	108	1.23%	66.26%	1.85%	100%
Not answered:	55	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.85	Minimum:	1	Variance:	0.3	
Median:	3	Maximum:	4	Std. deviation:	0.54	

Total answered: 108

Question 52

If you feel comfortable doing so, please elaborate on your response to the previous question. What is the nature of your cognitive disability or condition? What accommodation/adjustment was made? Was the accommodation/adjustment helpful? Why or why not? Remember that this survey is completely anonymous. We ask these questions to better understand NDSUs climate toward faculty with disabilities.

Text input

Brain tumor. Work load was lightened to accommodate fatigue and cognitive healing post surgery. TA's were offered to help with work load as well.

I have some modest dislexia, but I have always striven to overcome this through concentration. This condition is occasionally frustrating, but I work through those periods and through the mistakes that result.

Not applicable.

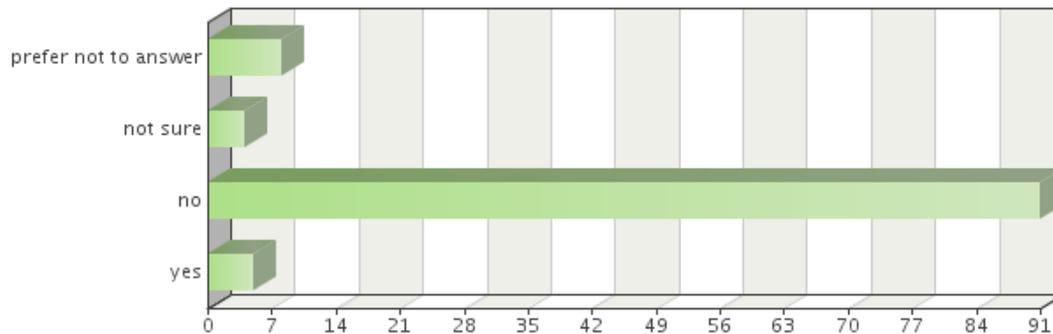
n/a

Not applicable

person w/ a brain tumor removed; he/she is comfortable w/ discussing issues and needs, makes it easy to be helpful in meeting the needs

Question 53

Do you have (or have you had) a psychological disability or condition that requires accommodation/adjustment? Please select one response only.



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
prefer not to answer	8	8	4.91%	4.91%	7.41%	7.41%
not sure	4	12	2.45%	7.36%	3.7%	11.11%
no	91	103	55.83%	63.19%	84.26%	95.37%
yes	5	108	3.07%	66.26%	4.63%	100%
Not answered:	55	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.86	Minimum:	1	Variance:	0.36	
Median:	3	Maximum:	4	Std. deviation:	0.6	

Total answered: 108

Text input

I deal with depression. I have not asked for accommodation, but sometimes it is very difficult to perform the duties of my job.

Seasonal affective disorder - need sunny workspace, which has been taken into consideration in my office location

Not to my knowledge. I readily acknowledge possession of at least as many psychological quirks as anyone else, but I would not classify this as a disability.

Not applicable.

haven't disclosed depression/anxiety -- not sure there is accommodation for that

I was depressed after the death of my wife. I got good help from the Counseling Center, but actually could not get a developmental leave just to get my life back together.

I have been diagnosed with depression but I haven't ask for accommodations/adjustment at University level. Only my chairman knows. I don't want everyone to know. It si a private thing.

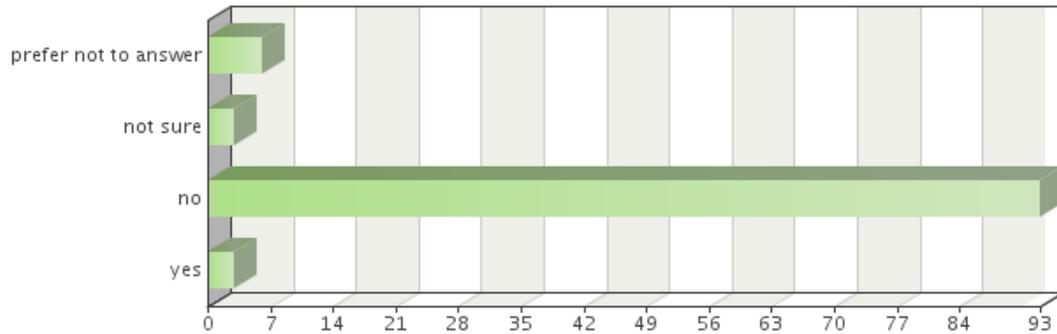
Not applicable

But I feel bad when I see the conditions here with other developed campuses.

Attention deficit disorder. No accommodation has been made.

Question 54

Do you have (or have you had) a cognitive disability or condition that qualifies for an accommodation/adjustment that you have not requested?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
prefer not to answer	6	6	3.68%	3.68%	5.71%	5.71%
not sure	3	9	1.84%	5.52%	2.86%	8.57%
no	93	102	57.06%	62.58%	88.57%	97.14%
yes	3	105	1.84%	64.42%	2.86%	100%
Not answered:	58	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.89	Minimum:	1	Variance:	0.28	
Median:	3	Maximum:	4	Std. deviation:	0.52	

Total answered: 105

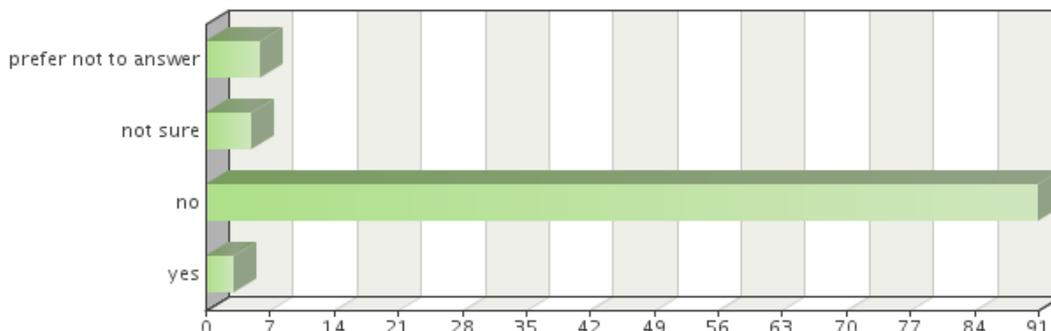
Text input

Aspergers

Not to my knowledge. Absent-mindedness and forgetfulness, yes, but not to a level that would classify as a disability.

Question 55

Do you have (or have you had) a physical disability or condition that qualifies for an accommodation/adjustment that you have not requested?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
prefer not to answer	6	6	3.68%	3.68%	5.71%	5.71%
not sure	5	11	3.07%	6.75%	4.76%	10.48%
no	91	102	55.83%	62.58%	86.67%	97.14%
yes	3	105	1.84%	64.42%	2.86%	100%
Not answered:	58	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.87	Minimum:	1	Variance:	0.29	
Median:	3	Maximum:	4	Std. deviation:	0.54	

Total answered: 105

Text input

I moved to an office and developed severe shoulder pain. I had an ergonomic assessment done, not expecting to ask NDSU to make accommodation. But the way the system works, my dept head found out and was quite unhappy because of potential expense. I did not spend a penny of NDSU money and purchased some recommended items myself, but the dept. head basically quit speaking to me.

Scheduling of classes for teaching has been accomodated to meet my needs.

do you mean physical disability (see question directly above). I have paralyzed vocal cords so need help to amplify my voice. I have colleagues that lose their voice in their 2nd or 3rd hour of teaching. All teaching environments should have sound amplification systems to accommodate not only the instructor, but also studnents who may be hearing impaired.

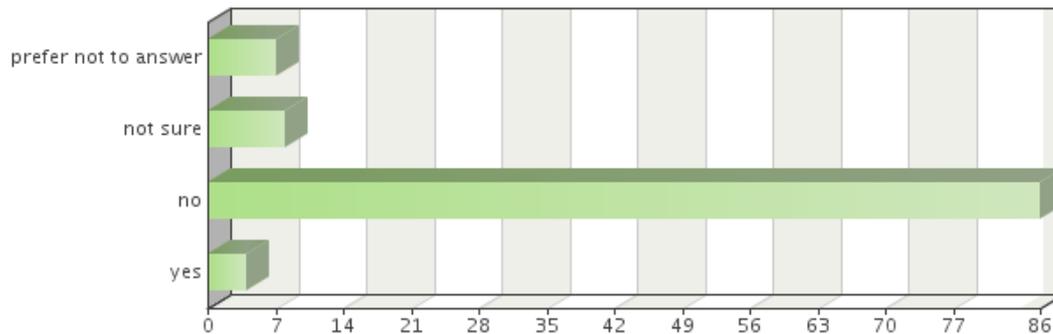
No, but the effects of advancing age are certainly in my routine sphere of attention.

I have a lower back problem and Jolean Pederson helped me to adjust my office (and some places in the lab as well). This has helped.

broken bone requiring change in classrooms for several weeks

Question 56

Do you have (or have you had) a psychological disability or condition that qualifies for an accommodation/adjustment that you have not requested?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
prefer not to answer	7	7	4.29%	4.29%	6.67%	6.67%
not sure	8	15	4.91%	9.2%	7.62%	14.29%
no	86	101	52.76%	61.96%	81.9%	96.19%
yes	4	105	2.45%	64.42%	3.81%	100%
Not answered:	58	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	2.83	Minimum:	1	Variance:	0.35	
Median:	3	Maximum:	4	Std. deviation:	0.6	

Total answered: 105

Text input

I don't know if the depression that I mentioned qualifies. My dept. head is very curt and I would not feel comfortable discussing anything with him.

Aspergers

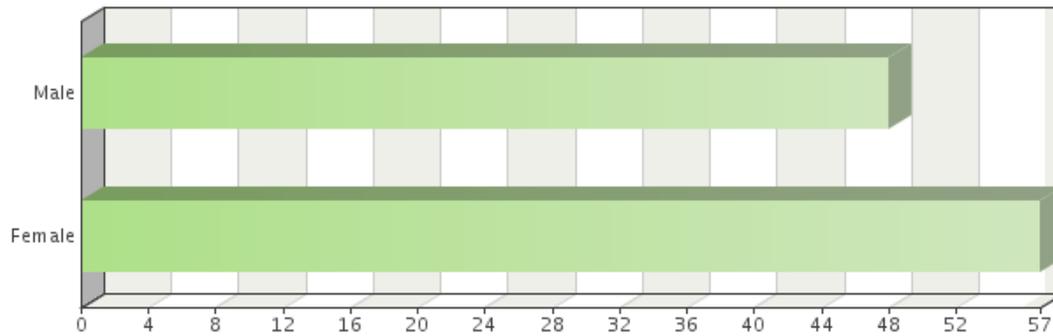
Depression a few years back; probably could have received an extension of the tenure clock. It would have required me to disclose my illness which for psychological reasons I was not willing to do at that time.

I don't want request for accomodation . I don't want everyone to know I have depression.

ADHD. I fear being labeled an unable to complete my job or using diagnosis as an excuse for not publishing to the extent I would like.

Question 57

What is your gender?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Male	48	48	29.45%	29.45%	45.71%	45.71%
Female	57	105	34.97%	64.42%	54.29%	100%
Not answered:	58	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.54	Minimum:	1	Variance:	0.25	
Median:	2	Maximum:	2	Std. deviation:	0.5	

Total answered: 105

Question 58

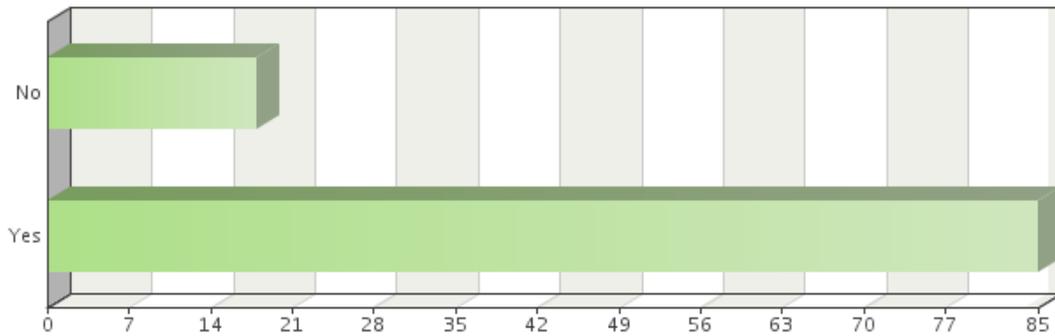
What is your race/ethnicity? Check all that apply.

Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
White	92	92	90.2%			
Non-White	8	100	7.84%			
Other, please specify:	2	102	1.96%			
Sum:	102	-	100%			
Average:	5.69	Minimum:	1	Variance:	1.43	
Median:	6	Maximum:	7	Std. deviation:	1.19	
Total answered: 102						

Question 59

Are you a U.S. citizen?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
No	18	18	11.04%	11.04%	17.48%	17.48%
Yes	85	103	52.15%	63.19%	82.52%	100%
Not answered:	60	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	1.83	Minimum:	1	Variance:	0.15	
Median:	2	Maximum:	2	Std. deviation:	0.38	

Total answered: 103

Question 60

What is your highest degree attained?

Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
Ph.D./Ed.D.	87	87	53.37%			
M.A./M.S.	16	103	9.82%			
Other, please list:	3	106	1.84%			
Not answered:	57	163	0%			
Sum:	163	-	100%	-	100%	-
Average:	1.82	Minimum:	1	Variance:	3.02	
Median:	1	Maximum:	7	Std. deviation:	1.74	
Total answered: 106						

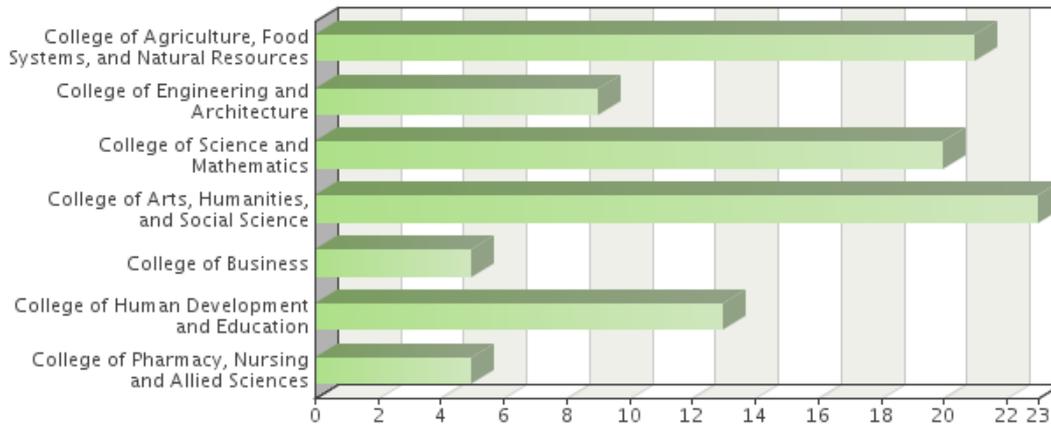
Text input

BS

Advanced professional degree

Question 61

What is the primary college to which you are assigned?



Frequency table

Choices	Absolute frequency	Cum. absolute frequency	Relative frequency	Cum. relative frequency	Adjusted relative frequency	Cum. adjusted relative frequency
College of Agriculture, Food Systems, and Natural Resources	21	21	12.88%	12.88%	21.88%	21.88%
College of Engineering and Architecture	9	30	5.52%	18.4%	9.38%	31.25%
College of Science and Mathematics	20	50	12.27%	30.67%	20.83%	52.08%
College of Arts, Humanities, and Social Science	23	73	14.11%	44.79%	23.96%	76.04%
College of Business	5	78	3.07%	47.85%	5.21%	81.25%
College of Human Development and Education	13	91	7.98%	55.83%	13.54%	94.79%
College of Pharmacy, Nursing and Allied Sciences	5	96	3.07%	58.9%	5.21%	100%
Not answered:	67	163	0%	100%	-	-
Sum:	163	-	100%	-	100%	-
Average:	3.43	Minimum:	1	Variance:	3.32	
Median:	3	Maximum:	7	Std. deviation:	1.82	

Total answered: 96

Question 62

What topics/questions would you like discussed at an open forum on the subject of faculty with disabilities?

Text input

See my responses to earlier questions.

People who have disabilities that aren't visible. THREE TIMES I've been waiting for (or taking) the elevator when a total stranger has said "Don't be so lazy - take the stairs" or "You're taking the elevator for only one floor?"

Building and office access.

PTE language for probationary period extension in the case of disability, funding options for physical changes to increase access

I wish I knew more about the accommodations that were available for faculty.

The policy, the office we would have to go to. Also, what the individual could do to help faculty with their disabilities.

Maybe something to the effect of: "My disability is not about you. Please don't take it personally, and for the love of god, stop complaining about how you find it weird/ uncomfortable/ or inconvenient."

Physical accessibility of the campus.

Not sure

Facilities management's responsibilities for maintaining ADA standards. This is not just about winter hazards but other building planning. The Minard remodel has already seen poor design - in 222, the computer cabinet/lectern was placed so close to the whiteboard and screens that a person in a wheelchair would not be able to use the instructional space correctly. (Not to mention that the cabinets/lecterns are all too high for wheelchair use.) The space issue between the cabinet/board was resolved but this never should have happened in the first place.

How to fund the accommodations that are needed. If this is not addressed, the rest is just a 'show' of support, not real support!

We have only SOME disabled friendly features. Where are the rest of facilities that make this a comprehensively friendly facility.

When the college of engineering will be more accessible to disabled persons? Is there any plan in place? (Genesis: One elevator in the whole college, and from the elevator one has to go out and get exposed to the elements (-40 deg) to get into any building.

This survey is very interesting and enlightening.

How to access support through the tenure process. Ways to be productive given my limitations. Advice about disclosure to administrators. Explanation of related policies.

Question 63

Please use this space to give us any further information or comments that you feel are relevant to this survey.

Text input

Became too much--had to skip second half, more or less. Haven't dealt with these issues much, but seems like a worthy subject.

This survey was way too long. That's why my responses are incomplete.

While I don't see this as a big problem on campus, I like the idea of NDSU being proactive in a way that shows that we value our people.

Thanks for asking these questions.

Talking about these topics are worthless without change at the top of the administration. Start hiring a diversity there to show the university is committed to this project.

I don't know that I gave you much useful information, but thank you for directing my attention to these issues.

Thanks for putting this out there. I think it is an important topic for discussion that people don't think about unless they or someone they are close to has a disability.

None

Too many questions, many of them internal to NDSU, which have responses that can identify the respondent when seen in combination. Violates IRB process for true anonymity!

We have a long, long way to go.

Thank you for taking the time to research this area of need. I'll look into this now because of this survey.
